

SURLINGHAM PRIMARY SCHOOL

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SURLINGHAM SCHOOL POLICY STATEMENT **Teaching, Learning and Assessment**

Aims:

1. That the teaching staff will promote active learning which provides opportunities for pupils to ask their own questions, to investigate issues, develop enquiry skills and to take increasing responsibility for what they do, rather than to depend exclusively on teacher 'input' and direction.
2. To provide knowledge, skills and understanding that are relevant to each pupil's needs, interests and abilities, giving emphasis to their practical application and to its future purpose.
3. That children at Surlingham School will learn through: -
 - a) Enquiry based integrated curriculum, which draws on knowledge, practical experience, understanding and skills from a variety of learning areas.
 - b) Subject based work – particularly when basic skills are being taught or reinforced.
4. To provide continuity of learning so as to ensure progression, especially at transition between schools and Key Stages.
5. That the staff at Surlingham will use a variety of teaching styles including direct teaching of groups, individuals and whole classes, facilitating questioning, enabling, peer tutoring that take place in a well ordered and organised environment within a clear curricular framework, so that the individual teachers' strengths and skills can be maximised.
6. To promote discussion between pupils and their teachers about their learning and about expectations, choices and informed decisions within them, as part of the curriculum.
7. To assess and record attainment (using appropriate methods). Pupils will increasingly be involved in assessing and recording their own performance as they progress through school.
8. To provide opportunities for pupils to reflect upon and appraise their work, to identify goals for further development, and to make appropriate choices. When relevant pupils will record their progress as a work record.
9. To encourage the involvement of pupil's families in supporting the school's objectives and the pupils' learning.

10. To recognise that children have different educational needs and support every child to access the curriculum. In cases of special educational need, parents and children will be regularly consulted, and parents informed about the provision made for their child.
11. To develop each pupil's understanding of their community and its use as a resource for learning and to encourage them to contribute to it in a positive way.

ORGANISATION:

1. Teaching areas should be organised to encourage a positive working environment. Resources and materials will be clearly labelled and stored in such a way that pupils can easily find and use them.

Work areas should be arranged to allow practical, problem solving activities to take place. There should also be 'quiet' areas for reading or individual work. The school should have a comprehensive, up to date, library, which is readily available to pupils.
2. Core curriculum areas will have a Subject Policy, which is a clear statement about work in each subject, which should be put into practice. Long-term schemes of work will be planned which set out the work to be covered by a class or Key Stage during that period. Parents will be sent a summary of each term's themes. Short term planning will involve the evaluation and development of the termly plan to cater for the individual needs of the children.
3. Work planned will sometimes involve several different curricular areas in one theme. Sometimes it will be subject based to teach and reinforce knowledge and skills.
4. Each child's progress will be regularly monitored and discussed.
Attainments for each pupil are recorded as part of ongoing formative assessment and tracking data of each pupil's progress analysed. Any feedback and any marking of children's work needs to support the learning intention and provide the basis for future learning.
5. There will be 'formal' assessments at prescribed times: - Foundation Stage profiles, SATs at the end of Key Stages, yearly standardised tests in reading and maths in Key Stage 2 and annual reports. These records will be offered to the child's receiving school at transfer.
6. When appropriate, pupils are made aware of the reasons for undertaking each task, and the expectations that staff have of them.
7. Children and staff select items of work for each child's Record of Achievement and Experience folder each year (see separate Policy Statement). A maximum of three items per pupil or staff will be chosen. These may be annotated if appropriate. Various self-esteem activities are used in both Key Stages.
8. Parents are involved in supporting the school's objectives and the pupils learning by – discussion with staff, curriculum evenings, parents evening for new children, dissemination of school information, involvement in specific projects, termly work plans, reports, parents evenings, helping in and outside school, and work being sent home to celebrate achievement.
9. The school has a Special Educational Needs Policy. Each member of the teaching staff has a confidential Special Needs folder, where both individual education plans and information on the children concerned are kept. We are following the current Special Needs Code of Practice. Parents are consulted and informed at every stage of support. The School Support Team is involved wherever appropriate or possible.

10. Pupils are involved in the local community in as many ways as possible. Local visits, and visitors to school, special projects (e.g. Behaviour Policy, Local Studies) supporting community activities (e.g. harvest, church fetes, conservation). Many of these activities are 'built into' our long term planning, but the school is also able to respond at short notice to community initiatives.

Revised by all teaching and classroom support staff.
January 2005

