

### 1. Rationale

Our Mission Statement sets out our beliefs and commitments about the education we provide at Silver Springs. This policy aims to provide a strategy for how we ensure that our beliefs and commitments are translated into practice.

### 2. Learning Environment

We are committed to providing a learning environment, which:

- is safe, secure and sustainable
- enables children to take risks in their learning
- enables children to learn both indoors and outdoors
- supports the learning process and promotes independence
- provides the best possible access to ICT as a cross-curricular tool
- preserves the dignity and well-being of all our children promoting their self-esteem

### 3. Teaching

Through our teaching we aim to:

- ensure that all children achieve their full potential
- enrich the curriculum ensuring that there is a fusion of excellence and enjoyment
- place a strong emphasis on ICT as a cross curricular tool to both stimulate and facilitate learning at all levels
- provide children with unforgettable experiences that open doors to the wider world
- leave children itching to know more and eager to learn,
- inspire children to achieve great things and become great citizens
- enable children to become confident, resourceful, enquiring and independent learners
- foster children's self-esteem and help them build positive relationships with others
- encourage children to respect the ideas, attitudes, values and feelings of others
- encourage children to lead healthy, active and fulfilling lives

### 4. Learning

We believe that children learn best when:

- they are excited and actively engaged
- there is joy in what they are doing and they love learning
- challenging targets are set
- they experience success
- they are supported at home
- they are active and healthy
- they experience the joy of discovery
- they are allowed to take risks
- mistakes and errors are not seen as stumbling blocks but as vital stepping stones to success

## 5. Organisation of Learning

We organise the curriculum in such a way that children are able to make links in their learning and apply the skills that they have acquired through discreet subject teaching. This includes:

- discreet daily lessons in Literacy, Numeracy, Phonics and Sport
- cross-curricular topic work
- blocking units of work for depth of study
- flexible grouping of children
- a wide range of out of hours activities

5.1 We provide opportunities for children to learn in a variety of ways including:

- investigations and problem solving
- research and extended study
- group work
- work in pairs
- independent work
- whole-class activities
- use of ICT
- work outdoors
- visits to places of educational interest
- creative activities
- watching and responding to film or musical clips
- debates, role-play and oral presentations
- designing and making things
- participation in sport or physical activity

5.2 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

## 6 Deployment of Staff

6.1 Where numbers allow we seek to preserve single year group classes. But where variation in numbers occurs, children will be grouped in mixed year group classes according to age.

6.2 Teaching Assistants and other adult helpers are deployed according to need, maintaining the highest possible adult to pupil ratios where the need is greatest. For the most part Teaching Assistants will work alongside children in the classroom directed by the teacher but there may be times in the day where children's needs are best served by the Teaching Assistants withdrawing a group or an individual.

6.3 Deployment of additional classroom support will be review on a half termly basis at least through Progress Meetings.

6.4 Wherever possible PPA cover will be provided by a qualified teacher, a higher level teaching assistant or sports coach. Teaching Assistants at the appropriate grade will be used to cover at short notice.

## 5 Planning

Teachers are expected to plan:

- in the medium term to ensure curriculum coverage
- in the short term in response to formative and summative assessments of children's progress and learning needs
- challenging curriculum and personal targets for individuals and where applicable groups
- using standardised formats
- differentiate activities for ability groups
- plan for individuals according to IEPs
- set homework to extend and or consolidate learning

## 6 Assessment

Teachers are expected to:

- use formative assessments and assessment for learning strategies to inform next steps
- set challenging targets based on summative assessment, including testing and APP
- support children's learning by effective implementation of the Marking Policy
- involve pupils in the evaluation of their own work and that of their peers
- provide Senior Leader with effective tracking information each half term
- report on pupil progress to parents each term
- attend progress meetings to plan interventions and targeted support

## 7 Parental Involvement

We believe that children are most likely to fulfil their potential when they are fully supported by their parents. We would like parents to:

- ensure that their child has the best attendance record possible
- ensure that their child is equipped for school with the correct uniform and PE kit
- do their best to keep their child healthy and fit to attend school
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- promote a positive attitude towards school and learning in general
- fulfil the requirements set out in the home/school agreement

**10 Monitoring and Review**

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, equalities legislation, changes in the curriculum, developments in technology or changes to the physical environment of the school. This policy will be reviewed bi-annually.

Date:

Signed

Principal

Signed

Chair of Governors

Date of Next Review: June 2018