



Rush Common School Professional Practice Document (“PPD”) for Teaching and Learning

1) Introduction

This policy is central to the school’s purpose as a place of learning. It reflects our shared values and our aspirations for all members of the school community in their capacity as lifelong learners. This document should be read alongside Teachers’ Standards and the Ofsted Inspection Handbook.

2) Definition of Learning

At Rush Common School, we define learning as:

- the process of building new concepts, knowledge, skills and attributes through a variety of experiences;
- the refinement of existing concepts, knowledge, skills, attributes and behaviours through thought, experience and shared communications;
- the development of personal characteristics;
- making sense of the world around us and discovering where we fit into it;
- a continuous, lifelong process of personal development.

3) Principles of Effective Learning

We believe that children learn best when:

- they feel happy, comfortable and safe; (4.1)
- their confidence and self-esteem are high and they enjoy positive, trusting relationships with adults and peers; (4.2)
- they are challenged, encouraged and supported by peers and adults, including family; (4.3)
- adults and older children provide good role models as learners and members of the community; (4.4)
- the learning environment is stimulating and properly resourced; (4.5)
- teaching is authoritative, purposeful, positive, well-paced, varied and stimulating; (4.6)
- they are actively engaged in the learning process; (4.7)
- our teaching takes account of their individual needs and interests. (4.8)

4) Strategies used to Promote Effective Learning

4.1 To help children to feel happy, comfortable and safe, we will:

- implement appropriate induction and transition arrangements;
- smile at them, greet them and ask about their welfare;
- make time to listen to what they have to say;
- show them that we work closely with their families in support of their welfare and education;

- treat them fairly and consistently;
- rigorously implement equal opportunity, anti-bullying and race equality principles;
- ensure that the school is visually attractive and welcoming;
- ensure that they feel 'ownership' through personal spaces, name tags, classroom responsibilities etc.;
- provide opportunities for physical movement in learning activities;
- provide opportunities for relaxation/energising in and between activities;
- use music to create appropriate moods.

4.2 To help build children's confidence and self-esteem and to enable them to develop positive, trusting relationships with adults and peers, we will:

- give them opportunities to take part in circle time, role play, show & tell, choose-do-review, class assemblies, school council etc.;
- make use of learning/talking partners, peer assessment and collaborative working;
- use a range of reward systems;
- display their work and help them to display their own work attractively;
- look for opportunities to catch them doing well and to celebrate it;
- ensure that they experience success and praise every day;
- give constructive feedback verbally and in writing;
- use positive language and encourage them to do the same;
- acknowledge and celebrate their special days, including birthdays where appropriate;
- talk to them about their own lives, hobbies, interests and cultural background;
- celebrate variety in culture, religion and language;
- show respect for them and their contributions.

4.3 To ensure that children are challenged, encouraged and supported by peers and adults, including family, we will:

- inform parents about the curriculum they will experience next;
- communicate regularly with parents about their progress;
- communicate to children's families that we value their contribution;
- set homework appropriate to their age and ability;
- involve them in self-assessment and the identification of appropriate new targets;
- involve them in collaborative working;
- involve them in peer assessment;
- use target setting information and other assessment procedures to track their progress and identify their learning needs;
- involve them in peer support, e.g. break time buddies;
- enable them to share achievements through displays, class assemblies etc.
- provide a range of extra-curricular activities;
- encourage past pupils to maintain contact.

4.4 To ensure that adults and older children provide good role models as learners and members of the community, we will:

- encourage all school employees to be active, lifelong learners, who share their interest in learning with colleagues and children;
- encourage parents to be lifelong learners who are actively engaged with their children's learning both in and out of school;
- have high and clearly communicated expectations that every adult on the school premises will set a good example as a member of the community;
- give children opportunities, motivation and encouragement to act as good role models and supporters of others;
- invite members of the outside community to share with children their knowledge and experiences as learners and community members.

4.5 To provide a stimulating and properly resourced learning environment, we will:

- ensure the interior and exterior of the building are clean, appropriately decorated and well maintained;
- ensure that classrooms are tidy and free of clutter;
- ensure appropriate temperature is maintained;
- ensure that children and adults have access to water as needed;
- have appropriate resources according to the varying needs of the children;
- ensure that resources are accessible to children;
- vary the learning environment, using outdoor spaces and out-of-school visits;
- set out informative, interactive and celebratory displays.

4.6 To ensure that teaching is authoritative, purposeful, positive, well-paced, varied and stimulating, we will:

- provide teachers and teaching assistants with day-to-day, line management support and a planned programme of continuous professional development;
- take steps to ensure the personal well-being of members of staff;
- provide a curriculum that covers, and goes beyond, the statutory requirements;
- plan lessons that are adapted to meet the needs of individual children;
- plan and deliver lessons and units of work that incorporate the principles of the Framework for Effective Teaching and Learning (Section 3);
- monitor the effectiveness of our teaching through line management and subject management arrangements, including lesson observations, work scrutiny and scrutiny of teachers' planning and assessment records;
- give children clear goals and time limits.

4.7 To ensure that children are actively engaged in the learning process, we will:

- implement the Framework for Effective Teaching and Learning.

4.8 To enable our teaching to take account of children's individual needs and interests, we will:

- implement a range of target setting, assessment and tracking procedures appropriate to their age;
- involve them in self-assessment and target setting;
- talk to them about their interests and incorporate those interests in our teaching;
- fully implement the SEND and MAGT policies and action plans.

5) Preventing Radicalisation

The Counter Terrorism Act (2015) and Keeping Children Safe in Education document (July 2015) places responsibility on schools and other agencies to ensure that they have due regard to the need to prevent people from being drawn into terrorism.

School has a duty to identify and report on any issues where someone may be identified as being drawn into terrorism or extremist views (violent or non-violent). We work with social care, the police, health services and other services (including Oxfordshire Safeguarding Children's Board) to promote the welfare of children and protect them from harm.

We have clear procedures in place for protecting children at risk of radicalisation. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. Staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Even very young children might show signs of radicalisation. The Designated Safeguarding Lead can make a referral about any adult (to Social and Healthcare Team) or child, who school think may be vulnerable to being drawn into terrorism, via the safeguarding team (MASH) or by calling the police (999) or on 101 for non-urgent concerns.

6) A Successful Policy?

6.1 When the policy is successful, we will see children who:

- are confident, well-motivated, independent, yet collaborative learners;
- enjoy their learning and who maintain good relationships with adults and other children;
- have a sense of pride in their work at school;
- make good progress against their targets.

6.2 When the policy is successful, we will see teachers and teaching assistants who:

- are knowledgeable, skilled, confident, motivated and happy in their work.

6.3 When the policy is successful, we will see parents who:

- are fully engaged in their children's learning;
- are proud of their children's achievements.

7) Review of this PPD

The Leadership Team reviews the PPD every 3 years. It may however review the PPD earlier, if required.

Approved by the Leadership Team meeting on 4th July 2014
Updated for Prevent on 10th November 2015 as agreed by Board of Directors.

Signed..... Headteacher

Review Date: July 2017