

**ELLESMERE
PRIMARY SCHOOL**



Engage, Persevere, Succeed

Learning and Teaching Policy 2015-2018

Review Date: January 2018

Vision Statement:

Ellesmere Primary School is at the heart of the community and provides a wealth of enriched learning opportunities for our children, our families and our staff. We are recognised as a school that values uniqueness, where children develop the skills to enable them to become:

- ❖ successful lifelong learners
- ❖ responsible & respectful citizens
- ❖ resilient participants
- ❖ creative thinkers and
- ❖ reflective individuals.

We accept and face challenges and like to compete. We always try to do our best, celebrate success whether our own or others and seek to improve together.

We
Engage with opportunities,
Persevere when finding things difficult
and
Succeed when we have done our best.

Engage, Persevere and Succeed

Our Core Principles

If it works, do more of it, if it doesn't – don't be afraid to change it.

Regard problems as opportunities.

Value everyone's opinion.

Work hard as individuals to achieve shared goals.

Learn from the past to shape our future.

The Ellesmere Primary School way:

If you are a member of our school community, you have the right to expect that:

- You will be treated with respect
 - You will be listened to
- You will meet inspirational people every day
- You will make mistakes and learn from them
- You will always be expected to do your best
 - Everything that we do is child focused

Definitions:

Learning = the development and consolidation of skills, knowledge and understanding.

Teaching = sharing information and skills with a learner through demonstration, instruction and providing opportunities to explore and develop.

1. Audience:

For all 'learners' at Ellesmere Primary School;

'Learners' refers to any person who is actively involved in learning:

- **Pupils**
- Teachers
- Support staff
 - Teaching assistants
 - Lunchtime Supervisors
 - Administration
 - Kitchen staff
 - Cleaners
 - Peripatetic staff – music, PE etc
- Parents
- Governors
- School Volunteers
- Visitors
- Wider Community

2. Key Values

Our key values are linked supporting our drive towards developing outstanding learners for the world that will face them when they leave education. They are:

- | | |
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| • Independence | • Respect |
| • Creativity | • Imagination |
| • Friendship | • Kindness |
| • Community | • Enjoyment |
| • Initiative | • Responsibility |
| • Love | • Patience |
| • Pride | • Honesty |
| • Courage | • Forgiveness |
| • Perseverance | • Resilience |
| • Curiosity | • Exploration |
| • Resourcefulness | • Innovation |

3.

Aims

Through this policy we aim to:

- ensure a consistency of learning throughout the school;
- ensure the quality and consistency of learning experiences for all pupils;
- ensure that all pupils achieve their potential and make good progress;
- ensure that all pupils have a clear understanding of what they are learning, how they learn and how to apply their learning in a range of contexts;
- ensure that all pupils know how to recognise their achievements and can evaluate and know what they need to do to next in order to improve;
- ensure all learners have a clear understanding about our school approach to learning and teaching.

4. Principles

The following principles underpin effective Learning and Teaching at Ellesmere Primary School:

- Every child has the right to enjoy learning, to be successful and to have the opportunity to achieve;
- There is no known ceiling to achievement - intelligence can be developed;
- Each child must know what to do and how to do it in order to improve develop further; high expectations on their own are not enough;
- Our purpose is to create active learning, not only to process and record what we have found;
- Each child needs to be nurtured, motivated and inspired to develop an inquiring mind, active body and compassionate spirit;
- There is a consistent approach with clear expectations across each class;
- Learning and teaching are interactive. It is important that we teach children how to “learn to learn” in order to become independent learners and develop skills for life-long learning.

5. Beliefs

We will achieve our school key values by providing high quality teaching and learning for all our pupils by focussing explicitly on what our pupils are **learning**, rather than what they are doing.

We believe that assessment for learning underpins all aspects of quality first teaching and this is reflected in our approach to learning at Ellesmere Primary School.

Teaching and Learning Policy 2015: Summary Expectations:

