



Kingston Community School

Grace, love & fellowship

Teaching and Learning Statement September 2017

Our Vision:

We are committed to producing the highest quality education and service provision at the School. To help us do this, we self-evaluate throughout the year, determining appropriate objectives to pursue. We do this to ensure that in addition to 'doing things right' we are also 'doing the right things' and maximising our use of resources available to us to promote children's safety, learning and well-being.

The functions of the School are regularly reviewed through the work of the Governing Body.

We CHALLENGE our practice at each level by debating

- ❖ What we have achieved*
- ❖ What we need to need to achieve*
- ❖ The effectiveness and value of what we provide as an organisation*
- ❖ Why we carry out certain tasks and how we could do things differently and more effectively.*

In the process of debate, all developments and new ideas are considered for their benefits and value in the light of identified priorities.

With KCS children-

We aim for full enjoyment, self-confidence, openness, receptivity and spontaneity. Following an initial on-entry assessment of children's development, children's achievements are monitored regularly and systematically each half term, judgments made about specific areas and/or children on which we need to focus in order to find answers to the questions our analysis raises.

We complete observations on children, discuss them in staff groups and with parents. We are rigorous in the documentation of our work and use it to inform the learning of children and adults alike. All children regardless of individual needs have the right to a broad, balanced and meaningful curriculum with access to all activities in a fully inclusive environment.

We work to break down barriers to learning and achievement. To do this we identify any difficulties children may have in learning and work closely with parents and other professional colleagues involved in agreeing ways in which appropriate support can be given to help children make progress in learning.

With KCS staff we aim for high levels of professional knowledge, confidence and autonomy as they take ownership and contribute to the values and principles underpinning our work. We are committed to maximising the effective and efficient use of resources.

All staff are involved in supporting the actioning of priorities identified in support of school development and are supported in being mindful of the finite nature of resources. Staff have

regular opportunities to visit other settings in the course of their work and are encouraged to compare resources in use elsewhere as part of our regular commitment to improving our own provision and purchasing power.

In KCS parents we hope to see confident people who feel relaxed and positive about the education and care their children are receiving and the contribution they themselves are increasingly enabled to provide. All parents visit school prior to their child's admission and home visits are an important element of admission into Reception class. This gives a valuable opportunity for staff to explain to parents the importance of being involved in their children's learning and to invite them to take an active part in school life. Parents and carers are given regular opportunities to CONSULT with staff during the course of a school year.

Additionally there are more informal meetings when parents meet to share news and views through the work of the PTA. We also canvas parents' views through simple questionnaires which are sent home periodically. Results are analysed and shared with parents and staff and practice adapted to meet the needs of those with whom we have consulted.

Aims

[Children will] learn to love learning through the joy of what they are doing

Clarke 2003

We will achieve this through:

- Valuing the learning contributions of everyone in the school community
- Providing an engaging, project based and creative curriculum for active thinking and learning
- Providing a curriculum that provides opportunities for developing positive assets to learning and thinking – positive mindset
- Learning experiences that are relevant, meaningful and fun!
- A curriculum that is diverse and inclusive encouraging independence, positive self-esteem and confidence.
- Encouragement and guidance to become emotionally intelligent; creative and reflective.
- A skills led approach ensuring learning foundations for growth as confident, successful citizens.
- Celebration of achievements and success for all.

Principles of Teaching and Learning

We see teaching and learning as a process of co-operative team work and welcome and encourage the involvement of parents and others in the local, national and international community.

All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims by:

- regarding children as individuals and respecting their rights, values and beliefs.

- fostering and promoting good relationships and a sense of belonging to the school community through grace, love and fellowship.
- providing well ordered and creative learning environments in which all are fully aware of behavioural expectations.
- providing a range of environments which inspire everyone's learning and allow choices for everyone.
- offering equal opportunities in all aspects of school life and recognising the importance of differences.
- encouraging, praising and positively reinforcing good relationships, behaviour and work.
- working as a team, supporting and encouraging one another.

Teaching (Facilitation of Learning)

Turning mere facts into personal meaning is the central element in learning and facilitation of learning for all children

Colin Rose

Before I teach you, I must first reach you

Unknown

In this school we recognise teaching as the facilitation of learning and developing a positive mindset. This involves everyone encouraging the use of thinking to learn and learning to think in an enquiry and solution based working environment. We recognise the importance of good and outstanding teaching when:

The Curriculum is well planned and includes:

- Clear learning intentions and steps to success which are created by and shared with all children
- Differentiated Plans and Activities/Interventions involving different groupings of children centred around higher order questioning
- Personalisation of learning through a range of approaches (*based on Howard Gardner's Multiple Intelligences model*)
- Project based learning that links to children's interests, motivation to learn and has a clear link to the Early Years Foundation Stage Curriculum and National Curriculum
- Clear assessment for learning with rigorous tracking of children's progress
- Resources used effectively
- A wide range of motivational stimuli are used to engage learners and enhance learning
- