



Lea Valley Primary School

Teaching and Learning Policy 2016/17

Contents

Our Mission Statement.....	3
1. School Values and Aims	4
Values.....	4
Aims	4
2. Ethos.....	5
Equal Opportunities	5
Inclusion	6
3. Effective Learning	7
How Children Learn	7
Learning Processes.....	8
Activities for Learners	8
4. Effective Teaching.....	9
The Role of the Teacher	9
The Curriculum	10
The Whole School Scheme of Work	11
a. Basic Skills.....	12
b. The School Day.....	12
Planning	13
Long-term Plans	13
Medium-term Plans	13
Short-term Plans	14
Principles of Planning.....	14
Differentiation	15
The Management of a Lesson	15
The Structure of a Lesson.....	16
Teaching Timeline.....	17
Record-Keeping and Assessment.....	17
Assertive Mentoring.....	18
Target Tracker	19
Monitoring	19

Principles for Monitoring	19
Subject Leaders	20
Senior Leadership Team	20
Teaching Strategies	21
Teaching Style.....	22
The Classroom Environment	22
Principles for Creating the Classroom Environment	23
5. Support for the Work of the School.....	26
The Role of Learning Support Staff	26
The Role of Parents.....	26
The Role of Governors	27
The Role of the Community	27

Our Mission Statement

At Lea Valley Primary School we aim to provide our pupils with the highest quality of education in a positive and stimulating environment so that all our pupils enjoy learning, aspire to achieve excellence, and develop a determination to succeed.

Teaching and learning is the business of the whole school.

This policy is central to creating all the conditions for effective learning to take place. It is the responsibility of every member of staff to ensure that it is fully implemented.

"If you believe that every child can achieve, that every child you come into contact with is capable of achieving to the highest potential – if you really believe that, then you engage in constant, restless questioning about yourselves, your teaching, the institution you are in – to strive for improvement all the time."

Jeff Howard, Efficacy Institute, www.efficacy.org

1. School Values and Aims

Values

We believe we should create a welcoming and positive atmosphere which values and respects each child.

This will enable all children at Lea Valley Primary School to develop the personal and social skills to learn alongside others, learning from and with each other in a happy, secure and caring environment that promotes respect for self, others and the cultural and social diversity of our community.

This in turn will encourage all our pupils to attain the highest standards of which they are capable in their academic achievement.

Aims

At Lea Valley Primary School we undertake to:

- Provide a high quality education so that pupils attain high standards in all areas of the curriculum;
- Raise attainment for all pupils, enabling them to achieve their personal best.
- Have high expectations of all pupils;
- Develop confident, disciplined and enquiring learners able to make informed choices;
- Foster a love of learning;
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others;
- Facilitate considerate and positive relationships between all members of the school community;
- Ensure equal opportunities in relation to gender, race, class, special needs and belief;
- Value and respect all cultures;
- Provide a safe and happy workplace;
- Keep up-to-date with advancements in technology so that all pupils develop the skills necessary for future learning;
- Promote a thoughtful attitude towards the immediate and wider environment.
- Make links with the wider community;
- Ensure that all children are safe, able to thrive and achieve;
- Ensure, in line with the Prevent Duty, that all staff and governors recognise vulnerability and mitigate the risks.

2. Ethos

We value all members of the school community as individuals who are involved in teaching and learning.

We recognise that positive behaviour and social skills provide a sound basis for working, sharing and playing together. We consider the physical, intellectual and emotional atmosphere of the school environment should enable individuals to feel good about themselves and believe in themselves as learners.

Teachers will provide a broad and balanced curriculum which will develop the skills, concepts and knowledge necessary for future learning. In the course of their daily work, the staff will contribute to the development of this ethos through:

- Providing a calm, controlled and effective working environment at all times, in which each child can achieve his or her maximum potential;
- Providing a welcoming environment, in which courtesy, kindness and respect are fostered;
- Providing positive role models;
- Providing a fair and disciplined environment, in line with the school's 'Behaviour Policy';
- Maintaining purposeful and informative planning, record-keeping and assessment documents, in line with the school's procedures;
- Effective management of their professional time;
- Providing children with meaningful, purposeful tasks, related to the new curriculum programmes of study and the Foundation Stage 12 areas of learning;
- Valuing and celebrating pupils' success and achievements;
- Reviewing personal and professional development by providing appropriate INSET, training and support from colleagues in order to ensure a high level of professional expertise;
- Welcoming, supporting and educating students, both teaching and non-teaching;
- Developing links with the wider community to enhance the opportunities for teaching and learning.