| | | | | | | | | | | | |
|---------------------------|---|---|---|-----------------------|---|----------------|---|---------------|---|-------------------------|--|
| Role: | | | | | | | | | | | |
| As Teachers we will: | <ol style="list-style-type: none"> 1. Base our planning on the cycle: Assess, Teach, Practise, Apply, Review. 2. Deliver purposeful lessons linking them to other subjects as well as real-life situations and problems. 3. Adapt and pitch our planning to meet the needs of all learners in the groups we are teaching. 4. Ensure that all lessons have visible and decontextualized Learning Intentions. 5. Enable pupils to achieve the Learning Objective by using Success Criteria. 6. Ask open-ended questions and provide open-ended tasks and challenges. 7. Give quality written and/or spoken feedback about children's work. 8. Use a range of learning and teaching strategies and groupings to meet the learning needs of all the children. 9. Use ICT effectively and help pupils to recognise when it is the most appropriate approach. 10. Work closely with other adults who support children in their learning. 11. Assess progress at regular times through the year and discuss this progress with Key Stage Leaders. 12. Create and maintain a stimulating and organised learning environment. | | | | | | | | | | |
| As learners we will: | <ol style="list-style-type: none"> 1. Know about what we are learning. 2. Improve our work and be clear about what we have to demonstrate to show that we have achieved the Learning Objective. 3. Make decisions about which resources to use to support our learning. 4. Read and respond to our teacher's comments. 5. Actively participate in paired, group and class discussions. 6. Take learning risks. | | | | | | | | | | |
| As support staff we will: | <table border="1"> <tr> <td>Learning assistants:</td> <td> <ol style="list-style-type: none"> 1. Liaise with teachers before supporting pupils. 2. Be clear about how today's Learning Objective fits within a learning sequence. 3. Ensure pupils know what they need to do to achieve success. 4. Ensure pupils receive quality feedback, during supported sessions, on progress and further guidance on next steps in learning. 5. Actively support pupils in whole class inputs and engage all pupils in group work. 6. Be aware of pupils with specific needs and work with the SENDCo and other teachers to develop and implement PCPs and identified provisions. 7. Ensure pupils make progress in group work. </td> </tr> <tr> <td>Lunchtime Supervisors</td> <td>8. Ensure pupils are supervised, cared for, encouraged and supported in their lunchtime activities.</td> </tr> <tr> <td>Administration</td> <td>9. Ensure all communication, resources and procedures are of the highest quality.</td> </tr> <tr> <td>Kitchen Staff</td> <td>10. Ensure all meals produced are of the highest quality.</td> </tr> <tr> <td>Caretakers and Cleaners</td> <td>11. Ensure the buildings and grounds are maintained and prepared to the highest standards.</td> </tr> </table> | Learning assistants: | <ol style="list-style-type: none"> 1. Liaise with teachers before supporting pupils. 2. Be clear about how today's Learning Objective fits within a learning sequence. 3. Ensure pupils know what they need to do to achieve success. 4. Ensure pupils receive quality feedback, during supported sessions, on progress and further guidance on next steps in learning. 5. Actively support pupils in whole class inputs and engage all pupils in group work. 6. Be aware of pupils with specific needs and work with the SENDCo and other teachers to develop and implement PCPs and identified provisions. 7. Ensure pupils make progress in group work. | Lunchtime Supervisors | 8. Ensure pupils are supervised, cared for, encouraged and supported in their lunchtime activities. | Administration | 9. Ensure all communication, resources and procedures are of the highest quality. | Kitchen Staff | 10. Ensure all meals produced are of the highest quality. | Caretakers and Cleaners | 11. Ensure the buildings and grounds are maintained and prepared to the highest standards. |
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| | Lunchtime Supervisors | 8. Ensure pupils are supervised, cared for, encouraged and supported in their lunchtime activities. | | | | | | | | | |
| | Administration | 9. Ensure all communication, resources and procedures are of the highest quality. | | | | | | | | | |
| | Kitchen Staff | 10. Ensure all meals produced are of the highest quality. | | | | | | | | | |
| Caretakers and Cleaners | 11. Ensure the buildings and grounds are maintained and prepared to the highest standards. | | | | | | | | | | |
| As parents we will: | <ol style="list-style-type: none"> 1. Attend parents evenings and curriculum evenings. 2. Support our children with reading regularly at home. 3. Support our children to do their best with their English homework. 4. Help our children with their maths homework. 5. Help our children to see how their learning links with their adult lives. 6. Support our children's learning. 7. Communicate regularly with school. 8. Ensure our children have a healthy diet and lifestyle. | | | | | | | | | | |

6. As Teachers we will:

6.1

As teachers we will:

Base our planning on the cycle: Assess, Teach, Practise, Apply, Review

We assess what pupils already know and use this to inform our planning

We use current learning to identify next steps

So that:

Pupils are able to secure their understanding
Pupils are able to apply their knowledge
Pupils become more confident
Pupils recognise achievement and can see how that will develop
Pupils know the 'big picture' of their learning

This will be evidenced by:

Planning adapted to pupils' responses
Feedback will include next steps
Quality independent work
Links are made to past and future learning.
Assessments informing next sessions or units of work
Consistent rigorous formal and informal assessments
(link with Marking policy made accessible to all learners)

6.2

As teachers we will:

Deliver purposeful lessons linking them to other subjects as well as real-life situations and problems

So that:

Pupils can make direct links with real-life
Pupils know of the relevance of school to the adult world
Pupils know tasks are meaningful
Pupils make links across areas of the curriculum

This will be evidenced by:

Real-life contexts and applications including role play, letter writing, cooking etc
Application of learning and knowledge evident in a range of situations and subjects
Learning environments which signpost real-life links
Pupils involved in planning contexts for learning increasing relevance to the real-world
Learning environments throughout the school demonstrate quality learning in a range of contexts. This could include class books, photographs etc

6.3

As teachers we will:

Adapt and pitch our planning to meet the needs of all learners in the groups we are teaching

So that:

Lessons will be adapted in response to the pupils' responses and needs
Pupils make progress in every lesson
Choice challenges are provided to develop pupil confidence.

This will be evidenced by:

Work in books at different levels (differentiated)
Child involvement in choosing level of challenge
Set challenging tasks that are meaningful for learners and are in line with their level of skills and understanding
Match between teacher assessment and pitch of work and planning for all learners
Differentiation: through success criteria, questioning, resources and adult support
Ongoing feedback and assessment throughout lessons
Planning includes tracking back to learning objectives, from earlier levels, which are relevant for our pupils including P scales
Tracking identifies pupil progress across all years groups

6.4

As teachers we will:

Ensure that all lessons have visible and decontextualized learning intentions

For example: Learning Objective: To write an autobiography Context: Myself

For example: Learning Objective: To write a newspaper report Context: Poets visit

So that:

Pupils know and recognise the skills and concepts they are learning.

This will be evidenced by:

Learning Objective visible throughout most lessons
There will be times when it is appropriate for pupils to identify the learning objective for their learning
Learning Objective reflects individual needs
Teachers referring to the learning objective throughout lessons in starters, independent work, mini-plenaries and plenary sessions
Direct reference to the learning objective and/or success criteria in feedback and marking

Consistent agreed language throughout school

6.5

As teachers we will:

Enable pupils to achieve the Learning Objective by using Success Criteria

(Success criteria may include exemplification of the objective)

e.g. Learning Objective: To write an instructional text

Success criteria: Remember to include:

Title
What you need
How to make
Numbers or bullet points
Verbs
Time connectives
Diagrams (if needed)

e.g. Learning Objective:

To add numbers by counting on

Steps to success:

Remember to:
Start with the biggest number
Count on the smallest number
Write down the number you land on

So that:

Pupils are able to generate Success Criteria.
Pupils use success criteria to inform their learning.
Pupils know what they need to demonstrate in order to achieve the learning intention.
Support staff know what the pupils need to demonstrate in order to achieve the learning intention.
Pupils can self and peer assess their achievement against the Success Criteria.
Pupils understand the language used when referring to Success Criteria.

This will be evidenced by:

Displaying the Success Criteria throughout the lesson (*it may occasionally be appropriate for pupils to identify success criteria during their learning*)
Children using success criteria independently in lessons to support learning
Self and peer assessment
Success Criteria are explicit within all planning
Support staff making use of success criteria to support learning
Use of visualiser for identifying features of good work and how to improve work
Feedback relates to the success criteria
Consistent agreement of language when referring to success criteria

6.6

As teachers we will:

Ask open-ended questions and provide open-ended tasks and challenges

So that:

No ceilings are placed upon learning
Pupils challenge their thinking and understanding and can respond to effective questions
Pupils participate in quality talk with their 'talk partner'
Pupils can formulate their own questions

This will be evidenced by:

Quality (open) questions in planning
Open-ended tasks and challenges
Pupils asking questions about what they would like to find out in topic work
Open-ended tasks in independent work
Working walls and interactive displays
Observations and reflections
Lesson evaluation

6.7

As teachers we will:

Give quality written and spoken feedback about children's work

(See exemplification in Marking and Feedback policy)

So that:

Pupils know how they have achieved the learning intention, how to improve their work and next steps in their learning.
Pupils will have opportunities to respond to comments, which we will review.

This will be evidenced by:

Feedback marking linked to learning intention, success criteria and next steps which enables pupils to achieve learning intention
Pupils responses to feedback comments which demonstrate improvements in their work
Feedback adapted to children's abilities (oral feedback and manageable recording)
Self and peer assessment
Regular setting of appropriate targets

6.8

As teachers we will:

Use a range of learning and teaching strategies and groupings to meet the learning needs of all children

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| <p>So that: Learning is scaffolded by effective use of models and images that can be faded away as appropriate. Pupils' understanding is supported through hands-on resources. Teaching is appropriate for pupils with different learning styles. Pupils have opportunities to work collaboratively (in pairs, groups and whole class) as well as independently All pupils have equality of access to the learning opportunities (irrespective of gender, race, disability, special need, ethnicity, religious background) Conditions for learning are appropriate for all learners</p> | <p>This will be evidenced by: Elements of visual, auditory and kinaesthetic learning evident in planning to accommodate a range of learning styles and individual differences Hands-on learning is used to scaffold understanding Pace of learning is appropriate for all pupils Groupings are flexible according to pupil need and will include opportunities to work in mixed ability groups A balance of teacher input with support assistant input Classroom environments being appropriate for individual pupils' needs (<i>For example adaptations for hearing impaired pupils</i>) Within planning through annotation</p> |
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6.9

