



TEACHING & LEARNING 2010-2011

At Cleves we believe children learn bestwhen

1. They are in a secure and happy environment

- ✧ Classroom organisation encourages both independence and positive interaction by using the 5Rs
- ✧ Staff adhere to agreed Code of Conduct and apply the rules consistently
- ✧ Teachers expectations are achievable but challenging for the individual

2. They can work to their full potential

- ✧ There is relevant feedback using a range of strategies
- ✧ There exists the opportunity to work within a range of learning structures
- ✧ There is easy access to relevant resources
- ✧ There is the acknowledgement that there is a range of abilities with everyone striving to achieve their personal best
- ✧ They can verbalise how they are learning using the Learning Skills Vocabulary

3. They feel valued and can experience success

- ✧ Success and effort are praised
- ✧ Future learning paths have been built upon secure foundations
- ✧ Treated as individuals – regardless of race, colour and creed
- ✧ Work is set at the appropriate level of challenge

4. The school experience is wide and varied

- ✧ In the classroom
- ✧ Children are given the opportunity to work/perform alongside professional actors/dancers/artists
- ✧ A wide range of experiences are offered during extra curricular activities
- ✧ On residential visits, trips, concerts both as audience and performer
- ✧ Activities are planned on a long term and weekly basis
- ✧ There is a variety of teaching styles and situations and key learning skills are identified and taught explicitly

5. The work is matched to ability

- ✧ The Key skills and Multiple Intelligences are used in planning and teaching
- ✧ Differentiation of work either by task or outcome
- ✧ The activities are challenging and use appropriate styles of learning and teaching in order to move the learning on

6. They are highly motivated

- ✧ Children's achievements are celebrated
- ✧ A positive response is given to complete work
- ✧ The environment is stimulating and displays changed as appropriate
- ✧ They are taught discretely the skills and strategies to enable them to work in different learning situations with confidence and success
- ✧ They know and understand their strengths in their Learning Styles and are working to improve those which are less of a strength

7. They are given the opportunity to achieve their best quality work

- ✧ Children have quality interaction with all adults in school
- ✧ They are encouraged to develop self motivation
- ✧ They know their efforts are valued
- ✧ They develop concepts and skills and their own learning style
- ✧ They can make appropriate choices and show self discipline
- ✧ They learn how to make critical but positive evaluations of their own work and way of working

8. There is a good working relationship between themselves, their parents and teachers

- ✧ Children, parents and teachers are involved in setting and assessing personal targets
- ✧ Parents and children contribute to school decision making e.g. School's Council, SIP Working Group, questionnaires, mentors, peer mediators, associate governors
- ✧ There is an effective system of communication – Parent Consultations, Home/School Liaison Book, Newsletters, Information Evenings
- ✧ There is an open door policy for parents in emergencies – they are aware of appropriate ways/times to contact their child's teacher
- ✧ The pupil voice is given the form to be heard and acted upon

9. Consistency exists throughout the school

- ✧ The children have clear knowledge of appropriate behaviour, which is monitored by all adults and consistently communicated to the children through the Assertive Discipline Policy
- ✧ All staff take responsibility for the assertive reinforcement of discipline
- ✧ There is a whole school standard of work, presentation and content, applied by all staff

10. At Cleves the learning is inclusive and all SEN provision is of a high standard that reflects the school ethos and ensures that all learners are given the best opportunity of realising their potential by:

- ✧ Use of specialist teaching for individual and group work
- ✧ Small SEN Maths Sets for Years 3/4, 5/ 6
- ✧ Learning Support Assistants supporting individual children within the classroom
- ✧ Ensuring equal access to the curriculum
- ✧ Effective liaison with parents, infant and secondary schools, members of the Multi professional team and Medical Services
- ✧ Provision of SEN staff Training

Learning support happens best when:

- ✧ LSAs have an awareness of the new Cleves curriculum, Literacy and Numeracy Strategies
- ✧ LSAs are aware of daily and weekly planning
- ✧ There is effective communication and liaison between LSA and class teacher in order to develop and adapt suitable programmes of support and differentiate work where appropriate
- ✧ LSAs are involved in the classroom and help adapt the learning style to best fit the children
- ✧ LSAs have access to and knowledge of IEPs and Statements
- ✧ LSAs participate in evaluations and contribute to reviews of children's progress
- ✧ LSAs liaise, advise and consult with other members of the team supporting the children
- ✧ LSAs, where appropriate, help to foster links between home and school
- ✧ LSAs help to motivate, encourage, and develop self esteem and confidence of the children
- ✧ LSAs help to develop the child's own sense of worth and gain a sense of pride in their achievements

11. At Cleves we believe that the experience the children have outside the classroom should be positive and safe and ensure physical and emotional wellbeing.