Equal Opportunities

In accordance with the school's Equal Opportunities Policy, all children at Lea Valley Primary School must be given full access to the National Curriculum. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability.

Inclusion

At Lea Valley Primary School, meeting the needs of all pupils means giving consideration to the educational requirements of different groups of learners in line with national and local guidelines. These groups include:

- Pupils with SEND;
- Gifted and talented pupils;
- Pupils with behavioural, emotional and social difficulties and/or who are disaffected and who may have regular unexplained absences or demonstrate apathy towards the experience of school;
- Pupils from under-achieving minority ethnic groups and pupils who need support to learn English as an additional language;
- Pupils who have a disability;
- Pupils who appear to be under-achieving in one or more key areas of the curriculum.

We aim to put in place a wide range of organisational and teaching strategies to respond to the diverse learning needs of our school community and to show that each one of our pupils is valued.

We seek to ensure that all pupils receive the appropriate assessment, curriculum and teaching to enable them to learn most effectively.

3. Effective Learning

The child is at the centre of what we do.

Every child has the right to learn, improve, be stimulated and challenged in a positive and protected environment.

At Lea Valley Primary School we want each child to become an active learner – to listen to the teacher and to each other, to ask questions, to follow the instructions of staff and to complete work, including homework, to the highest possible standard.

In order to achieve this aim, teachers need to understand how children learn.

How Children Learn

Every child is different. Each child's brain is as individual as their fingerprint and they will develop a preferred learning style, i.e. the way in which they begin to concentrate on, process and retain new and difficult information.

Research findings provide useful insights into the ways in which children learn; these have implications for the way teachers teach.

Ekwall and Shanker discovered that people generally recall about:

- 10% of what they READ
- 20% of what they HEAR
- 30% of what they SEE
- 50% of what they both SEE and HEAR
- 70% of what they SAY
- 90% of what they simultaneously SAY and DO

Bandler and Grindler believe that everyone has a dominant sense: visual (V), auditory (A) or kinaesthetic (K). The dominant sense is the preferred channel for receiving and processing material, i.e. their learning style.

Paul Ginnis identifies four similarities between learners:

- Everyone needs to work things out for themselves;
- Experiences that are multi-sensory, dramatic, unusual or emotionally strong are remembered for longer and in more detail than ordinary, routine experiences;
- Everyone needs to feel emotionally secure and psychologically safe;
- Learners are more motivated, engaged and open when they have some control of their learning.

Teachers use this knowledge to structure their teaching so that all the pupils in their class can learn in the most effective way.

Learning Processes

Children enter school at different stages of development. They learn in different ways and at different rates of progress. In the course of their learning, children develop their skills through a variety of processes. These include:

- Investigation;
- Experimentation;
- Listening;
- Observation;
- Talking and discussion;
- Asking questions;
- Practical exploration;
- Role play;
- Retrieving information;
- Imagining;
- Repetition;
- Problem-solving;
- Making choices and decision making

Opportunities should be organised to allow pupils access to these processes so that they develop their own strategies to gain knowledge and skills.

Activities for Learners

Because children learn in a variety of ways, it is necessary to ensure that pupils participate in a balance of activities that incorporate as many styles as possible. These include:

- Whole class – questioning, modelling, games, stories, lecturing, discussing, informing, directing, demonstrating, explaining;
- Group/pairs – collaborative work (not just sitting together), sharing, researching, investigating;
- One-to-one learning with an adult, or more able pupils
- Independent learning.

In all of the above, the teacher will always aim to provide a balance of Visual, Auditory and Kinaesthetic activities to meet the needs of the range of learners in any one class.

4. Effective Teaching

The Role of the Teacher

Every teacher at Lea Valley Primary School has the right to teach and be treated with respect by pupils, parents, colleagues, governors and the community.