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| <p>As teachers we will: Use ICT effectively and help pupils to recognise when it is the most appropriate approach</p> | |
| <p>So that: Pupils make decisions about appropriate learning tools Pupils learn about a wide range of tools to support their lifelong learning and develop associated skills. <i>This could include keyboard skills, use of iPad to record learning as a camera and other key skills</i></p> | <p>This will be evidenced by: Appropriate decisions about the use of ICT Independence and organisation from pupils (time management) ICT used as a tool to facilitate learning and understanding by teachers</p> |

6.10

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| <p>As teachers we will: Work closely with other adults who support pupils in their learning</p> | |
| <p>So that: Support meets the children's needs Other adults know what the pupils need to demonstrate to achieve the Learning Intention Other adults are aware of development areas in PCPs as well as detail relating to medical needs</p> | <p>This will be evidenced by: Effective planning and communication between teachers and teaching assistants Informative feedback given to teachers about pupil learning and progress towards the learning intention Clear identification of focus areas, which results in pupils making progress towards the goals through additional provision which may be led by teachers or support assistants. <i>Where additional provision is provided by support staff it is the responsibility of the teacher to lead and monitor impact of the provision.</i> Additional provision having a positive impact on pupil progress and this is evident on provision maps Pupils applying skills from intervention programmes in class work Pupils acquiring and developing skills included in their PCPs within lessons</p> |

6.11

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| <p>As teachers we will: Assess progress at regular times through the year and discuss this progress with Key Stage Leaders (Ref: Pupil Progress Meetings)</p> | |
| <p>So that: Pupil progress is celebrated. Progress of all pupils and vulnerable groups is tracked (medium term). Where progress is satisfactory or below, appropriate actions and/or additional provision will be identified.</p> | <p>This will be evidenced by: Provision Maps which evaluate and measure the impact of the additional provision Pupils achieving individual targets (For example writing targets) Evidence of progress from intervention support Classroom Monitor records</p> |

6.12

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| <p>As teachers we will: Create and maintain a stimulating and organised learning environment. (see display policy) <i>In classrooms and other areas throughout the school</i> Please note: It is essential that any fire exits are kept clear at all times.</p> | |
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| <p>So that: Classrooms are tidy and well organised (including labels which are accessible by all children). Displays are tidy and stimulating. Displays are relevant to the current curriculum Displays are accessible and useful/used and contributed to by the children Displays focus on Achievement and Learning. Classrooms / Shared Areas should have a range of displays which are maintained regularly and updated when appropriate. Pupils access resources to support their learning. Pupils become independent learners.</p> | <p>This will be evidenced by: Resources being used appropriately to support and extend learning and understanding Children and adults make use of the learning environment to support learning Stimulating and inspiring displays throughout the school, which demonstrate quality learning across curriculum areas within school and through external learning opportunities. <i>For example school visits, visitors to school</i></p> |
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7. PUPIL LEARNING

At Ellesmere Primary School we expect our pupils: to be fully engaged with their own learning, to allow each other to be themselves, to respect all other members of the school community, to try to do their best at all times and to accept mistakes and learn from them. The pupils are the centre of everything we do and we expect the school community to do their best to meet the needs of every pupil all of the time!

7.1

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| <p>As learners we will: Know about what we are learning</p> | |
| <p>So that: We will be able to talk about our Learning Objective in each lesson. We will know what we need to do to achieve our Learning Objective. We will know how we can improve our work and the next steps to do this.</p> | <p>This will be evidenced by: Being able to say what we are learning and using the learning objective and success criteria Our work showing improvements over a piece of work Improvements in our work showing over time</p> |

7.2

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| <p>As learners we will: Improve our work and be clear about what we have to demonstrate to show that we have achieved the Learning Objective Evaluate our learning</p> | |
| <p>So that: We will use the Success Criteria to help us in our learning. We will use the Success Criteria to self-assess and improve our work. We will use the Success Criteria to assess the work of our peers.</p> | <p>This will be evidenced by: Looking back at my own work and checking it with the Success Criteria Looking at someone else's work and checking it with the Success Criteria Giving opinions on someone else's work</p> |

7.3

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| <p>As learners we will: Make decisions about which resources to use to support our learning</p> | |
| <p>So that: We use resources that will support our learning. Independence increases throughout our time in school.</p> | <p>This will be evidenced by: Improving our work by using resources eg thesaurus Choosing the right resources to help us Self-selection of appropriate resources</p> |

