



The following policy and guidelines are to accompany the Teacher Standards and set out the expectations for all teaching staff who work in the school. Our aim is for every child to make excellent progress as a result of high quality teaching whilst at CwR.

Preparing children for a successful future

Our School Culture

Clifton with Rawcliffe is a friendly, welcoming and caring school. We believe that people achieve more when they feel happy, secure and valued. Teamwork is very much part of our ethos and there is high expectations of all staff, pupils and parents to work cooperatively, to make a positive contribution to the life of the school and to give their best. Our philosophy is to educate the whole person; we want the children to enjoy their learning and we have high expectations for their academic, creative and social progress. We believe all children can be successful and we aim to prepare them for a successful future.

There is a focused commitment on "Teaching and Learning", which involves everyone working together, including partnerships with parents and the wider community. We are proud of what we do. We have an emphasis on mutual support through which we develop our shared knowledge and professionalism. We are reflective and adaptive in our practise. We communicate readily and share our ideas, knowledge and expertise. We know that we learn best together. We are happy to try out new ideas, even if they sometimes do not work as planned! We want to ensure that every child succeeds in a community built on trust.

Professional Responsibilities

Principles of Professional Practice in Teaching and Learning

All staff, governors and volunteers as appropriate to the role and/or job description:

- Place the well-being and learning of pupils at the centre of their professional practice.
- Have high expectations for all pupils; are committed to helping all children achieve their full potential addressing underachievement for all children
- Treat pupils fairly and with respect, take their knowledge, views, opinions and feelings seriously, value diversity and individuality.
- Model the characteristics they are trying to inspire in pupils, including enthusiasm for learning, a spirit of enquiry, honesty, tolerance, social responsibility, and a genuine concern for other people.
- Respond sensitively to the differences in the home backgrounds and circumstances of pupils, recognising the key role that parents and carers play in pupils' education.
- Seek to work in partnership with parents and carers respecting their views and promoting understanding, co-operation and partnership
- Reflect on their own practice, develop their skills, knowledge and expertise, and adapt appropriately to learn with and from colleagues.

Teaching and Learning Aim

At CwR, we expect all children to make good progress as a result of the high quality teaching and learning we provide. We maintain a positive growth mindset culture which recognises that children learn most powerfully through challenge. We see failure as a part of the journey to success. We want this learning to be creative, holistic and always enjoyable!

EFFECTIVE LEARNING

We acknowledge that children learn in many different ways and we recognise the need to develop personalised strategies that allow all children to learn in ways that best suit them. We take into account that there are a range of learning styles.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving
- whole class work
- watching film clips, DVDs and responding to musical or recorded material
- research and finding out
- questioning
- debates, role plays and oral presentations
- group work and Kagan activities
- use of computers and laptops, including software, a range of hardware and the Internet
- designing and making things
- paired work
- fieldwork and visits to places of educational interest
- participation in physical activity
- independent work
- creative activities
- reflecting on what has been learned

We encourage children to take responsibility for their own learning, to be involved in reviewing the way they learn and to reflect on how they learn, recognising what helps them learn and what makes it difficult for them to learn. Self-review and peer review strategies are used, as well as planned plenaries at the end of lessons to review the key learning objectives and to assess the level of understanding.

EFFECTIVE TEACHING

When teaching, we focus on motivating children and building on their skills, knowledge and understanding of the curriculum. We write our own and adapt published curriculum plans to guide our teaching. This sets out the aims, objective and details of what is to be taught to each year group.

We believe children learn effectively when the teacher provides:

- thorough preparation as a phase or year group team, using their excellent subject knowledge
- team teaching and planned collaborations during the day
- an atmosphere where children are prepared to take risks with their work
- lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations
- shared learning objectives which are understood by the pupils
- innovative teaching
- opportunities to review and reflect on the learning
- clear expectations of what pupils are expected to achieve by the end of the session
- appropriate pace to the lesson
- thinking time before answering questions which are open-ended, thought provoking and challenging
- lessons where children's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation, so that the lesson makes a difference
- developmental feedback and constructive criticism of pupil's work
- support for the learning of pupils with differing abilities
- a planned programme of educational visits to reinforce and stimulate learning

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further their knowledge and skills. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs (SEN), we give due regard to information and targets contained in the children's My Support Plan (MSP) or Education Health Care Plan (EHCP). We have high expectations of all children, and believe that all children should be included in the full range of educational opportunities and that their work here at CwR should be of the highest possible standard.

Teaching Assistants and other adult helpers are deployed in a variety of ways. Sometimes they work with individual children and sometimes they work with groups. We use our own and published intervention programmes in a way that best suits our children's needs. We may offer pre-teaching, or catch up interventions and we evaluate to make sure these are effective.