It is the responsibility of each member of the teaching staff to ensure the implementation of the teaching and learning policy. To create an atmosphere conducive to effective teaching and learning, it is expected that every member of staff should:

- Be committed to the successful achievement of the school aims;
- Develop and sustain good links and focused communication with parents/carers in order to support the children's learning;
- Use resources effectively, including other adults, to support children's learning;
- Use technology effectively in order to support children's learning;
- Develop the range of reading skills required to access all the curriculum effectively;
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding;
- Ensure that teachers and teaching assistants are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences, both in class and when undertaking interventions;
- Create a positive learning environment for the pupils;
- Treat pupils with respect;
- Have a good knowledge of the Primary Curriculum and the ways in which children learn;
- Aim to prepare stimulating, challenging lessons which meet the needs of each individual pupil. They should be supported by, and be able to contribute to, Schemes of Work and the provision of appropriate resources;
- Aim to ensure that **every lesson counts**;
- Aim to use ICT as a resource to support the teaching and learning in all areas of the curriculum where it can make it 'Easier, Better or Different';
- Make classroom expectations explicit by frequently reinforcing rules, procedures and expectations for learning;
- Be positive and use the system of rewards outlined in the Behaviour Policy;
- Provide regular feedback on work; written work should be marked according to guidelines in the school's Marking Policy;
- Communicate regularly with parents;

- Apply all policies and procedures fairly and consistently and contribute to their on-going development;
- Be regarded as learners. They should be prepared to take risks and may make mistakes in pursuit of the school's constant endeavour to improve;
- Have the opportunity to observe the lessons of others and be observed themselves. Feedback, both written and spoken, should form a dialogue between observed and observer;
- Be willing to celebrate and share their own strengths and the strengths of others;
- Work together with their colleagues to develop a strong staff team;
- Be provided with high quality INSET relevant to their professional development.

At Lea Valley Primary School, the teacher is regarded as **the** most important resource; the skill and creativity of the teacher has a huge impact on the success of pupils' learning. As Alistair Smith stated in his research, 'children can become cleverer through the teacher's skilled intervention'. A skilful teacher **does** make a difference.

The Curriculum

The curriculum outlines what the teacher must teach and what the children should learn. The national guidelines must be translated into an interesting, meaningful and enjoyable curriculum for our pupils.

The Whole School Scheme of Work

The following documents provide the long-term plans for teachers and map out the curriculum across the school.

	Subject	Scheme of Work	Date Agreed	Review Date
Core	Reading Writing	New Primary Literacy Strategy Framework: Nelson Handwriting Scheme		
	Mathematics	Maths Makes Sense		
	Science	New Primary Curriculum		
	ICT	Rising Stars		
Foundation	R.E.	AMV – Agreed syllabus for Haringey. School developed Curriculum Map		
	History	New Primary Curriculum		
	Geography	New Primary Curriculum		
	P.E.	School developed Scheme of Work and First Kicks		
	P.H.S.E.	Wiltshire Learning for Life and School developed Scheme of Work		
	Art	Skills based, linked to Topic (Ros Wilson)		
	Design and Technology	Skills based, linked to Topic		
	Music	New A1 Curriculum School developed Scheme of Work		

Teachers in the Foundation Stage use the DfEE 'Curriculum Guidance for the Foundation Stage'.

A complete set of the Schemes of Work (SoW) and Curriculum Maps can be found on the Lea Valley Primary School server.

a. Basic Skills

At LVS we are committed to raising standards of Basic Skills, i.e. the ability to read, write and speak in English and to use Mathematics and ICT at a level necessary to function and progress at work and in society in general. The extra curriculum time is dedicated to improving the children's basic skills.

Teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through:-

- The provision of appropriate resources.
- Planning extension activities, which can be carried out by individuals or groups of individuals.

b. The School Day

At Lea Valley Primary School the school day is organised as follows:

	Activity	Time	Description
Morning (am)	Registration	9.00	In KS2 classes some Basic Skills work will be reinforced while registers are called.
	Assembly/Class Worship	09.10	On days where there is no assembly (KS1 – Tues; KS2 – Thurs) an Act of Worship is carried out in the classroom.
	Lesson 1	09.30 - Break	
	Break	10.25 – 10.40 10.40 – 11.00	For YR, Y3 & Y4 classes For Y1, Y2, Y5 & Y6 classes
	Lesson 2	10.40/11.00 - Lunch	
	Lunch	12.00 – 1.00 12.00 – 1.15	For KS2 classes For KS1 classes
Afternoon (pm)	Reading (Big Read) Lesson 3 Lesson 4 Story Time	1.00/1.15 – 3.15	There is some degree of flexibility within the afternoon format. Teachers will organise the timings of session to ensure that subject time allocations can be met and schemes of work can be covered.

