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GREENS NORTON C. OF E. PRIMARY SCHOOL

POLICY STATEMENT FOR TEACHING AND LEARNING

We believe that the most important aspect of school life is the quality of the teaching and learning that takes place.

All our efforts as teachers and managers should focus upon the teacher with the child in the classroom.

We are constantly striving to build on good practice within the school, at a local and at a national level.

We are all responsible for monitoring and evaluating the quality of teaching and learning and for implementing a strategy to improve it.

But improvement is a complex business that requires purposeful and deliberate action on the part of everyone involved in the teaching and learning process. Improvement will not just happen by wishing it or by occasional drives. It needs to be planned as a regular, long term, sustained programme of activities which become part of the way of life of the school. Experience proves that it happens best where there is shared thinking, group planning, mutual support and mutual criticism.

The purpose of this policy is to help the process of improvement by extending awareness and building up interest and commitment. To encourage everyone to be rigorous and self critical and to listen to other colleagues. Above all it provides guidance to enable all of us to set examples of good practice.

The process that we have undergone as a staff in order to complete this policy statement is just as important as the finished outcomes. It has provided time for staff to reflect upon and discuss their own practice and to debate what constitutes good teaching. As a result of this debate and discussion we have arrived at a shared definition of 'good teaching' and a clearer understanding of how we can continue to improve the quality of the teaching and learning within our school.

The Classroom

The classroom is attractive in appearance and functional.

- * The room is clean and tidy, occupied only by equipment and materials in current use.

- * Displays are attractively arranged and relevant to the current teaching and learning.

- * Relevant reading and reference material is available to children without the need to request it.

* The layout of furniture gives children as much work space as possible and allows for flexibility between individual work, small group work and class teaching.

* There is adequate supply of all writing and drawing materials and equipment that the children are likely to require.

* The resources for learning currently in use are stored in such a way as to permit quick retrieval.

* When required there is access to TV, radio, OHP, computer, CD and cassette equipment etc.

* There are clear policies, rules and procedures relating to the shared use of the room by several teachers and other adults.

* There is a set of house rules governing the use of the room and its facilities by children when teaching is not taking place.

Planning and Preparation

There is evidence of sound planning based on appropriate guide-lines. This is backed by detailed and thorough preparation.

- * There is a clear statement about the place of the programme of learning within the guidelines of the National Curriculum.
- * More detailed educational objectives have been derived from the statement of broad aims laid down by the programme of study.
- * There is a detailed summary of the content of the programme.
- * There is description of the range of learning activities which are intended for each stage in the programme.
- * Explicit arrangements have been made for the evaluation of the programme.
- * Appropriate learning resources have been assembled and organised.
- * Some guidance materials have been prepared in advance.
- * There is a good stock of teacher presentation materials.

Learning Resources

The classroom has resources of sufficient quantity, quality and variety in order to give maximum support to the teaching programme.

* Resources are differentiated to match the needs of individual children (particularly with regard to reading levels of printed materials).

* Quantities of resource items have been determined by the needs of the programme (e.g. class, group, individual copies).

* Printed resources have design appeal in addition to providing the necessary data and stimuli.

* Resources are classified and stored in a way that helps the children find and use them.

* Resources are diverse so that children can learn through a range of experiences as well as reading.

* There are, as appropriate, specimens, models, artefacts, etc.

* There are explicit arrangements for the pupils to use central library/resources provision in the school.

* Contacts with any local providers of resources have been made.

* The teacher has access to sources of information which will support the work.

* Children display a high level of competence in the handling and use of resources.

The Teacher as Leader and Presenter

The teacher demonstrates personal attributes, technical competencies, and subject knowledge that will promote the childrens' learning in an atmosphere of respect and confidence.

- * The teacher's mood is normally patient and good humoured.
- * The teacher creates a constant impression of self-confidence and self-control.
- * The teacher shows flexibility and ability to respond creatively to events.
- * The teacher's instructions, descriptions and explanations are brief and clear.
- * As a result of the teacher's skills as discussion leader, the children demonstrate a high level of participation.
- * The teacher uses effective questioning in order to raise the level of childrens' thinking.

