



## White Spire School Teaching & Learning Policy

**Date: December 2017**

**Review: December 2018**

Teaching and learning is the business of the whole school. We believe that there is a direct link between the quality of teaching and learning and behaviour. It is our aim to ensure that through excellent teaching and learning, pupils enjoy and achieve and improve their behaviour. At White Spire School, Pastoral Care and achievement is viewed to be inextricably linked.

Appendix 1: Equal Opportunities, Management of the School day, Time allocation.

Appendix 2: Classroom management & Organisation, Pupil Tracking, Monitoring and evaluation of Teaching & Learning, Teaching Processes, Learning Processes.

Appendix 3: Governor's Role, Parent's Role, Community Role, School Role.

### Aims:

At White Spire School we undertake to:

- Raise levels of attainment for all pupils, enabling them to achieve their personal best.
- 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 work place.
- Promote a thoughtful attitude towards the immediate and wider environment.

### Ethos:

The ethos and atmosphere underpin the agreed aims of the school. 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 an 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 assessment policy.
- Providing strategies linked to their statement of SEN to ensure maximum learning potential.
- Effective management of their professional time.
- Developing links with the wider community.
- Providing children with meaningful, purposeful tasks, related to the National Curriculum programmes of study, Local Authority Agreed Syllabi, and other qualifications Syllabi.
- 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.

## **Appendix 1:**

### **Equal Opportunities:**

In accordance with the school's Equal Opportunities Policy, all children at White Spire School must be given access to the National Curriculum. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability. This is highlighted in our Equal opportunities Policy, Disability Duty Plan, Gender Duty Plan and Community Cohesion Policy and Plan.

### **Management of the School Day:**

#### **I. The School Day**

8.55am - 9.05am	Registration	(10 minutes)
9.05am - 9.55am	Lesson 1	(50 minutes)
9.55am - 10.50am	Lesson 2	(55 minutes)
10.50am - 11.05am	Break	(15 minutes)
11.05am - 12.00pm	Lesson 3	(55 minutes)
12pm - 1.00pm	Lunch	(60 minutes)
1.00pm - 1.10pm	Registration	(10 minutes)
1.10pm - 2.00pm	Lesson 4	(50 minutes)
2.00pm - 2.50pm	Lesson 5	(50 minutes)
2.50pm - 3pm	Tutor Groups	(10 minutes)

Total Hours per School Day: 6 hours 5 minutes

Total Hours per Week: 30 hours 25 minutes

#### **II. Time Allocation**

Curriculum time can be planned as continuous study throughout the term, or as blocks of study. Teachers follow the agreed Schemes of Work with reference to whole school planning to ensure that programmes of study are effectively covered.

At White Spire School we are committed to following the programmes of study as required by the National Curriculum, Local Authority agreed syllabi and other qualifications syllabi. One of the Literacy schemes in use is Read Write Inc.

We are committed to raising standards of fundamental skills at White Spire School. These skills incorporate the ability to read, write and speak in English and to use mathematics and computing at a level necessary to function, progress at work and in society in general.

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

- The provision of appropriate resources.
- Planning extension activities for individuals or groups of pupils dependent upon need.

## Time Allocation per Week:

### Key Stage 1 and 2, 2017 - 2018

	& Discrete	& Discrete	Topic							Discrete	Discrete	Discrete	Discrete	Discrete	Discrete	Discrete
Class	English	Maths	Science	Humanities	Computing	French	Library	Art	Technology	Food	Music	Swim	PE	RE	PSHCE Independence	Assembly
TOTAL	6	6	1	1	1		1	1	1	1	1		2	1	1	1
1	6	6	1	1	1		1	1	1	1	1		2	1	1	1
2	6	6	1	1	1	Topic	1	1	1	1	1		2	1	1	1
3	6	6	1	1	1	Topic	1	1	1	1	1		2	1	1	1
4	6	4	1	1	1	Topic	1	1	1	1	1	2	2	1	1	1
5	6	4	1	1	1	Topic	1	1	1	1	1	2	2	1	1	1

The key descriptors of the National Curriculum will be delivered across the Key Stage.

Key Stage 1 will cover elements of the Early Years Curriculum and KS1 dependant on the needs of the pupils.