Assessment, Marking and Record Keeping

On-going assessment, marking and feedback are essential tools in ensuring the most effective learning takes place.

*See Assessment policy
Marking Policy*

Behaviour

We have high expectations for behaviour for learning at CwR and all staff model these expectations and follow the school Behaviour Policy.

See Behaviour Policy

Planning

Planning as a phase team during PPA drives the use of the facilities inside and outside and how the teaching Units will be used, paying particular attention to the best use of the focus rooms and open areas as well as the teaching spaces inside and outside the building. Planning as a phase team is an essential weekly activity for all teaching staff and must be done together and with full consideration given to the creative use of the building and grounds.

CwR is a school that values learning outside as well as inside the classroom and all areas around the school are to be used for teaching and learning. The planning whiteboard in the Focus Room can be used to plan the weekly use of all areas. These include:

- Forest School
- Outdoor KS1 classroom
- Science Outdoor Classroom
- MUGA
- Allotments
- Field and playground
- Balconies outside
- Mezzanine
- Music Room
- Dance Studio
- ICT Room
- Hall

When planning, we follow a 2-year cycle. We write our own medium term plans as well as adapting published schemes of work to support our planning. We do not plan in detail for many weeks in advance as we use ongoing assessment to guide our next steps. We set clear learning objectives and success criteria which we share with the children. We encourage creativity and plan themes for our work in order to provide a cross-curricular approach to our learning.

The Learning Environment

At CwR, we have a creative and flexible learning environment which supports teaching and learning in a variety of ways. The open plan environment enables teachers to teach flexibly and children to learn in different ways. It is expected that a variety of teaching methods and different learning activities take place over time.

Display

There are two main functions for display at CwR:

1. To support the teaching and learning
2. To celebrate and share achievements

In teaching Units, we use display to support the teaching and learning. Every teaching base must have:

- Working Literacy wall
- Working Maths wall
- Key words/spellings/magpie wall as required
- Key learning objectives linked to core subjects
- Washing line showing reminders of key concepts and previous learning
- WAGOLs (show children how their work should be and set clear expectations)

In shared areas and halls, displays will serve a range of purposes. Our displays should engage pupils in their learning by being:

- Interactive
- Colourful
- Relevant
- Ask questions and set challenges

Enable learning to take place by providing:

- Word lists for spelling, extending vocabulary
- Number lines, grids, squares
- Timelines

Keep learning in mind by showing:

- Topic word lists
- Learning Objectives and Success Criteria
- Reminders of current and previous learning

Celebrate Success by:

- Displaying examples of good work
- Sharing photos of pupil's at work

- Sharing children's' achievements at school and at home

Raise expectations by:

- Displaying class rules, targets, groupings and school aims

Clarify routines by:

- Sharing timetables
- Labelling resources
- Using signs with picture cues as well as text

Encourage independence by providing:

- Opportunities for self-registration
- Word banks, dictionaries, thesauri
- Class roles and responsibilities
- Access to resources

Responsibility for Display

Teachers are responsible for creating and maintaining displays in their phase units. Displays in shared areas around the school also need creating, setting up and maintaining. See **Appendix 1** for details about current responsibilities.

English

We believe that literacy lies at the heart of the whole curriculum. We want to ensure creative links are made between Reading and Writing and the rest of the curriculum, so that children develop a love of reading and always write for a purpose.

We follow the renewed National Curriculum to plan and teach Reading, Writing and Spelling, Grammar and Punctuation (SPAG) and Phonics. We use whole books as a stimulus for planning a range of English activities, linked to other areas of the curriculum whenever possible.

Daily sessions are taught throughout the school. Lessons are planned using assessment for learning to maximise individual pupil progress. Learning objectives

and success criteria are clearly communicated so that children are aware of expectations.

Phonics is taught daily in FS and KS1. Lessons have pace, clear structure and maximise progression. Where necessary, Phonic teaching continues into Y3 and Y4.

For more information about the teaching of Reading, Writing and Phonics, please see the **English Overview**.

Maths

Maths is an important core subject and we follow the renewed National Curriculum, supported by White Rose scheme for planning, teaching and assessment.

We believe it is important to relate Maths to other areas of the curriculum and we try to do this creatively and purposefully when planning as a phase team.

All phases have a daily Maths lesson which involves the teaching of arithmetic skills, problem solving and reasoning. For more information about the teaching of Maths, please see the **Maths Overview**.

Other Subjects

Subjects are organised and taught using a themed approach to encourage cross-curricular links. Objectives are planned from key skills across the span of levels. Some subjects may be taught in specific blocks. For example a two day DT project.

Every term, certain subjects are given a greater focus in the planning for each phase. The Subject Tracker is used to support planning and assessment in all other subjects.