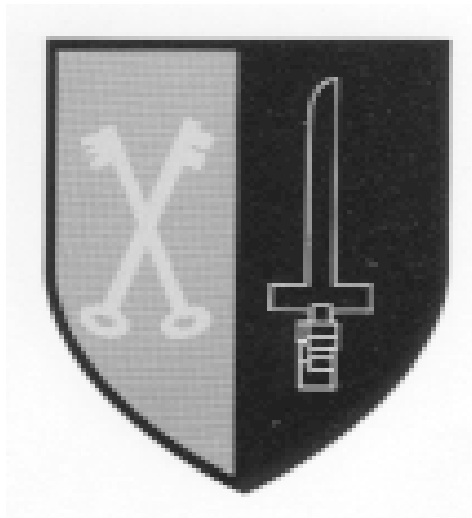


Great Missenden Church of England Combined School

“Believe and Achieve”



A Policy for Learning and Teaching

Providing a learning environment that encourages success
and celebrates achievement

Aims and Values of the School

At Great Missenden School we want children to:

- be happy
- feel secure
- know that they belong
- appreciate and value the opinions of others
- listen
- persevere
- have a sense of awe and wonder
- appreciate the world around them and take care of it
- be curious, ask questions
- take pride in their own achievements and the achievements of others
- know that there are many ways to be clever, and that everyone is good at something
- love learning
- take control of their own learning
- know that it is alright to make a mistake and then move on
- know that life is precious, that today is very special and it will not happen again

Our Aims

- Our school is a place where learning is rewarding, absorbing and fun.
- Learning is for all, adults and children, and learning continues throughout life.
- The adults who work here enjoy being here.
- Every child is able to go out of the school gates at the end of the day and say, “that was the best day ever!”

Our Values as a Church of England School

Our Values are:

TRUTH LOVE FAITH COURAGE RESPECT COMMUNITY

Christian values are built into the ethos and teaching of this school; it is distinguished by developing, in its pupils, a sympathetic understanding of the Christian faith and yet exerts no pressure to believe.

The school teaches understanding of, and respect for other major world faiths and welcomes all children from the community no matter what their parents' beliefs.

The Christian character of this school and the links with the local community are demonstrated by the active involvement of foundation governors, by having services in the parish church and having the Vicar and other Church representatives lead assemblies every Monday.

The school aims to nurture links between school, home, parish and local community, and in providing an awareness and experience of the Christian faith to cultivate the foundation of mutual respect and responsibility.

“Challenge For All”

We endeavour to achieve a high quality teaching and learning environment for all, so that every child makes the maximum possible progress.

We are a welcoming, happy and friendly school that prides itself on the working atmosphere that prevails, where good behaviour and courtesy are expected of all. A sense of community, belonging and shared well-being in keeping with Christian beliefs is encouraged in safe and healthy surroundings.

Through all our curriculum teaching we aim to instill personal values in our children in order for them to become tolerant, sensitive, responsible and independent citizens

We have a dedicated and enthusiastic staff who all work to provide the best education for our pupils.

We provide an interesting and varied curriculum that will enable all pupils to enjoy a sense of achievement and reach the highest possible standards.

We offer a wide range of extra-curricular activities so that children can develop their musical, sporting artistic and imaginative talents. Day trips and residential visits encourage children to understand, appreciate and value their surroundings.

Good partnerships between staff, parents, pupils, governors and the local community are an essential requirement to the success of the children’s education.

Curriculum management

Effective schools are consistent in their approaches and are driven by children’s learning. It is the responsibility of staff to familiarise themselves with school policies and schemes of work when planning their teaching and learning strategies. It is the responsibility of the class teacher to plan the curriculum, in liaison with year group co-ordinators, teaching and learning co-ordinators and subject managers.

Creative Curriculum

The school’s Creative Curriculum provides rich learning opportunities for the children. The Curriculum is based on the ‘Take One Picture’ approach devised by the National Gallery. Each half term’s work is centred on a piece of artwork. The programmes of study are customised to meet the changing needs of individuals and groups, and opportunities to develop ‘creative partnerships’ with artists, musicians, craftspeople, performers and parents/carers with particular skills. Cross curricular provision is reinforced by links to the central artwork. All groups of pupils benefit from a highly coherent and relevant curriculum which promotes outstanding outcomes.

Curriculum time guidance

In all key stages it is essential that a broad and balanced curriculum is taught, referring to National Curriculum objectives. The amount of time spent teaching each subject is decided within year groups – often work is taught in a cross-curricular style which may cover objectives for more than one curriculum subject in one lesson. For example a year group may choose to teach literacy objectives through a history focus. Our curriculum has maximum impact for learners because we use coherent themes to link learner's experiences across the school.

Curriculum Map

The curriculum map is an overview of all subjects across all years, which shows the subjects being covered and ensures continuity and progression. This is the responsibility of the teaching and learning co-ordinators, in liaison with year group co-ordinators and class teachers. Year group co-ordinators are able to access this directly and input their subjects for the upcoming terms in line with the evolving Creative Curriculum. The teaching and learning co-ordinators regularly review the curriculum map to ensure progression and coverage across the school.

Planning

School lesson planning details the content to be delivered including skills and concepts. Plans are based on the National Curriculum and these objectives are referred to in planning. These plans are saved on the school network which makes them accessible by the head teacher, subject managers and supply teachers.

The curriculum offered should be broad, balanced, relevant and differentiated according to ability. It should also ensure progression.