7.4

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| <p>As learners we will: Read and respond to our teacher's comments</p> | |
| <p>So that: We know what we have done well. How we can improve our work.</p> | <p>This will be evidenced by: Improving our response to assessments Improving work in our books when our teachers have marked it/successfully completing gap tasks</p> |

7.5

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| <p>As learners we will: Actively participate in paired, group and class discussions.</p> | |
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| <p>So that: We develop confidence to explain and give reasons for our thinking. We develop active listening skills. We rehearse our approaches – trying new ways to find solutions.</p> | <p>This will be evidenced by: Working well in a group and take turns to listen and speak Working well with our talk partners</p> |
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7.6

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| <p>As learners we will: Take learning risks</p> | |
| <p>So that: We challenge ourselves to be open to try and experience new things.</p> | <p>This will be evidenced by: Use of new words in our work Challenges in our books Challenging work in our books Enjoying challenges Setting ourselves ambitious targets</p> |

8. SUPPORT STAFF

At Ellesmere Primary School classroom support staff work with teachers to ensure pupils make progress and achieve learning intentions. Additional support staff provide the care and support needed to ensure the best possible environment and conditions for pupil learning

As Support Staff we will:

8.1

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| <p>As classroom support staff we will: Liaise with teachers before supporting pupils <i>As a minimum this would involve discussion of the lesson/weekly plans</i></p> | |
| <p>So that: We understand what the pupils will have learnt by the end of the lesson. We use key models and images to support our pupils. We have relevant resources available.</p> | <p>This will be evidenced by: Having own copy of the planning, with role explicit and ensuring time to read it Resources specific to the lesson being ready</p> |

8.2

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| <p>As classroom support staff we will: Be clear about how today's learning outcome fits within a learning sequence</p> | |
| <p>So that: We can adapt our support within a lesson to meet the needs of the children.</p> | <p>This will be evidenced by: Annotated planning, change or adapt resources Feedback form or book Feedback on the children's work (in accordance with Marking Policy) Use of AfL questions in the lesson and the confidence to deviate away from the task set Dialogue with the teacher when work isn't provided at appropriate levels</p> |

8.3

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| <p>As classroom support staff we will: Ensure pupils know what they need to do to achieve success</p> | |
| <p>So that: Pupils use Success Criteria to inform their learning Pupils know what they need to demonstrate in order to achieve the Learning Objective Pupils can self-assess their achievement against the Success Criteria</p> | <p>This will be evidenced by: Taking written success criteria with you to where you work so it is explicit at all times Language of the success criteria matching the child's needs Children's work and appropriate marking</p> |

8.4

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| <p>As classroom support staff we will: Ensure pupils receive quality feedback, during supported sessions, on progress and further guidance on next steps in learning</p> | |
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| <p>So that: Pupils know how they have achieved the Learning Objective Pupils know how to improve their work Pupils are aware of some next steps in their learning.</p> | <p>This will be evidenced by: AfL techniques of feedback that are used in the class carried on in your group or individual work Verbal and non-verbal feedback Setting them further challenges or mini-plenaries to reassess what more is needed</p> |
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8.5

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| <p>As classroom support staff we will: Actively support pupils in whole class inputs and engage all pupils in group work</p> | |
| <p>So that: Pupils are encouraged to become independent in the classroom No time is wasted, time is maximised to full advantage</p> | <p>This will be evidenced by: Providing extension activities for some children whilst you engage an individual</p> |

8.6

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| <p>As classroom support staff we will: Be aware of pupils with specific needs (emotional, behaviour, medical and/or learning) and work with the SENDCo and other teachers to develop and implement PCPs, and identified provisions.</p> | |
| <p>So that: All pupils are able to actively engage with the learning in a lesson / session All pupils' needs are met. All pupils make targeted progress.</p> | <p>This will be evidenced by: Encouraging use of specialist resources Reducing attainment and progress gap</p> |

8.7

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| <p>As classroom support staff we will: Ensure pupils make progress in group work</p> | |
| <p>So that: Pupils experience success Learning is accelerated for identified pupils.</p> | <p>This will be evidenced by: Talking to the children Observation notes Children have achieved the Learning Objective, followed the success criteria (AfL) Support staff using their own initiative to extend pupils further</p> |

8.8

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| <p>As support staff (lunchtime supervisors) we will: Ensure pupils are supervised, cared for, encouraged and supported in their lunchtime activities.</p> | |
| <p>So that: Pupils exercise effectively. Pupils eat sensibly. Pupils feel safe and secure. Appropriate games are introduced and played. Friendships develop and conflicts are addressed quickly. Pupils are prepared emotionally for future learning.</p> | <p>This will be evidenced by: A wide range of activities taking place Monitoring of pupils eating (dinners and lunchboxes) Reduced accidents and incidents Range of activities and pupils reporting playing a range of games Appropriate passing on of concerns Reduction of 'incidents' reported and reduced after lunch trouble shooting</p> |