### Key Stage 3, 2017 - 2018

	& Discrete	& Discrete	Topic							Discrete	Discrete	Discrete	Discrete	Discrete	Discrete
Class	English	Maths	French	Humanities	Computing	Library	Art	Technology	Food	Music	PE	Science	PSHCE	RE	Assembly
TOTAL	6	4	Topic	2	1	1	1	1	1	1	2	2	1	1	1
7	6	4	Topic	2	1	1	1	1	1	1	2	2	1	1	1
8	6	4	Topic	2	1	1	1	1	1	1	2	2	1	1	1
9	6	4	Topic	2	1	1	1	1	1	1	2	2	1	1	1

The key descriptors of the National Curriculum will be delivered across the Key Stage.

**Key Stage 4, 2017 - 2018**

Class	TOTAL	English	Maths	Computing	Food	Music	PE	Science	PSHCE	RE	ASDAN PP	Library	Art	Assembly
10	25	4	4	1	2	1	2	1	1	1	5	1	1	1

Class	TOTAL	English	Maths	Computing	Food	Music	PE	Science	PSHCE	RE	Option KS4 Construction Garden <i>Drama</i>	Option KS4 D of E Art Hair	Assembly
11	25	4	4	1	2	1	2	2	1	1	3	3	1
12	25	4	4	1	2	1	2	2	1	1	3	3	1

**Key Stage 5, 2017 - 2018**

Class	TOTAL	English	Maths	Food	PSD	Enterprise	PSHCE	RE	PE	MK SNAP	Assembly
13	25	3	3	4	3	3	1	Day Trip	2	5	1

Class	TOTAL	English	Maths	Food	PSD	Enterprise	PSHCE	RE	PE	Work Exp./Work Related Learning	Assembly
14	25	4	4	2	3	3	1	Day Trip	2	5	1
15	25	4	4	2	3	3	1	Day Trip	2	5	1

## **Appendix 2:**

### **Classroom Management and Organisation:**

#### **I. Management**

The learning environment facilitates different styles of learning, with particular regard to active sensory learning for Special Educational Needs:

- Whole class teaching.
- Group work, organised according to appropriate criteria (i.e. Ability, mixed ability, interest etc).
- One to one teaching.
- Collaborative learning in pairs or groups.
- Independent learning.

Teaching Assistants and external agencies are employed to support children with Special Educational Needs, as outlined on their Education Healthcare Plans (EHCP).

#### **II. Behaviour Management**

As outlined in the whole school Behaviour Policy and Code of Conduct.

#### **III. Organisation**

The classrooms are organised to facilitate learning and the development of independence.

- Writing resources are available for use at all times, and are accessible.
- Suitable reading materials are displayed and accessible to pupils.
- Displays of pupils' work are present.
- Key words/phrases are displayed where appropriate in accordance with the Speech and Language Policy.
- Pupils are involved in the maintenance and care of all equipment and resources.

#### **Differentiation:**

Teachers differentiate the curriculum by:

- Task/Activity.
- Outcome.
- Teacher/TA/ Pupil support.
- Dialogue.
- Pace.

#### **Lesson plans**

Teachers will ensure a lesson plan is available for each lesson. For core subjects these will be provided a week in advance, for foundation three weeks in advance to ensure progression. Lesson plans include: lesson objectives, lesson outcomes, methodology/activities, key words, TA support, resources, differentiation/identified strategies, risk assessment (where appropriate), homework, and next steps. There are model lesson plan templates available to all staff on the intranet. Lesson plans are expected to be annotated.

#### **Record keeping and assessment:**

Regular assessments are made of pupils' work in order to establish the achievement, and to inform future planning. Record-keeping and assessment procedures are defined in the Assessment Policy and Marking Policy. Online tracking of accreditations is mandatory and monitored by the curriculum team.

Assessments are shared with Parent/Carers annually with individual targets.

If a pupil is falling behind in their progress an early warning sheet will be filled out and the information passed onto the Assessment Team.

### **External Assessment:**

- Year 6 children are tested for Mathematics and English using the Key Stage 2 Statutory Assessment Tests.
- Year 11 Pupils are entered for appropriate accreditations depending on attendance and fulfilment of course requirements (e.g. coursework).

All results from these assessments are analysed and strategies are shared among staff and used to inform future planning. Results and analyses are reported to Governors termly and parents annually.