In order to ensure continuity weekly and medium term planning should include the following aspects:

- Lesson Objectives stated as 'We Are Learning To' (WALT)
- Success Criteria are made clear and shared with the children as WILF (What I'm Looking For)
- Groups of children – support (for SEN / lower ability) and challenge (for more able learners)
- Key questions and opportunity for higher order questioning
- Opportunities for collaborative and individual work
- Any key vocabulary needed
- Resources needed for each lesson
- ICT used – such as the interactive white board facilities.

Organisation of learning in the classroom

It is recognised that children learn in different ways. A variety of teaching methods are used by staff – including group work, paired work, individual tasks and whole class activities as well as activities which are focused towards visual, auditory or kinesthetic learners.

“Challenge For All” means that in many lessons, children will be presented with a range of differentiated activities, and will be expected to choose the task appropriate for them, aiming for the maximum challenge.

Whole class teaching will be used to introduce or evaluate activities as well as for instructional purposes. Shared reading and writing will be used as part of literacy lessons but may also be used in other areas of the curriculum.

Group work will give children the opportunity to interact with others in the class, sharing ideas and learning from one another. Group work may be organised by ability, friendship or randomly and these groupings will be mentioned in the lesson planning.

Individual teaching will take place as and when necessary across the school day when pupils may require greater assistance from the teacher or learning support assistant. SEN children may also require individual teaching from outside agencies.

Small group work may be required for SEN children either within or additional to normal classroom routines. Please refer to the Inclusion Policy for a detailed explanation of the intervention strategies in place.

The classroom environment

The classroom should be a safe and stimulating environment for all children.

All children should be able to see and hear the content of lessons clearly and so resources such as the interactive whiteboard and sound field system may be used to ensure this is the case.

To ensure continuity for the children, each class should have the following:

- resources are clearly labelled, with pictures where necessary, and available for use
- learning objective and success criteria - WALT (we are learning to) and WILF (what I'm looking for) displayed for every lesson
- children's targets, either displayed or easily accessible by the children
- visual timetable for the day should be displayed
- class rules / code of conduct
- interactive whiteboard which all children can see clearly from their seats

- displays should reflect current teaching and learning and should include celebrations of children's work whereas others may be instructive and informative, providing an interactive teaching resource.

The underlying aim is to develop a classroom of which the children are proud, and which encourages excellent work.

Marking, recording and assessment

(Please refer to Marking Policy and Assessment, Recording and Reporting Policy) Books are marked regularly in line with the school Marking Policy.

Formative: assessments of pupil progress are ongoing and built into the planning procedures, the results of which are used to guide future learning, please refer to Assessment Recording and Reporting Policy.

Summative: more formal assessments are carried out throughout the school but may vary between key stages and year groups. Each summer Years 2 and 6 take part in the national SATs tests and years 3-6 will undergo optional SATs which will result in levels being given in English and Mathematics. All year groups in key stages 1 and 2 carry out mini-SATs tests in science at the end of each topic. Some year groups may also carry out smaller scale tests throughout the school year such as spelling tests or other SAT test tasks to assist with teacher assessment marks. Records of assessments are maintained and are readily available for the head teacher, other teachers and parents when appropriate.

General working times

'Directed time' is time that is specifically allocated to various activities as directed by the head teacher and should not exceed 1265 hours. This includes 5-10 minutes at the start and end of each day, 2 hours of staff meeting or other meeting time per week and 5 INSET days per year. Teachers are expected to use time outside that which is 'directed' to discharge duties for marking, writing reports and preparing for lessons although some of these duties may be part of 'directed time'.

Since September 2005 all teachers have been allocated 10% of their teaching time for planning, preparation and assessment (PPA), in line with the Workforce Agreement. All staff are entitled to a break of reasonable length during the day and are not expected to be responsible for midday supervision unless they wish to be.

Times for the school day:

	EYFS and KS1 (R, Yr1, Yr2)		KS2 (Yr 3, Yr 4)		KS2 (Yr 5, Yr 6)
Registration	8.50 – 9.00	Registration	8.50 – 9.00	Registration	8.50 – 9.00
Teaching Session	9.00 – 10.00	Teaching Session	9.00 – 10.00	Teaching Session	9.00 – 10.00
Assembly	10.00 – 10.30	Assembly	10.00 – 10.30	Assembly	10.00 – 10.30
Break	10.30 – 10.45	Break	10.30 – 10.45	Break	10.30 – 10.45
Teaching Session	10.45 – 11.45	Teaching Session	10.45 – 12.15	Teaching Session	10.45 – 11.45
Lunch	11.45 – 12.45	Lunch	12.15 – 1.15	Teaching Session	11.45 – 12.45
Teaching Session	12.45 – 2.00	Teaching Session	1.15 – 2.15	Lunch	12.45 – 1.45
Break	2.00 - 2.15	No Afternoon Break			
Teaching Session	2.15 – 3.15	Teaching Session	2.15 – 3.15	Teaching Session	1.45 – 3.15

Collective Worship takes place each day

Whole school assemblies take place on Monday, Wednesday and Friday between 10-10:30am. Hymn practice takes place on Tuesday at the same time.

Key Stage assemblies take place on Thursday – EYFS and KS1 from 9 – 9:30 and KS2 from 10 – 10:30.

Related Policies

The success of this Teaching and Learning Policy is also dependent on the successful implementation of a number of other school policies which overlap or have implications to procedures and statements included in this policy. The following policies should be referred to:

- Behaviour for Learning
- Home Learning
- Marking
- Assessment Recording and Reporting
- Appraisal
- Home School Agreement
- Equality and Diversity
- Challenge For All (Inclusion Policy)

Policy Review

This policy will be reviewed bi-annually to respond to the changes that may occur with the school curriculum, related policies, timetabling or in response to national initiatives.

Policy updated February 2015

Rozalyn Thomson

Next review: February 2017