

Teaching and Learning Policy

School aims:

- To ensure that each child's talents are discovered and nurtured all they achieve their potential in term of spiritual awareness, academic achievement and aesthetic appreciation.
- To ensure they go on to suitable secondary school matched to their academic, emotional and social needs, and where their talents can be nurtured.
- To ensure they develop morally, emotionally, socially and culturally.
- To develop in children the skills which will equip them for the next stage of their lives and to enable them to positively influence their own lives.
- That children and parents look back on their time at The Lyceum as a positive and happy one.
- To ensure all children have access to a broad and balanced curriculum and a range of extra-curricular activities.
- To develop tolerance and understanding towards each other and all members of the wider community.
- To develop curiosity, a drive to learn, confidence, independency and a strong work ethic.
- To develop a positive attitude to behaviour based on traditional manners.
- To develop a responsible and independent attitude towards work and their roles in society.

Lessons:

Teachers at The Lyceum plan their lessons thoroughly taking account of the range of abilities and needs of children in their care; using the guidelines from our planning policy and ensuring that our curriculum is covered. We aim that lessons are interesting, interactive and that there is an emphasis on active learning. We aim for all children to be engaged in a daily physical activity.

We have a scheme of work for each curriculum area for each year group, setting out appropriate expectations. These curriculum areas are linked and connected into broad themes which enable in depth study and teaching of skills in an exciting way.

Lessons are prepared, structured and paced to make effective use of time available.

Pupils are given opportunities to review and reflect upon their progress and encouraged to understand their next learning steps.

Routines:

We believe that children thrive best when they understand the routines and boundaries in which we work and which enable them to feel safe and secure, and thereby more able to concentrate on learning.

We begin each day with a drop in from 8.30-9.00am when teachers are in their classrooms available to greet the children and have an informal chat with parents. This is a time to exchange information which enables children to settle in school e.g. “We enjoyed that book” – “she had a tummy ache last night” – “Granny visited so the homework wasn’t completed.” Activities/reading are available for the children. At 9.00 music plays throughout the building as a signal to parents, teachers and children that the day is about to begin.

Events: (Learning Opportunities, performing, assembly, sports, residential, other trips, social, personal, academic opportunities, moral, ethical)

At The Lyceum we believe in offering children a wide range of experiences in order to develop their social skills, confidence and personal qualities. These events may be academic or extra-curricular and are planned according to the age and needs of the children to offer learning opportunities beyond the classroom. Such events may develop children’s cultural awareness, ability to perform and to work as a team to a common goal. Here are some examples:-

- Friday assembly – class led;
- Sports Day;
- Theatre trips;
- Museum trips;
- Concerts at the Guildhall;
- Residential field studies;
- Residential Living History;
- Music assemblies – orchestra, big band, ensembles.

Residential trips are important at The Lyceum as a way of developing social skills alongside the curriculum. From Year 3 onwards there are a wide range of trips from field studies to Living History.

Learning approaches:

We aim at The Lyceum to provide as wide a range as possible of learning opportunities and approaches; which recognise that children learn in a variety of ways and continue to motivate children to want to learn.

We use group research, interactive lessons, DVD’s and I.C.T. related opportunities, teacher instruction, discussion, drama,dance, rote learning and field research. These are just a few ways in which we approach learning. Teachers plan activities which best fit with what they are trying to teach, the children in their care and the resources available to them. Although we accept that on occasion children need to do practice exercises from text books or learn something by heart our maxim is:

“Tell me something and I forget,
Show me and I may remember,
Let me do it, and I learn,
Involve me, I’ll understand.”
Chinese proverb.

We believe that effective learning takes place when pupils feel valued as individuals and are actively involved in the learning process. We believe pupils should be encouraged by their teachers and given opportunities to enjoy a genuine sense of achievement.

Skills:

Throughout our curriculum document there is an emphasis on the relevant curricular and cross-curricular skills which will enable children to gain better access to the curriculum as a whole. We believe that any body of knowledge must be underpinned by thorough teaching of appropriate skills in order that children can build on and access knowledge quickly and effectively leading to independent working as they grow. To this effect we also teach the skills of research.

Purposes:

Teachers at The Lyceum aim to make the purpose of their lessons clear to the children. We explain why we are engaging in particular activities, how activities/lessons build on previous lessons and what we are expecting the children to learn. In this way teachers also explain to children prior to the start of any recording what they will be looking for in any piece of work, and use this as a basis for their making.