8.9

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| <p>As support staff (administration) we will: Ensure all communication, resources and procedures are of the highest quality.</p> | |
| <p>So that: Pupils learning is fully supported. Parents are accurately aware of school events, requests and procedures. Resources across the school enable enriched activities to take place. Pupils and staff are safe on the school site and during visits.</p> | <p>This will be evidenced by: High quality staffing Quality newsletters, website etc. Up to date policies and procedures exceeding minimum standards Resources fit for purpose across the school Additional funding streams accessed</p> |

8.10

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| <p>As support staff (Kitchen) we will: Ensure all meals produced are of the highest quality.</p> | |
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| <p>So that: Pupils eat the food provided Pupils have a healthy, quality diet Pupils enjoy school meal Pupils have the energy needed for further learning</p> | <p>This will be evidenced by: Monitoring – empty plates/ less waste Meal records and monitoring Increased up take of school meals across the school Reported increased alertness in the afternoons</p> |
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8.11

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| <p>As support staff (Caretakers & Cleaners) we will: Ensure the buildings and grounds are maintained and prepared to the highest standards.</p> | |
| <p>So that: Pupils are and feel safe and secure Health issues are reduced School is attractive, welcoming and a place to be proud of. Appropriate equipment is supplied and in good order</p> | <p>This will be evidenced by: Pupil discussions Improved attendance rates Visitor comments, pupil discussions</p> |

9. Parents

At Ellesmere Primary School the engagement and support of parents is highly valued and we recognise the significant contribution that they make to their child's learning.

9.1

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| <p>As parents we will: Attend parents evenings and curriculum evenings.</p> | |
| <p>So that: I know what my child is learning. I know how well my child is doing. I can help my child more with homework. My child knows that we work together with teachers for our children's learning.</p> | <p>This will be evidenced by: Improved attendance at parents' evenings Improved communication with our children about what they are learning and the methods used Making similar resources available at home Eg ICT/thesauruses</p> |

9.2

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| <p>As parents we will: Support our children with reading regularly at home</p> | |
| <p>So that: Our children realise the importance of reading. Our children enjoy reading. Our children practise at home. Our children become better readers. Our children know that we work together with teachers for our children's learning. We know how our children are progressing with their reading Our children are able to phonically decode</p> | <p>This will be evidenced by: Improved comprehension of stories by children Improved use of language in verbal communication Improvements in spelling Improvements in knowledge of the world Regular communication between parents and teachers on progress Provision of a range of workshops and support Guidance provided by each year group.</p> |

9.3

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| <p>As parents we will: Support our children to do their best with their English homework.</p> | |
| <p>So that: Our children achieve their writing targets. Our children become better spellers and grow in confidence. Our children apply what they know in all subjects. Our children know that we value their learning. Our children know that we work together with teachers for our children's learning. We know how our children are progressing.</p> | <p>This will be evidenced by: Writing targets achieved and met. Better writing skills and confident spelling Praise and rewards Regular communication between parents and teachers on progress</p> |

9.4

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|---|--|
| <p>As parents we will: Help our children with their maths homework.</p> | |
| <p>So that: Our children grow in confidence in mathematics. Our children apply what they know in different situations. Our children know that we value their learning in mathematics. Our children know that we work together with teachers for our children's learning. We know how our children are progressing.</p> | <p>This will be evidenced by: Good understanding on each task Knowledge of how to get the best solution for each task set Praise and rewards Regular communication between parents and teachers on progress Provision of a range of workshops and support Guidance provided by each year group.</p> |

9.5

| | |
|--|---|
| <p>As parents we will: Help our children to see how their learning links with their adult lives.</p> | |
| <p>So that: Our children develop a love of learning. Our children understand that we value their learning. Our children know that we work together with teachers for our children's learning.</p> | <p>This will be evidenced by: Improved confidence Preparation for adult life Instilling values eg wearing appropriate clothing Establishing positive work ethics Children's awareness that parents communicate with teachers about their learning Active participation in class and wider school opportunities</p> |

9.6

| | |
|--|---|
| <p>As parents we will: Support our children's learning</p> | |
| <p>So that: Our children are confident learners. Our children can discuss all aspects of learning at home. Our children know that we value their learning Our children are proud of what they achieve</p> | <p>This will be evidenced by: Improved confidence at school and home Discussions ongoing between children and parents about learning Appropriate use of praise and rewards at home</p> |

9.7

| | |
|---|---|
| <p>As parents we will: Communicate regularly with school</p> | |
| <p>So that: School knows about the successes of our children outside of school School receives feedback about what is working well and what could be improved for our children</p> | <p>This will be evidenced by: Conversations with class teachers and senior leaders Email through the school website Newsletter Parent Partnership forums</p> |