### **Pupil Tracking, Monitoring and Evaluation of Teaching and learning:**

- Pupils' work will be monitored and moderated half termly in each of the curriculum areas.
- An annual review of the statement of EHCP is held for each pupil, with the pupil, parent/guardian, Class teacher and TA attending. Individual targets are agreed for each child.
- Pupil work, marking, lesson plans, and assessments monitored by Subject Leaders and Senior Leadership every half term or term dependent on progress.
- Drop in lesson observations conducted by Senior Leadership every half term or term dependent on progress.
- Pupil point scores for each lesson.
- Attainment Tracking Data Base.
- Pastoral Care Referrals.
- Inter-agency involvement log.
- Annual Reviews of Statements/EHCP.

### **Teaching Strategies:**

In order to ensure equality of access, and effective matching of tasks to needs, teachers employ a variety of strategies:

- Strategies from Statements/EHCP.
- Strategy Meetings between parent, child and class teacher.
- Teacher observation.
- Team teaching.
- Discussion and questioning (open and closed as appropriate).
- Previewing and reviewing work.
- Didactic teaching.
- Interactive teaching.
- Listening.
- Mind mapping.
- Providing opportunities for reflection by pupils.
- Peer assessment
- Demonstrating high expectations.
- Providing opportunities for repetition / reinforcement.
- Providing encouragement, positive reinforcement, praise and rewards.
- Making judgements and responding to individual needs.
- 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.
- Modelling.
- Strategies suggested by other professionals (e.g. Speech & Language Therapist, Educational Psychologist).

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

### **Learning Processes:**

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

- Investigation.
- Experimentation.
- Listening.
- Observation.
- Talking and discussion.
- Asking questions.
- Practical exploration and role play.
- Retrieving information.
- Imagining.
- Repetition.
- Problem-solving.
- Making choices and decision-making.
- Inquiry
- Linking
- Selecting and applying
- Creating
- Resilience
- Strategy

At White Spire School opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills.

### **Learning Styles:**

Children learn in a variety of ways, and for this reason it is necessary to ensure that planning incorporates as many styles as possible. Some of these styles are:

- Individual learning.
- Collaborative learning in small groups, or pairs.
- One to one learning with an adult, or pupil.
- Whole class.
- Independent learning.
- Peer mentoring.

### Appendix 3

#### Governors' Role:

It is the *Governors'* role to monitor and review the policy and its practise through:

- Regular visits to oversee the delivery of their scheduled area.
- Reporting to the Head teacher and teachers.
- Reporting to the curriculum sub-committee.
- Reporting to the Full Governing Body.

And as detailed in the *Governors'* Document:

- To receive reports from the Head teacher and/or the Teacher Governor.
- To attend INSET.
- To receive reports regarding Health and Safety, and to follow up any relevant issues.
- To promote and ensure at all times equal opportunities in relation to race, gender, class and belief.
- To promote and ensure at all times the practice of giving value and respect for all cultures and faiths.

#### Parents' Role:

Parents are encouraged to support their children's learning by:

- Ensuring that their child comes to school feeling confident and positive.
- Ensuring that their child arrives at school punctually and regularly.
- Sharing with the teacher any problems in school that their child is experiencing.
- Supporting their child by attending Parents' Evenings.
- Supporting their child and the teacher by becoming actively involved in the operation of the Education and Health Care Plan, and any Special Educational Needs processes.
- Ensuring that all contact addresses and telephone numbers are up to date and correct.
- Ensuring that their child arrives at school wearing the correct uniform and bringing the correct P.E. kit.
- Agreeing to any Parent / Teacher contract concerning their child's behaviour.
- Agreeing to, and supporting, the school's homework policy.
- Contributing relevant information to base-line assessment.
- Attending all medicals and health interviews when invited.
- Responding to letters sent home from school and the home/school diary.
- Informing the school of reasons for their child's absence.
- 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, visits and fairs.

#### Community Role:

The community is invited to support the school by:

- Contributing to activities, such as assemblies, artistic events, specialist outings, and clubs.
- Presenting themselves as positive role models to be emulated.

#### The School's Role:

In relation to each of the above areas the school will reciprocate by:

- Responding to all offers of support as far as it is able.
- Respecting all information given in confidence.
- Giving clear information on the aims and objectives of the curriculum and school procedures.
- Giving reasonable / appropriate access to teaching staff.
- Working in partnership with parents and guardians to ensure the success of their child, and encouraging parental involvement in working out the way forward for their child's educational future.
- Providing parental engagement opportunities through parents evenings, coffee mornings and engagement days.