	Hometime	3.15	End of school day.
--	----------	------	--------------------

The school day finishes at 3.15 p.m.

Planning

The key to good teaching is preparation. Lessons require careful planning to ensure the smooth management of the teaching and learning which must take place. Lesson plans translate the teacher's intentions into actions. Sound planning is based on the needs of a situation and is backed up by thorough preparation, taking account of the following:

- Senior leaders develop clear and consistent structures and systems for all aspects of curriculum planning;
- Teachers and school leaders, at all levels, have an understanding of and are able to effectively utilise, the complete planning process: including the use of the Year Road maps to develop long, medium and short term plans, to inform both the construction of the curriculum and its delivery;
- All planning is suitably differentiated for all learners with clear learning and steps to success in language the children will understand;
- Planning identifies a range of engaging activities to develop children's skills, knowledge and understanding;
- Planning explicitly notes appropriate to subject specific language;
- Planning details resources to be used which support learning, including the strategic deployment of any other adults;
- Planning shows that the teacher has been reflective and assessed the children's work, annotating this to indicate potential next steps in the children's learning which will directly move the learning on;
- Teachers have the opportunity to plan together with their year group partner(s) at least weekly.

At Lea Valley Primary School, teachers meet weekly to plan in year group teams.

Planning takes place at three levels:

Long-term Plans

The whole school Schemes of Work map out what will be taught across the school year. These plans are present on the server.

Medium-term Plans

A half-term planning grid is completed by each year group. It outlines briefly the objectives and the content which will be covered each week for each subject. This is put on the server.

Short-term Plans

Weekly planning sheets are completed to expand the medium-term plans by Friday of the previous week. There are four weekly planning sheets to be completed by each year group:

- Literacy
- The Big Read
- Numeracy
- Other subjects (school format)

Separate planning sheets are provided for the Foundation Stage. Short-term plans are made available to all support staff and should indicate their role within the lesson. Teachers are requested to have the weekly plans on their desks so that any teacher providing 'cover' can access them and teach the required curriculum content.

Principles of Planning

Planning should be led by learning objectives, and should indicate the basic intentions of coverage for all adults working in the classroom (including supply cover).

Learning objectives must be clearly written on plans so that support staff and supply teachers are aware of what is being taught.

Learning objectives must be shared with the children at the start of the lesson and displayed on the class board during the lesson. They should also be referred to throughout the lesson.

When completing the weekly planning sheets, staff must ensure that the learning objectives are very specific. For all other curriculum areas, it is important that teachers clearly identify the nature of the learning to take place, i.e. whether it is knowledge, skill, concept or attitude-based. As a result, it is recommended that teachers use the following beginnings when writing learning objectives:

- To know..... (factual information)
- To be able to..... (skills)
- To understand..... (concepts)
- To be aware of..... (attitude)

Activities must be carefully thought out and thoroughly planned in order that learning objectives are met.

Planning should:

- Be purposeful and manageable;
- Take place within the overall school policy of teaching and learning;
- Support good teaching and learning;
- Be structured around the whole school schemes of work which ensure continuity and progression;
- Indicate what the children will learn and to some degree how this will be taught;
- Indicate how ICT can be used to support the learning objectives;
- Be suitably differentiated in order to challenge the most able and support the weakest pupil. i.e. G & T, SEND and EAL, as well as the above average (HA), average (MA) and below average (LA) pupils;
- Be evaluated and modified, where necessary, by the teachers themselves;

Differentiation

It is essential that teachers differentiate in order to fulfil the core values of the school, and to successfully achieve the learning objectives of any one lesson so that the needs of all pupils are taken into account.

Teachers will differentiate the curriculum by, for example:

- Adapting their delivery;
- Questioning;
- Informing pupils in different ways;
- Planning different tasks or activities;
- Having different expectations of outcome;
- Giving extra time;
- Use of support staff;
- Use of additional/different resources;
- Grouping pupils according to ability.

Not all of the above examples can be employed in any one lesson. Nor do they represent an exhaustive list of the possible ways in which differentiation can occur.

Differentiation **must** be manageable if it is to be effective.

