



ASPIRE

RESPECT

CHALLENGE



TEACHING AND LEARNING AT SHIREMOOR PRIMARY SCHOOL

AIMS

To ensure that teaching and learning is a vehicle to reinforce our key themes of children **aspiring** to aim high and be the best they can be in all aspects of learning, to **challenge** themselves so that they can achieve great things in the future (not just academically) and to have a strong sense of moral purpose and **respect** for themselves, for others, for learning and for the differing viewpoints of others.

To ensure that everyone understands the principles which underpin teaching and learning at Shiremoor Primary School.

To provide well planned teaching and learning CPD and support the individual's entitlement to opportunities to enhance and improve their own teaching.

To be supported by a clearly defined approach to the monitoring and evaluation process.

To exemplify our teaching expectations of the 'highest standards'.

PRINCIPLES

Knowledge and content will be carefully sequenced across school so that it facilitates the development of pupils' deep learning of knowledge and skills and supports children in making links between learning between concepts and units of work as set out through our curriculum.

Learning is a change to long-term memory.

Activities should be time efficient and they should promote retention and transfer of knowledge into the long-term memory.

Teaching should be supported by robust, age-appropriate assessment, systematically checking pupil understanding, evaluating pupil knowledge, identifying gaps and planning future learning based on closing those gaps including intervention.

Lessons should be planned and structured with a clear sense of routine and consistency in accordance with behaviour for learning.

Highly effective teaching and learning: (in conjunction with age-appropriate expectations)

CONTENT

Links with prior learning will be explicit and there will be opportunities to recap in lessons.

Key concepts and knowledge spaced over time in varied ways to secure deeper learning.

Different contexts will be used by teachers over time to explore the same ideas.

Activities will be appropriate to the knowledge being learned.

The presentation of lesson content will support progression in learning.

Opportunities given for cultural experiences and background knowledge that will equip pupils with cultural knowledge to propel them further in their next stage of education.

Common lesson strategies to assess learning:

- Short quizzes
- Summarising
- Hand signals
- Response cards
- Think-pair-share
- Levelled questioning
- Exit ticket
- Misconception check

CHILDREN

Behaviour for learning will be strong.

Children will have the chance to think in different ways.

Pupils will be aware of their own progress and how they can improve their learning in an age-appropriate way.

Opportunities provided to collaborate and cooperate by being guided to construct their own understanding and are encouraged to actively participate in their own learning.

Wider opportunities

Children are given opportunities in every year group to transfer learning and make connections.

Pupils are engaged and involved in their learning.

Opportunities outside of the classroom are given through a range of places such as: residential; museums and galleries; local area walks to explore the environment and opportunities to visit religious places of worship.

Residential, including camping, are important to develop our children's' resilience and independence.

TEACHER

Teachers will have strong subject knowledge and this will enable them to address misconceptions.

Elements of direct teaching. Strong modelling and scaffolding.

Teacher questions will probe beyond the surface.

Exploit opportunities for formative assessment to enable the lesson to be adapted to the children's needs.

Provide feedback in a variety of ways that will promote thinking and enhance learning.

Will introduce and teach new vocabulary explicitly.

Teachers will have high expectations of children in terms of behaviour, presentation and engagement.

Staff Well-being

Our staff work incredibly hard but must maintain a good work-life balance to support their well-being and so, as a school, we will devote our time and energy to things that make a difference for children.

OTHER STAKEHOLDERS

GOVERNORS

Governors are regularly informed about the effectiveness of teaching and learning and are given key information about performance and progress.

Governors play an active role in evaluating and supporting teaching and learning in school and are supported in this through a range of approaches.

The Governing Body works continually behind the scenes to support and challenge the work of the Senior Leadership Team to ensure:

- children learn in a safe and secure environment;
- high standards of teaching are maintained and monitored effectively
- teachers teach a broad and balanced curriculum

PARENTS

We actively encourage the participation and support of parents throughout various aspects of our school routine. Parents regularly receive information about their child's targets, learning focus and ways to support learning through newsletters; parent/teacher meetings; social media and subject Knowledge Organisers.

A range of learning opportunities are provided to parents in addition to numerous opportunities to observe the learning in lessons. Some of these include: 'Seeing is Believing'; 'Science Week'; lesson with your child; phonics sessions; class assemblies; Sports Day and reading with your child.

Technology

Access to technology supports the skills and knowledge of children but also gives teachers the opportunity to enhance lessons and learning experiences and, where necessary, make the learning more engaging.

Children develop the basic skills and knowledge they need to use digital literacy skills at their level required for the next phase of education.

Wider opportunities

Children, where possible, are given opportunities to transfer learning and make connections. We appreciate that, for learning to happen, our pupils need to be engaged and involved in their learning. We aim to give opportunities outside of the classroom through a variety of experiences. Teachers are encouraged to explore the opportunities that are available in the local community and further afield for learning within context.

Equal Opportunities

The needs of all children are to be met through tailored lessons. The delivery and content of lessons should be sufficiently supported to ensure all pupils can access and achieve within the curriculum.

All children have the appropriate support to access the full curriculum.