- * The teacher's voice is used in varied, interesting and encouraging ways.
- * The language used by the teacher is carefully measured for its accuracy and appropriateness.
- * The teacher demonstrates a sound knowledge of the subject matter.
- * The teacher draws on a large repertoire of example, illustration, anecdote and vivid detail.

The Children as Active and Independent Learners

The children take an active part in the lessons and demonstrate their developing independence and sense of responsibility.

* At the beginning of the lesson children take active steps to prepare for work.

* Children display initiative in finding the resources and equipment they need.

* Children display initiative in getting help with difficulties before seeking help from the teacher.

* Children take an active part in discussions in a measured and responsible way.

* Children frequently offer to help each other.

* Children are organised in such a way as to support their active and independent learning.

* Children follow up classroom work with further independent investigations.

* Children are well motivated, involved and absorbed in their work.

* The teacher gives time to training children in the skills of personal organisation and in the skills of learning.

* Children accept substantial responsibility for the various housekeeping tasks of the classroom.

The Classroom Social System

The children have the opportunity to work as members of small groups, in pairs and individually.

* Children experience a balance of teaching and learning activities, organised as a whole class, in groups, in pairs and as individuals. small

* Within groups there is a strong sense of mutual support.

* The teacher gives time to training the children in the skills of small group work.

* Group size is small enough to ensure participation of all members, yet large enough to produce diversity of style.

* There is a wide range of tasks for performance in groups including problem solving, discussion and games and simulations.

* The teacher has given the groups adequate guidance on the procedures and standards for group work.

* All group work is conducted in a disciplined manner.

* There are well organised opportunities for groups to report the outcomes of their work.

* Children demonstrate their developing skills in group work by showing respect for the views and opinions of others.

The Intellectual Climate

The teacher constantly raises the intellectual level of the verbal exchanges which take place in the classroom.

- * The teacher allows time for children to express their ideas and to expand on them.
- * The teacher sets a good example of higher levels of thought.
- * The teacher encourages the children to use language in a caring and measured way, appropriate to the needs of the situation.
- * The teacher phrases questions in ways which will provoke divergent responses from the children.
- * The children demonstrate a willingness to analyse knowledge and ideas.
- * The children demonstrate a capacity for developing and testing hypotheses in a thoughtful way.
- * The children are ready to criticise information and ideas in a constructive manner.
- * The children are not afraid to express value judgements and to have them discussed.
- * the children constantly seek to structure their knowledge and understanding in meaningful ways.

The Inter-personal Climate

The teacher and the children enjoy each other's company, are mutually supportive, and treat each other with courtesy and respect.

* The teacher shows a personal interest in individual children for their own sake, beyond the needs of the immediate learning task.

* The teacher actively fosters a sense of group cohesion in work and in discipline.

* The teacher is courteous towards individual children.

* The teacher makes frequent use of praise and encouragement but in a measured and sensitive way.

* The teacher accepts a child's expression of feeling about the work of the school.

* The teacher frequently accepts and uses ideas expressed by a child.

* The children display their willingness to work co-operatively.

* The children feel free to signal their difficulties and to alert the teacher to organisational mistakes and problems.

* The teacher and children occasionally share their sense of humour.

* Children sometimes disagree with the teacher in a mature and non-threatening manner.

Management and Control

The teacher operates an efficient system of management and control. This rests on firm arrangements and on appropriate procedures.

- * The teacher has established procedures for the monitoring of each child's work
- * The teacher has established clearer personal objectives and commitments for each child.
- * There is an efficient system for the recording of each child's tasks, progress and achievements.
- * Feedback is given in order that the child can build up knowledge about his/her own performance.
- * The teacher gives clear directions on task procedures and encourages children to understand the structure and purpose of the lesson.
- * Children are encouraged to help in decision making about the organisation of the work.
- * The teacher handles minor lapses in behaviour in a

competent way, demonstrating alertness, sure judgement and confidence.

* The teacher copes with the complexities of classroom life in a calm and confident way.

* The smooth flow of classroom activities is maintained by the teacher.

* The teacher uses positive reinforcement (praise, incentives, etc.) to help overcome problems caused by disruptive children.

The Management of Time

The teacher and the children get the most out of the time available through a well-developed sense of priorities and a sense of economy in the expenditure of time.

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