The Management of a Lesson

In order to manage a lesson successfully a teacher should:-
Be prepared (in terms of)

- Subject knowledge
- Resources
- Knowing the level and experience of the children.
- Have clear learning objectives – with no more than 2 primary objectives per lesson which are explicit to the children and support staff.
- Have high expectations:
 - of behaviour
 - of effort with the task
 - of quality of outcome
- Have positive interaction with the pupils.
- Have a clear structure to the lesson.
- Senior leaders develop clear and consistent structures and systems for all members of the School community that identify expectations for both learning and social behaviours;
- Teachers and other adults maintain positive relationships with the children without underestimating the need for good behaviour;
- Lessons are well paced, interesting and match the children's learning needs so that all children are encouraged to display good learning behaviours;
- Teachers and other adults consistently but sensitively use the School's Behaviour Policy in order that all children know what is expected of them, can learn and socialise appropriately and understand the difference between right and wrong and that there are consequences to their actions;
- Children are praised and rewarded for the good things that they do, and sanctioned if they do not do the right thing

The Structure of a Lesson

A typical lesson should be structured as follows:

- Starter – introduction/revision (whole class)
- Main Teaching Activity (whole class)
- Group/individual work (appropriate groupings)
- Plenary (whole class)

The lesson structures of Literacy and MMS – which emphasise pace, structure and a plenary around a very specific set of learning objectives – are effective models. However, this needs to be balanced with the needs of the children, their learning styles and the opportunity to develop a piece of work to a high standard over a period of time.

Teaching Timeline

Intro 20 Mins	Introduce learning objective and success criteria	AFL Strategies used throughout (possible exit points for key group independent or with TA support)
	Direct teaching of new learning and Modelling (TA active participation with pupils)	
	Interactive strategies (think/rehearse/reflect)	
	Set out expectation for end of the session	
Main Activity 30 mins	Children reflect on previous learning and marking	AFL Strategies used throughout
	At least 30 minutes focused activity children are independent. The teacher continues to teach through focused groups.	
	Mini-Plenary used within independent learning time to: make connections/address misconceptions & refine/rehearse	
Plenary 10 mins	Address success criteria and learning within groups – who has achieved?	AFL Strategies used throughout
	Demonstrate depth when appropriate using application questions	
	Teacher evaluation next step – Where do we go from here?	

Record-Keeping and Assessment

- Senior leaders develop clear and consistent structures and systems for all members of the School community that identify expectations for both learning and social behaviours;
- Children are given clear consistent direction about their expected conduct both in lessons and around the School;
- Children's work is regularly, diagnostically assessed; verbally or in written form, clearly stating what the children have done well and what their next steps in their learning are;
- Teachers and children; and teachers and senior leaders, have regular discussions about the children's work which affect provision and support arising from this within the accountability process;
- Children and teachers use a variety of accurate, timely and regular assessment strategies in order to assess children's work in relation to the lesson's learning;

- Teachers and children to develop accurate and timely use of the assessment performance descriptors for Reading, Writing and Mathematics in line with the 2014 Primary Curriculum;
- Teachers have a secure understanding of what each child is capable of in their class and will only accept appropriate outcomes for each individual, relative to their ability and moderate work within year groups, phases and across the school in order to support accuracy and consistency.
- Teachers have a secure understanding of progression within each core subject (English, Mathematics, Science and ICT); including what skills, knowledge and understanding need to be demonstrated for a child to aim to achieve at National Standard and what the next steps for that child are in order that they make progress in their learning, or where to find this information for all curriculum subjects.

Regular assessments are made of pupils' work in order to establish their level of attainment and to inform future planning.

During each lesson the teacher will be assessing the pupils' understanding of what has been taught in two main ways, namely through:

- Pupils' responses to questions and activities.
- Marking the pupils' work.

Teachers are required to develop effective systems of recording their assessments so that they will be able to make informed judgements about pupils' attainment, and identify the next steps to be taken. The information recorded by teachers should note significant milestones, as well as being useful and manageable.

At Lea Valley Primary School it is recommended that teachers keep:-

- Notes/observations of pupils' attainments in lessons which will impact on future teaching.
- Mark books to record test results e.g. spelling, mental arithmetic.

In addition to the above, there are school systems for tracking pupil attainment and progress. These are as follows:

Assertive Mentoring

Why Assertive Mentoring?

'There is no evidence that increasing the amount of testing will enhance learning' (Assessment Reform Group).

