

Shenington Church of England Primary School

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Excellence Through Endeavour

"Let your Light Shine" – Matthew 5:16



POLICY DOCUMENT

Teaching Policy

Rationale

It is very important for the school to have a policy for teaching. It identifies the kind of teaching that can translate the aims of our school into reality, with relevant and challenging learning opportunities for all our children.

Aims of the Policy

1. To promote the most effective teaching possible across all classes and subjects, and to ensure its quality through regular monitoring and evaluation of all its aspects.
2. To establish a shared view amongst the teaching staff of what constitutes 'very good' and 'outstanding' teaching.
3. To ensure that teaching practices at this school are fully inclusive and that they meet the needs of all pupils, including children with special educational needs and children who are able, gifted or talented.

Criteria

1. Teachers show good knowledge of their subject, and understanding in the way they present and discuss it.

- The teacher shows a thorough knowledge of the subject and of the material to be delivered.
- Subject material is appropriate for the lesson and is evidence of high expectations.
- Knowledge is made relevant and interesting for pupils.
- Teachers look to challenge and inspire their pupils by the way they direct, explain, question and initiate discussion.
- They ensure that lessons are fully interactive.
- They promote a climate of investigation and purposeful, focused talk.

2. Teachers promote the basic skills.

- Literacy skills, including spelling and handwriting, are taught effectively through English lessons and also through cross-curricular links.
- Numeracy skills are taught effectively through Mathematics lessons and also through cross-curricular links.
- ICT skills are taught effectively, both in their own right and through their application to studies across the curriculum.

- All pupils are offered additional support as required, and intervention programmes, to help them develop or extend their basic skills.
- For example, we use the Early Literacy Support programme, the DfE materials on supporting Enrichment and Challenge children in English and Mathematics.

3. Teachers plan effectively and set clear objectives that can be understood by the children.

- Learning objectives clear and specific about the key learning focus and are communicated clearly at the start of each lesson, and the extent to which they have been met is reviewed in the plenary.
- Clear success criteria included.
- Key higher-order questions are included in the lesson plans, and enrichment, extension or acceleration activities are deployed for higher attainers.
- Teaching materials and learning resources are always well prepared and well organised.
- Planning is annotated, so that pupils' progress, including that of higher attainers, is closely assessed, and is reflected in subsequent planning.
- Lessons are well-structured.
- Incorporated into the core subject planning are the learning needs of children with special educational needs, or with specific gifts and talents, or who have individual education plans (IEPs). Where necessary extension or support activities are provided in foundation subjects.

4. Our teaching challenges and inspires the children.

- Teachers constantly challenge the pupils to achieve.
- Teachers seek to ensure that the pupils are actively engaged in their learning.
- Pupils work at a good pace throughout the lesson.
- Learning is presented as a process, and higher-order thinking is required of the Enriched and Challenged pupils.
- High standards are expected of pupils and are frequently made clear to them.
- The classroom environment is of as high a quality as possible. Resources are replaced and updated within the constraints of the budget.

5. Our teaching methods enable all pupils to learn properly.

- The lesson is linked to previous learning where appropriate.
- We set learning activities and use response formats that encourage multi-sensory learning and higher-order thinking.
- The ideas and experiences of pupils form the starting point.
- Questions promote enquiry and are carefully matched to the pupils' levels of understanding.
- Sustained teaching inputs are offered regularly to all pupil groups, including pupils with special educational needs and higher attainers.
- Instructions and explanations are clear and specific.
- High standards of effort, accuracy and presentation are encouraged.

- Work is differentiated to meet the needs of each pupil group, in terms both of the work set (see 3. above) and of the interventions planned.

6. Pupils are well managed, and outstanding standards of behaviour are insisted upon.

- Pupils are praised regularly for their efforts and achievements.
- A culture of intellectual risk-taking is promoted.
- Prompt action to address poor behaviour includes consistent implementation of the school's behaviour policy, and effective strategies for modifying inappropriate responses.
- We put a premium on quality, for example we stress the importance of striving for accuracy.
- All pupils are treated fairly, with equal emphasis on girls' and boys' work, and on all ability groups.
- Pupil-to-pupil and pupil-to-teacher relationships are strong, positive and focused.

7. Teachers make effective use of time and resources.

- Teachers use pace to sustain learning through each stage of a lesson.
- Resources are innovative, and appropriate to the situation.
- Appropriate use is made of ICT for teaching as well as for learning purposes.

8. Pupils' work is assessed thoroughly.

- Teaching assistants are well trained and well briefed, and they offer the right support to the pupil groups they have been assigned to.
- Pupils' understanding is assessed throughout the lesson by observation and by the use of questions.
- Mistakes and misconceptions are noted and rectified.
- Lesson plenaries are used effectively, to assess, review and celebrate the learning that has occurred during the lesson.
- Pupils' written work is assessed regularly and accurately, with marking often directly related to a set curriculum target.

9. Homework is used to reinforce and extend learning.

- The homework set is in accordance with the school's policy on age-related expectations regarding its breadth, balance, and frequency.
- Advantage is taken of lesson plenaries to set children further challenging questions for informal consideration where appropriate.
- The homework set should always be linked to the learning in class, or to ongoing objectives in continuous units, for example spelling work.

Policy approved by:	The Full Governing Body
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