

Priestley Primary School

Teaching & Learning Policy

Reviewed Summer 2019



Philosophy

“Nobody else can make anybody else learn anything. You cannot make them. Any more than if you are a gardener you can make flowers grow, you don’t make the flowers grow. You don’t sit there and stick the petals on and put the leaves on and paint it. You don’t so that. The flower grows itself. Your job if you are any good at it is to provide the optimum conditions for it to do that, to allow it to grow itself.”

Sir Ken Robinson
International Education Adviser

Principles

At Priestley we seek to reinforce the school’s vision and core values in everything that we do. The following sums up our commitment, values and beliefs when delivering the curriculum.

- engaging
- stimulating
- interesting
- purposeful
- progressive
- accessible
- self-motivating
- successful
- inclusive
- enjoyable

Procedures

The Curriculum

At Priestley we provide stimulating, creative and relevant learning experiences which the pupils can relate to on an individual level. These personal experiences can then be used to inform the learning that then takes place across the whole curriculum. The Cornerstones Imaginative Learning Program is used as a scaffold to which all areas of the curriculum are woven into. The development of a skills-based approach through the school culminates in the ability to undertake self-motivating, independent learning challenges, before leaving us at the end of Key Stage Two.

Repertoire and range of teaching techniques

At Priestley we employ a range of teaching techniques and learning strategies which will allow all children to, not only access, but maximise the learning opportunities presented to them. By taking into account each child’s preferred learning style and the further development of other learning styles, the child’s potential to learn is maximised. By employing such a range of techniques and strategies we can develop creativity, critical thinking and questioning which all lead to independent learning. All techniques and strategies used will foster an ethos of challenge and high expectation.

Learning Resources

By providing a range of different resources, quality literature, IT opportunities, artefacts, scaffolding materials, the children are able to develop enquiry skills leading to being able to make choices in order to maximise all learning opportunities and therefore, fulfil their learning potential.

Planning and Assessment

Planning at Priestley reflects the needs of the child at any given time balanced against national expectation. There will also be regular opportunities provided for pupils to lead their own learning. Both planning and assessment used together will show where the child is, their next steps and the progress that has been made towards intended outcomes. Planning will lead to an organised curriculum that is both continuous and progressive. This will allow the tracking of a child’s progress throughout the school. Formative and summative assessment will be used to inform future planning. Assessment is shared with the children with the aim of nurturing self-evaluative pupils.

Learning Environment

The learning environment at Priestley will be: nurturing, safe, vibrant, stimulating, calm and engaging, to enable the child to maximise all learning opportunities. The building will celebrate the children’s achievements; display will also aid the raising of standards through the use of a range of appropriate learning prompts.

Performance

The quality of teaching and learning across the school will be monitored through a programme of monitoring, evaluation and review. The progress made by the children will be measured throughout the academic year, with strengths and areas for development identified.

Teachers will be monitored against the following expectations:

Effective Teachers should:

- Plan and prepare well - ensuring that learning is differentiated to meet the needs of individual pupils.
- Allow pupils regular opportunities to direct their own learning.
- Link to previous learning.
- Provide tasks that support learning intentions.
- Share clear learning intentions with the pupils (WALT).
- Make success criteria explicit (WILF).
- Give positive and constructive feedback (next steps).
- Assess where children are at, to inform future teaching and learning.

Effective Learners need to:

- Engage with their learning.
- Use a range of learning styles (including individual, paired or group work).
- Discuss, question and explain.
- Learn from mistakes and persevere.
- Revisit and reinforce learning.
- Take responsibility for their learning.
- Be inquisitive.

So Effective Teaching should:

- Use a variety of teaching styles.
- Give time for asking and answering questions.
- Show good subject knowledge.
- Create an atmosphere in which it is OK to make mistakes as these lead to learning.
- Recognise that it is important for teachers to also take risks and be creative.
- Provide opportunities for pupils to reflect on their learning, face challenges, but meet with success.
- Give pupils opportunities to share and evaluate their own learning.

Effective Learners can:

- Apply knowledge.
- Explore and investigate.
- Build on previous knowledge
- Concentrate and show initiative.
- Use time effectively.
- Choose the right resources to support their learning.

So effective Teaching should:

- Ask open ended questions.
- Make effective use of other adults in the classroom.
- Provide opportunities to explore and investigate using one's own initiative.
- Review, reflect and adapt according to response from the pupils.
- Model the learning process and give clear expectations.

Role of Parents:

Parents have a fundamental role to play in their child's learning and can help their child by, for example:

- Encouraging their child to have a positive attitude to learning
- Helping their child with their homework
- Working closely with and supporting the school

This Policy is reflected in the whole school use of 'Learning Like Spikey' (Appendix A) and underpins all that we strive to achieve at Priestley supporting the school's vision and aims.