With this in mind, at Lea Valley Primary School we use Assertive Mentoring as part of our assessment because we believe pupils learn best when they:

- Understand what they are trying to learn
- Are given feedback about their work
- Are shown how to make it better
- Are fully involved in the process

Target Tracker

Once assessment data has been collected it is put onto Target Tracker. This is done every half-term. Target Tracker is an electronic tool which is used by all teaching staff to analyse attainment and progress of whole class, groups and individuals.

The information provided by the assessments allows teachers to see if pupils are making the progress expected. If they are not, then appropriate action must be taken. It also provides the evidence base for teacher assessments, for discussions with parents and for the writing of the child's annual report.

Monitoring

Monitoring is essential to support the planned development of teaching and learning within the school and to check upon quality.

There are two dimensions to monitoring. It enables:

- Line managers to know how the curriculum is being delivered, to promote standards and to check on the implementation of policies.
- Staff across the school to share good practice and identify strengths and weaknesses, thereby nurturing continuous improvement.

Principles for Monitoring

The monitoring of teaching and learning will be guided by the following:

- The process is part of the school's plans for improvement;
- It is open and understood by all;
- It is carried out with sensitivity and professionalism;
- It should acknowledge the expertise and hard work of staff;
- Procedures are carried out consistently;
- It should occur frequently and be embedded in the work of the school and all subject post holders;
- Common findings should inform discussions about teaching and learning.

At Lea Valley Primary School the following monitoring activities will be carried out at two levels:

Subject Leaders

They will:

- Use each year group's half-termly planning grid found on the server to check against the long-term plan.
- Check the weekly plans for one week each half-term to verify that teachers' intentions match the learning objectives appropriately, and meet the needs of the pupils.
- Collect evidence of children's work termly, e.g. books, folders, models, displays etc., and check against weekly plans to see that the learning objectives have been met, work has been appropriately differentiated, marked, and is of an acceptable standard.
- Talk to pupils about their learning.
- Observe lessons (if possible) and give feedback.
- Monitor test results and teacher assessments in their subjects (core subject post holders).
- Moderate samples of work.
- Identify strengths and weaknesses, report to the SLT, feedback to the staff and devise a plan for future action i.e. annual Subject Leader's Report.
- Co-ordinate the sharing of good practice e.g. organise peer observation, team teaching.
- Each year all subject leaders produce a Leader's Report based on their monitoring which will identify targets for the next year. These reports feed into the School Development Plan each year and are used as an evidence base in the process of school self-evaluation.

Senior Leadership Team

They will:

- Monitor from the server the half-termly planning grids and the weekly plans, which will be checked to ensure that all key elements and new curriculum developments are included;
- Observe a planned programme of lessons related to key curriculum issues as dictated by the SDP and provide feedback;
- Track test results and teacher assessments in the core subjects and, with staff, set targets;
- Receive feedback from subject leaders about their monitoring and plan next steps;
- Review PPR pupil progress 5 times per year to check class progress and attainment.

Teaching Strategies

In order to ensure equality of access and effective matching of tasks to needs, teachers will need to employ a variety of strategies which take into account the ways that children learn.

The key for teachers is to recognise and cater for a range of different types of learners in their classrooms.

Thus, in order to maximise learning, teachers should aim to make their lessons 'active' and 'episodic'. Teachers should design activities that involve 'doing' as well as speaking, listening, reading and recording. They should provide novelty and variety to sustain interest and attention.

As a result, teachers at Lea Valley Primary School use aspects of ACCELERATED LEARNING, which is a series of practical approaches to learning, in their lessons.

These include:-

- Brain breaks, which utilise 'brain gym' activities to punctuate the lesson and improve pupils' concentration so that the learning potential of each lesson is maximised.
- The Big Picture, which maps out what pupils are going to learn in the form of concept cartoons or mind maps. It allows pupils to know what they are going to learn, and ensures that they can make connections with previous and future learning. This gives them some control over their learning.
- Employing the knowledge that different learners prefer to learn in different ways i.e. Visual, Auditory or Kinaesthetic. Lessons should make balanced provision for the V, A and K learners over a period of time.
- Recognising that the brain will give first priority to basic needs – if a pupil is hungry, thirsty, cold or desperate to go to the toilet, they are not going to give full attention to the lesson.

The skill of the teacher in improving the quality of teaching and learning is to make the best possible matches between pupils' learning preferences, the content to be taught and the strategy to be used.