The role of the Midday Supervisor should be:

- ✧ To be there for the children – to make their lunchtimes happy and safe
- ✧ To ensure food should be eaten in a calm and friendly atmosphere
- ✧ To understand that the children learn behaviour by copying – we will make sure that our behaviour is appropriate – polite, friendly and assertive so that children will learn by our examples. We talk to children and help them listen
- ✧ To follow the Assertive Discipline Code of Conduct
- ✧ To believe that play is important and try to help this take place whenever possible

Teachers Teach best when....

1. They feel valued and have high esteem

- ✧ They are given opportunities to succeed
- ✧ They have access to career development including training
- ✧ There is recognition of effort by leaders, colleagues and parents
- ✧ When comments are valued and acted upon
- ✧ Expectations from leaders and subsequent targets for the children are realistic and achievable
- ✧ They receive clear directives on new initiatives which are reviewed and refined as appropriate for Cleves

2. They have strong leadership

- ✧ Leadership has a realistic vision which is clear, secure, firm and consistent
- ✧ Leadership is by example, with a balance between democracy and decision making
- ✧ Leaders should be approachable, supportive and sympathetic

3. Their teaching is well planned

- ✧ The Schemes of Work contain detailed lesson plans and emphasise continuity and progression and active learning
- ✧ Planning is centred around Key Learning Skills and Multiple Intelligences
- ✧ Planning identifies the specific learning key skills to be addressed within clear learning objectives and ensures a spread of Multiple Intelligences
- ✧ Adequate time is given for planning and implementation of new initiatives
- ✧ Weekly Year Meetings allow for reflection, evaluation and discussion
- ✧ There is consistency of coverage within the Year Group

4. They are free to establish their own classroom agenda, structure and environment

- ✧ Good classroom organisation is established through sharing of ideas
- ✧ The '5Rs' are used as a basis of positive behaviour management and learning ethos
- ✧ Effective time management is employed
- ✧ Clear expectations of consistent discipline
- ✧ Effective use is made of Classroom Assistants and adult help (see previous section)
- ✧ Use effective paperwork when necessary

5. They have knowledge of and utilise all school policies

- ✧ Policies are used as part of the planning process
- ✧ Policies are succinct, relevant, required, accessible and practical
- ✧ Policies are to be reviewed, evaluated and modified and dated
- ✧ Teachers are to be supported in the understanding of policies

6. Their pupils are motivated and on task

- ✧ Lessons are presented enthusiastically, with clear and defined focus and with appropriate pace
- ✧ Tasks are stimulating, relevant and differentiated when appropriate
- ✧ Children are aware of the learning intention and the necessary identified Key learning skills to achieve it
- ✧ Work is marked promptly with comments if appropriate
- ✧ Teachers encourage children to do their best
- ✧ The children know their work is valued by word or action

7. They can see themselves as part of a team

- ✧ The objectives are clear and every teacher has a specific responsibility within the teams using the individuals strengths and expertise
- ✧ Communication is effective, open and honest
- ✧ There is a supportive atmosphere with recognition of achievements
- ✧ All school procedures have clear guidelines enabling everyone to fulfil their role
- ✧ Everyone has an opportunity to contribute to policy making

8. They have a sympathetic 'partnership' with other members of staff

- ✧ Share strengths
- ✧ Make time for each other
- ✧ Understand and value confidentiality
- ✧ Encourage team work and share work load evenly

Written : E.Earl
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Record Keeping Policy

Teachers are expected to have assessment and monitoring records to include the following

ASSESSMENT AND RECORD KEEPING FILES

Class Assessment folders

- a. Any relevant transfer notes or materials from previous teacher (i.e.: liaison grids, SEN notes)
- b. Specific IEP notes and IEP plans
- c. Separate maths section for maths set children
- d. Assessment records for Rising Stars, SIMs data, own ongoing notes. Mental maths tests, parent consultation notes, weekly planners
- e. Notes from parent consultations. Including notes from other maths set teachers
- f. Ongoing weekly tests eg: spelling
- g. Autumn/Spring/Summer assessment results (criterion referenced writing, NFER tests, SATs data, science assessment results, teacher assessment)
- h. Any other data such as PIPS tests, Fisher Family Trust
- i. Individual, group, guided reading records
- j. Any relevant communication from individual parents
- k. Any concerns about a child re Safeguarding, noted and dates as things happen

Planning Folder

- a. Curriculum overviews
- b. Weekly planning grids (done in year meetings but evaluations completed individually)
- c. Individual lesson plans
- d. Schemes of work
- e. Weekly maths set planner