9.8

| | |
|--|--|
| <p>As parents we will: Ensure our children have a healthy diet and lifestyle</p> | |
| <p>So that: Our children are appropriately nourished to enable them to learn. Our children have sufficient sleep. Our children are not exposed to inappropriate material/experiences inc.</p> | <p>This will be evidenced by: Children having sufficient energy Healthy lunchboxes Greater attention/less tiredness Pupil records/discussions</p> |

| | |
|---------------------------------|--|
| computer games /internet access | |
|---------------------------------|--|

10 CURRICULUM PROVISION

We aim to provide a stimulating and inspiring curriculum which promotes enjoyment of learning and includes the following experiences which will reflect the diversity of our community.

10.1 Learning first hand

- emphasis on investigation and applying skills
- all year groups to have visits and visitors related to a linked unit, building a sense of community
- bringing in artefacts and examples from home, valuing pupils' experiences and interests

10.2 Problem solving and real- life examples

- role play and improvisation to stimulate discussion and to encourage empathy for individuals and circumstances
- visual and other expressive arts to represent events in different ways
- cross curricular understanding to make connections between subjects

10.3 Extra-curricular opportunities to reflect the interests of our pupils including:

- Active clubs: engaging children in a range of healthy activities that will encourage a healthy lifestyle
- Opportunities to play musical instruments and join the school choir
- Opportunities to develop creative skills
- Opportunities to develop a love of the environment
- Opportunities to participate in a range of sports and games

11 Roles and Expectations

11.1 Role of teachers

At Ellesmere Primary School all teachers will

- Meet the needs of all pupils through high quality learning and teaching
- Update pupil targets regularly
- Feedback to parents at Parents' Evenings and through reports
- Plan to meet the needs of the learners, building on prior attainment
- Provide quality feedback (see Marking policy)
- Liaise effectively with support staff
- Work in partnership with parents to support learning
- Provide enriched activities both during the day and as extra-curricular provision

11.2 Role of Senior Leaders and Headteacher

At Ellesmere Primary School, all senior leaders support colleagues to improve learning and teaching and will:

- Provide all staff with appropriate Professional Development that links with School Improvement Plan priorities
- Monitor supportively to improve provision
- Implement policies which impact on learning and teaching
- Celebrate achievements
- Hold Pupil Progress Meetings at least termly
- Consistently put the needs of the children first

11.3 Role of classroom support staff

At Ellesmere Primary School classroom support staff work with teachers to ensure pupils make progress and achieve learning intentions

Support staff will:

- Liaise with teachers
- Support, encourage and develop pupil independence.
- Feedback to teachers

11.4 Role of Support Staff (administration, cleaners, lunchtime supervisors and kitchen staff)

At Ellesmere Primary School, support staff provide the care and support needed to ensure the best possible environment and conditions for pupil learning

11.5 Role of subject leaders

- Monitor and evaluate the implementation of the Learning and Teaching policy. This could include work scrutiny, planning scrutiny, lesson observations, pupil interviews
- Identify actions from monitoring and feedback to SLT

11.6 Role of Parents/Carers

At Ellesmere Primary School we expect that all parents and carers

- Support children with homework and targets (See Homework Policy)
- Attend parents' evenings
- Attend Curriculum workshops and make use of Parental Advice booklets
- Work in partnership with teachers to support learning
- Communicate regularly with school about successes and areas for development

11.7 Role of the Governing Body

At Ellesmere Primary School we have a designated Curriculum committee. All governors are invited into school to visit the classes and to attend curriculum evenings.

As part of the monitoring policy the school will report areas of strength, or areas for development, to the governing body on an annual basis.

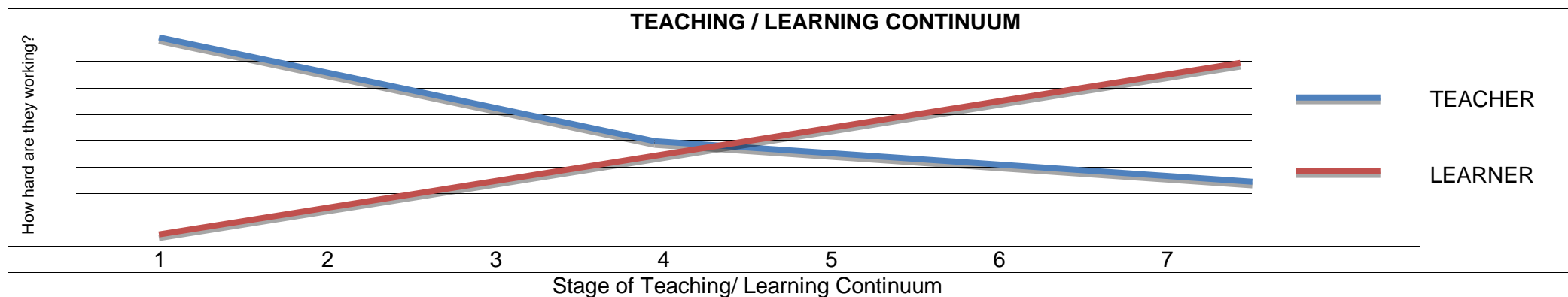
11.8 Role of the PUPILS

At Ellesmere School Primary School we expect our pupils:

- To be fully engaged with their own learning
- To allow each other to be themselves
- To respect all other members of the school community
- To try to do their best at all times
- To accept mistakes and learn from them.