In addition to the above, teachers should aim to build the following strategies into their style of teaching:

- Discussion and questioning (open and closed as appropriate)
- Previewing and reviewing work, i.e. use of 'big pictures', mind maps and concept cartoons
- Didactic teaching
- Interactive teaching
- Conferencing

- Listening
- Brainstorming
- Chatterboxing
- Providing opportunities for reflection and self-evaluation by the pupils
- Demonstrating high expectations
- Providing opportunities for repetition/reinforcement
- Providing encouragement, positive reinforcement and praise
- Making judgements and responding to individual need
- Intervening, as appropriate, in the learning process in order to encourage development
- Provide all children with opportunities for success
- Use a range of communication strategies – verbal and non-verbal
- Use of Visual, Auditory and Kinaesthetic activities in each lesson, where possible

Teachers will use a range of strategies in any one lesson.

Specialist teaching is available for Music and from visitors e.g. P.E and ICT.

Subject Postholders may provide demonstration lessons when they can be released from class.

Teaching Style

Whichever strategy is used, teachers must have an active role as teacher rather than facilitator. Active teaching involves challenging, questioning and informing pupils. It is central to good teaching and learning – regardless of how the children are organised.

The Classroom Environment

Teaching is essentially a creative occupation and the classroom is the teacher's domain. The space, the furniture, the fittings, the resources and the display can reflect the teacher's own style. The way the teacher's space is used can greatly affect the organisation and the ambience of lessons. At Lea Valley Primary School the classroom should be well-organised and reflect a broad and balanced curriculum. It must be conducive to effective teaching and learning. It should be attractive, with displays which show that children's work and achievement is valued. Overall, there should be a feeling of order, tidiness and good organisation.

Principles for Creating the Classroom Environment

These include:-

- Senior leaders, at all levels, and all staff, taking time to consider both the classroom and learning environments in terms of their safety, and continually looking for ways to improve them;
- The classroom and learning environments will be managed in a way that supports the development of learning; academic, social and emotional. Features of this will include:
 - Furniture being arranged to facilitate different types of learning; through whole class teaching, group work, one to one and also to ensure inclusion;
 - High quality classroom and corridor displays with good balance between the celebration of children's work (double mounted) and annotated with the child's name, class group and an explanation of the work and displays that develop children's learning by providing expectation and/or support;
 - Age and ability appropriate learning resources which are clearly labelled and accessible for all children as appropriate.
- Establish order and routine in the room and use the space to achieve this, e.g. different zones for different activities that take place within the room.
- Classrooms should be tidy and safe on a day-to-day basis. Rooms should be well-equipped with storage drawers and/or cupboards. Everything should be labelled so anyone can use the room.
- Keep rooms clear of clutter. Keep only what is used.
- Be aware of heat and light. Keep air circulating.
- Develop seating plans. All arrangements are useful for different purposes and it may be appropriate to change the furniture round at regular intervals. Teachers make decisions about where pupils sit.
- Keep the stationery supply up to date and easily accessible so that no valuable lesson time is wasted.
- Ensure that there is a comfortable class library, which displays books attractively and encourages reading – further information can be found in the Reading Corner checklist document.
- Ensure that reference books, especially dictionaries, are available.
- Change displays regularly, making sure that they are clearly labelled. Aim to change at least one aspect of your classroom display once every half term.
- Display charts which reward pupils for good work, effort and behaviour prominently.

In addition to the resources in the classroom, displays are an important factor in creating the classroom environment. They should be of high quality, attractive, and reinforce the message that children's work is valued. All

displays must have titles and use language which is clear, legible and grammatically correct.

Aspect	Essential	Desirable
2D Display	<ul style="list-style-type: none"> • Reflects most areas of the curriculum but must include the core subjects • Each display is clearly labelled • Should be thought-provoking and interactive, e.g. By asking questions of the reader • Used as a teaching tool, e.g. providing information, acting as a resource/design force for the children • At least 75% children's work • Pieces of pupils' work are mounted • Reflects the highest achievement of all abilities • Reflects children's current work • Reflects positive images of other cultures • Is aesthetically pleasing 	<ul style="list-style-type: none"> • Across the year include photographs of children's varied activities e.g. P.E., visits, assemblies • Fabrics (drapes)
3D Display	<ul style="list-style-type: none"> • Artefacts related to the topic • Investigational displays • Positive images of other cultures e.g. multicultural artefacts 	<ul style="list-style-type: none"> • Models, some working (Sc/D&T) • Living things • Fabrics (drapes) • Objects of general interest which encourage curiosity, awe & wonder
Information Board	<ul style="list-style-type: none"> • Timetable • Rotas • Class code of conduct • Fire drill procedures • Class list • Smiley face chart 	<ul style="list-style-type: none"> • Class helpers • Split class list • Class reward chart
Furniture	<ul style="list-style-type: none"> • Arranged to allow for a range of teaching strategies & ease of movement around the classroom • Easy access to clearly labelled resources 	<ul style="list-style-type: none"> • Flip chart • Book stand for 'Big Books' • Window sills, bookcase tops,