We believe that classroom relationships build a mutual tolerance and respect and a clarity of purpose.

Audiences:

At The Lyceum we acknowledge that not every piece of work will have an audience beyond the class teacher and child. In this case what the teacher is looking for is a vital piece of information with which to motivate a child. However, where possible, we use the idea of audience in order to give purpose to children's work. This might be reading in assembly, a letter to a real person (booking a trip – persuasive writing), providing a context for learning. Our biggest tool is that all children make a topic book each term – this book is bound and sewn and children by Year 5/6 make their own. It then builds over the term to become a record of the terms work and a factual resource for a topic such as WWII. From time to time we do a special group project which results in a factual book for the library. On a lesser scale activities like – a piece of group research leading to an oral presentation to the class or a piece of individual research or an aspect of the topic leading to an A4 piece for every child in the class are common place activities in school.

Relationships:

At The Lyceum we aim to provide a working environment which fuses tolerance, cooperation and strong relationships. Our open-plan school lends itself to this. Children see teachers and classroom assistants as role models who cooperate and we expect a high level of cooperation between classes.

Team games with healthy competition are a part of our school. Every child is encouraged to recognise and value the achievements and contribution of others.

Relationships are further fostered and developed by careful placing of residential experiences where children are encouraged to care for each other and develop a degree of independence.

Group activities such as big band, orchestra, chamber choir and other musical ensembles as well as chess team and classroom group/paired activities further foster good relationships amongst our children.

We believe that pupils need to feel valued and are encouraged then to value each others experiences and achievements, to encourage and support each other. We encourage, praise and particularly reinforce good relationships, behaviour and work.

Assessment:

Assessment at The Lyceum is ongoing with occasional whole school assessment based on Bond Papers, NC levels, Reading and Spelling ages.

Ongoing assessment is recorded by teachers in our record keeping and is used to plan for the class and individuals.

Teacher's make what they are looking for in the lessons outcome explicit to the children and use this on a basis for marking work and advising children on how to best improve their work. In this way and via discussions with individuals, children are involved in their own progress.

Pupils with special educational needs are identified and supported in line with our special needs policy and the Code of Practice. Gifted and Talented pupils are similarly identified and supported.

Teaching Styles:

At The Lyceum we are not melded to one particular approach to teaching, although there is an emphasis on active learning. We prefer to use a range of styles appropriate to the children's needs, age group, and the subject being taught within the ethos of the school. There should be a balance of didactic teaching (more prevalent with the older children – especially during exam preparation), whole class teaching, interactive group work and paired research. We leave the decision to the professional opinion of the individual teacher, although it would be inappropriate at The Lyceum for the balance to be too far in the direction of didactic teaching. The emphasis being on motivating the children.

Teaching environment:

At The Lyceum we believe pupils learn best in an exciting environment where resources support their acquisition of skills and knowledge. This often incorporates a role play area within each bay, allowing pupils to learn and extend their knowledge through exploration. Teachers are expected to organise a tidy, purposeful classroom with well organised labelled equipment to enable the children to have an appropriate degree of independence. Teacher's make their expectations clear within the framework of The

Lyceum ethos. Expectations should be high for both behaviour and standards of work. We keep our furniture flexible so that classrooms can be rearranged in order to facilitate activities and classes may use the café to show a DVD or for a noisy activity which would be best done in an enclosed space.

We have a gallery at The Lyceum which is used for assembly, gymnastics, orchestra, dance, drama, concerts and other performances. We have a courtyard which is used for play and a range of physical, messy activities and for Early Years trikes etc. This has a small kitchen space with drop down table which can be used for art/science. We expect teachers to ensure that all teaching spaces look attractive and inviting with a range of appropriate wall/interactive displays either of children's work or to support learning. We also have an outdoor classroom at Bunhill Fields which classes are expected to use at least once a week. This area includes our own plot of land for growing.

Rules and Behaviour

At The Lyceum we believe that good manners are the start of good behaviour and that these have to be taught to children. Appropriate high and clear expectations lead children to a common understanding of good behaviour. We believe that much inappropriate classroom behaviour can be addressed through appropriately meeting the needs of children with the right level of work, motivating them and planning interesting lessons and activities. Class rules are based on good manners, self-discipline, treating others as we ourselves would expect to be treated and allowing others to get on with their work. We believe in early intervention and good vigilance.