Ellesmere Primary School Teaching / Learning Continuum

| Stage 1 | Stage 2 | Stage 3 | Stage 4 | Stage 5 | Stage 6 | Stage 7 |
|------------------------|---|---|---|--------------------------------|--|---|
| Teacher Talking | Teachers controlling pupil talk | Teachers controlling the steps in learning | Teacher sets a specific activity | Teacher sets the focus | Teacher sets the learning focus based on pupil need/ interest/ prior knowledge | Teacher supports the pupil with their personal learning journey |
| Learners are Listening | Individual Learners are responding to the teacher | Learners (independently or collaboratively) have opportunities to respond to "chunks" of learning | Learners (independently or collaboratively) provide a sustained respond to learning | Learners choose how to respond | Learners choose how to respond | Learners set the learning direction |
| Passive Learner | Used occasionally | Used Frequently | | | Potential lack of rigour | |





EXPECTATIONS!

It is expected that all teaching staff will meet and fulfil all aspects of the teachers' standards and work stage expectations.

General:

- All school provided proformas must be used
ie for planning, data/pupil progress, SEND, Pupil Premium, Curriculum Overviews etc.
- School Policies should be read and implemented – any queries must be raised with SLT- to agreed schedules.
- Deadlines set must be met, with produced response meeting required standards, unless an extension has been granted in advance.

Pupil Books:

- Highest level of presentation should be expected and maintained in all subjects.
- Maths and English books should have daily evidence of work carried out. This may be formal written work, notes of discussion and/or photographic evidence etc.
- 'Extended Maths and English' recorded in 'topic' books should be cross referenced in Maths and English books
- Extended work carried out over a period of days should be dated in the margin.
- All work should be marked and response to marking checked (ie spellings, maths calculations)
- Marking should model/demonstrate high levels of presentation. Teacher's handwriting should reflect the whole-school approach
- All children should have ongoing targets set and attached to their English and maths books. When targets are met, they should be dated and cross-referenced with work evidencing this.
- No doodling on or in books – poor presentation needs to be addressed with children
- No rubbers – we want children to learn from mistakes

Learning Environment:

Classrooms

- Highest level of presentation should be expected and maintained at all times.
- Classrooms should always be tidy, especially;
 - Reading Book Shelves
 - Teacher desks
 - Pupil books, which should be stored neatly.
- No clutter, mess or clothing should be left in Classrooms.
- All Classrooms will contain warm and inviting book corners/reading areas that promote Reading for Pleasure.
- Displays will follow school policy and be regularly changed and updated.
- Classroom environment should be viewed from child's perspective.

Corridors/Central Areas (eg Library, Hall etc.):

- Highest level of presentation should be expected and maintained in all areas at all times.
- Allocated display boards should be changed half termly
- All areas should be kept tidy; any mess/clutter should be cleared not left for the next person.

Planning:

- Should utilise the agreed format and be readily available both electronically and within planning folders.
- Timetables showing appropriate curricular allocations will be maintained within planning files and copies given to the headteacher by 8.40am each Monday in advance.
- Planning should be annotated with the responses of the children as well as teaching points (i.e. what worked well, what didn't)

Website/eLearning:

- Class based information should be up to date and relevant.
- Class curriculum coverage should be published in advance including CLJ wheels saved so that parents can access.
- Use of school agreed resources (ie My Maths) should be encouraged.
- Homework should be readily available.

Homework:

- Should be set in line with the school policy.
- Should be valued and responded to.
- Should be marked according to school policy
- Be available (whenever possible) via the website.
- Should have an emphasis upon positive reinforcement (rewarding those that bring homework in each week)

Parental Contact

In addition to the high quality communication shared via the website, parental contact will;

- Be professional; upholding the schools values, policies and procedures
- Never undermine the work of the school or colleagues
- Be polite, supportive and encouraging in order to develop the partnership we must/should have for the benefit of the pupils
- Letters, in class by 2pm, will be sent out on day of distribution, unless child is absent.
- All letters and notes sent from class will be reflective of the high quality we expect – dates checked for conflicts, grammar and punctuation accurate etc.