	<ul style="list-style-type: none"> • Tidy storage units & bookcases • Trays/pots to hold stationery for pupils • Whiteboard clearly visible to all pupils 	<p>cupboard tops used for 3-D display including books</p>
--	--	---

These bullet points will form a checklist for subject Post holders and the SLT for monitoring through classroom observations.

It is the class teacher's responsibility to approach subject Post holders if they feel there is something they need.

5. Support for the Work of the School

For teaching and learning to be most effective, teacher and pupils must work in partnership with other members of the school community and the wider community. They include the learning support staff within the school, the parents, the governors and the members of the local community.

The Role of Learning Support Staff

In recent years the role of support staff working within the school has become increasingly important, and varied, in the drive to improve standards of achievement.

At Lea Valley Primary School, support staff include Nursery Nurses, Higher Level Teaching Assistants, Teaching Assistants, Special Needs Assistants, Pastoral Guidance Teaching Assistants, Welfare Assistants and Learning Mentors. Overall, they provide support to both teachers and pupils by:

- Supporting the teaching and learning which takes place at Lea Valley Primary School.
- Working with small groups or individuals as directed by the class teacher.
- Keeping teachers informed about the progress of the pupils with whom they are working.
- Keeping records of how the pupils they work with are progressing, and sharing them with the class teacher.
- Attending to the welfare of pupils, where it is necessary.
- Helping the teacher to carry out some administrative and clerical tasks as directed by the class teacher under the guidance of the SLT.
- Contributing to the work of the staff team.
- Attending relevant INSET.

The Role of Parents

The partnership between home and school is crucial in the learning process. It is a fact that children whose parents are interested in their education make better progress. Parents are encouraged² to support their child's learning by:

- Ensuring that their child comes to school feeling confident and positive.
- Agreeing to, and supporting, the Home-School Agreement.

In addition to this, parents should also be:

- Ensuring that all contact addresses and telephone numbers are up to date and correct.

- Informing the school of reasons for their child's absence.
- Agreeing to, and supporting, the school's Homework Policy particularly in regard to reading at home.
- Supporting their child in their efforts to achieve their targets.
- Supporting their child and the teacher by becoming actively involved in any Special Educational Needs processes and in the operation of the Individual Education Plan, if necessary.
- Agreeing to the Parent/Teacher Contract concerning their child's behaviour, if necessary.
- Informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour.
- Supporting extra-curricular activities, such as visitors to school, concerts and class visits.

The Role of Governors

The Governors have a duty to review school policy and its implementation in their role as 'critical friend'. In order to do this, they will:

- Attend meetings of the Governing Body regularly.
- Visit the school regularly, to become familiar with the work of the school.
- Receive and discuss reports from the Headteacher and the Subject Postholders about the work of the school.
- Receive reports from the Premises, Finance and Curriculum Working Parties and follow up any relevant issues.
- Promote and ensure at all times equal opportunities in relation to race, gender, class and beliefs.
- Promote and ensure at all times the practice of giving value and respect for all cultures and faiths.

The Role of the Community

The community is invited to support the work of the school by:

- Contributing to activities, such as assemblies, artistic events, specialist outings and clubs.
- Presenting themselves as positive role models to be emulated.
- Guiding pupils' behaviour as they play around the school, and providing positive role models with regard to behaviour.
- Organising activities throughout the year to extend and deepen pupils' knowledge and skills.
- Supporting school events.
- Voluntarily helping in the classroom.
- Providing an extra resource for pupil learning.

This policy is a working document and is therefore open to change and restructuring as and when the need arises. It will, however, be reviewed annually as part of the School Self-Evaluation Process.