This Policy to be read in conjunction with:

- Classroom Organisation Policy
- Assessment Policy
- Marking & Feedback Policy
- Staff Appraisal Policy

To be Reviewed Summer 2022

Rewards

To encourage children to keep to the school rules and show good attitudes in their learning and positive behaviour choices, we have a variety of rewards given:

- Verbal praise, written comments or stickers.
- House Points. (9 Certificates increasing in value given for minimum of 25 House Points).
- Outstanding learning and/or behaviour to be proud of will be rewarded by a raffle ticket, a raffle will be held termly and a Priestley prize will be presented.
- Celebration Book where names are entered to reward/ acknowledge good attitudes in learning and positive behaviour choices.
- Staff members will have 'Caught Being Spikey Cards' and give them out to children observed to be making really good 'Spikey' choices outside of the classroom environment.
- A Spikey Note home will be sent by the class teacher for persistent good learning behaviours.
- A Post-card from the head teacher will be sent home for outstanding learning behaviours.
- Class teachers choose a pupil each week to receive a 'Star of the Week Award'
- Class teachers will also choose a 'Secret Pupil' at the end of each day.
- Children will have a 25 minute "WOW" time taken on a Wednesday. This will be a reward for those children who have not received a red card that week.
- At the end of each term there will be a Priestley & Proud Assembly, 3 pupils from each class are nominated. The parents of these nominated pupils will be invited to the assembly.

How parents can help...

- Help your child to be in school on time every day having eaten breakfast and had a good night's sleep.
- Encourage your child to be 'Spikey' and follow school rules.
- Remember to praise your child for their good behaviour (it is so easy to forget to do this and to give most attention to your child when they are behaving inappropriately).
- Discuss time and a place with regards to behaviour, some behaviour at home may not be appropriate in school.
- Think about what your child watches on TV and the games they play on the computer or tablet, your child will copy the behaviour they see.
- If your child comes home having said there was an incident at school, listen to them about the incident and talk to them calmly about their behaviour and what they could do next time.
- Let the school know if you have any worries about your child and their behaviour.
- Use Spikey's Rules at home - follow them yourself and help your child/ren to follow them to, use them to discuss behaviour when things go well and when things aren't going quite so smoothly!

If you feel like you need support, please contact your local school at:

Priestley Primary School
Prince Charles Drive
Calne
Wiltshire
SN11 8TG

Tel: 01249 812608

admin@priestley.wilts.sch.uk

Being Spikey!



Behaviour Information for Parents



How adults in school help?

The school's vision statement is:

**Raising Aspiration, Realising
Ambition,
Stimulating Curiosity.**

**Confident to explore an unknown
future.**

In order to realise this vision the child is put at the centre of every learning or development point.

- The school has a comprehensive PSHE curriculum which provides the children with a range of opportunities to find ways to both manage and express their emotions in acceptable ways.
- We spend all day, every day trying to build children's self-esteem, as a happy, confident child makes a fantastic 'Spikey' learner.
- We deal with behaviour fairly and consistently. We always look for the chance to be positive, noticing and praising good behaviour.
- We discuss incidents of unacceptable behaviour calmly and where possible away from other children - our aim is to prevent the behaviour happening again, not to humiliate the child.
- We have an open-door policy that encourages parents/carers to work with us to help set and maintain behaviour targets as part of the Individual Behaviour Plan (IBP) process when they are necessary.
- We use outside professionals to help us when needed. We aim to be 'Spikey' all the time - in the playground, dining hall, classroom, assembly - we talk to the children about how to be 'Spikey', pointing out to them regularly when they are making 'Spikey' choices.

Who Is Spikey?



Spikey is a character that was designed by the children who reflects positive learning traits that we should all be aware of and employ in all that we do every day.

How Can I Be Spikey?

Have Respect For All!

**Co operate
Give it Go
Share Great Ideas
Stay Focused
Take Responsibility
Think Things Through**

When I'm not being Spikey

The children also designed a character that didn't make good choices, his name is Gluppy.



The school's Behaviour Policy states that any 'non-Spikey Choices' made in class will be followed up by a series of steps.

- 'The look',
- Verbal praise to another individual making the right choice,
- Verbal Reminder directly to the child,
- Yellow card,
- Red card
- Think Tank – for children **who have lost all** of their "WOW" time.

Children receiving "Red Cards" will miss 5 minutes of "WOW" time in KS2 and 2 minutes in KS1.

If the poor behaviour choices continue, an Individual Behaviour Plan (IBP) will be put in place by the class teacher in conjunction with the parent/carer & a nominated member of the Senior Management Team.

Should the IBP not be sufficient in helping the child to address their behaviour choices, possible implementation of Fixed Term Exclusions will be considered.