Resources

The Lyceum is arranged in bays as follows:

- Year 1 and 2 – with own toilet block
- Year 3 and 4
- Year 5 and 6
- Early Years Unit

The bays and furniture grow with the children. The furniture is flexible to allow rearrangement to best suit activities.

There is a tutorial room, and 2 library spaces which allow for one-to-one or small group work. The café is used for lunch from 12.00-1.10pm each day and is available as a working space at other times allowing for a noisy or messy activity and can be 'blacked out' for showing a DVD or video.

We have 3 sound proofed music rooms and a gallery for physical activities, concerts, assemblies and large music lessons e.g. orchestra. Our courtyard is used for free play and physical activities in the afternoon. In the morning it is used by the Early Years to extend their available space for structured play. We have a school non-fiction library, a small Year 1 and 2 mixed book area and an Early Years library. In addition we have a sewing room and a costume store.

Timetables/Time

At The Lyceum we have a class timetable which recognises the growth and development of the children. Our mornings cover all academic subjects and there is a physical activity each afternoon for the children and a variety of art, dance, drama and music. We aim to keep our timetables flexible in order to allow for the unexpected, for a lesson needing longer time or to follow a class interest.

Children are withdrawn from the timetable for a variety of reasons e.g. learning support or music lessons. We aim for children's withdrawal times to be rotated in order to avoid missing the same piece of curriculum each week, and class teachers work hard to support children to 'catch up' on lessons missed.

Group work in class supports children's development of co-operation and deadlines for working help to keep an appropriate pace and develop a sense of urgency. As children reach Years 5 and 6 homework deadlines increase and working on an extended piece over a period of time to a given outcome is a regular feature. This helps children to feel in control of their work and develop self-discipline.

Adults at The Lyceum

We believe all adults who work at The Lyceum can influence and support children in a variety of positive ways. To this end all adults are welcomed at our staff meetings and INSET, and are encouraged to go on courses to extend their experiences.

Classes are arranged as follows:

- Early Years – Reception teacher, nursery teacher, and 2 nursery nurses.
- Years 1 and 2 – 2 teachers and 2 CA's
- Years 3 and 4 – 2 teachers and 1 CA.
- Years 5 and 6 – 3 teachers and 1 CA.

Team meetings enable the smooth running of each team with focus on planning activities and discussing individual children.

Being a strong team is important to us at The Lyceum and we aim that all members of our school community feel themselves to be a valued part of that team.

Parents

We believe that children thrive best when there is a strong relationship between parents and teachers. To this end we ask parents to:-

- Ensure that their children attend school in good health, regularly and punctually.
- Ensure that children arrive at school with the correct uniform and equipment.
- Provide support for discipline within the school and the teacher's role.
- Be realistic about their children's abilities and offer encouragement and praise.
- Participate in discussions concerning their child's progress and attainments.

- Give due importance to homework, hear reading, and assist in learning of tables and spellings.
- Allow their children to take increased responsibility as they progress through the school.
- Keep the staff informed of any changes in the child's circumstances which may affect their learning.
- Support school social events and help out with SLOG if their time allows.
- Take into consideration advice given regarding their child's application to secondary schools.
- Attend meetings on curriculum and other school related issues.

Homework (See homework policy)

- Children are encouraged to work at home on a regular basis.
- It is expected that all children will read at home and share books with their parents.
- Children will have multiplication tables and spellings to learn at home.
- Children who have made insufficient effort during class time may be asked to complete work at home.
- Extra homework tasks will be given to children as they progress through key stage 2 to help them prepare for life in secondary school, and 11+ examinations.
- Further practice in basic skills may be set at the class teacher's discretion.
- Homework is monitored by being checked and marked by teachers. Parents are also asked to monitor their children's homework, with the use of a homework diary for Year 3 upwards.
- Children are encouraged to report to a teacher when they do not understand homework so that they can be further assisted.

Excellence in achievement/effort is celebrated by:

- Each child is given an opportunity to have their work displayed.
- Sustained effort including drafting and reworking is encouraged to enhance standards.
- School events such as concerts, plays and assemblies are seen as opportunities for all children to be involved and to make a contribution.
- Pupils are encouraged to believe that standards of their own personal effort and achievement will be praised and acknowledged.
- Good work is shared in assembly.
- Marking by teachers acknowledge and praise effort and achievement.
- Work may be shared with the class, another teacher or one of the heads.

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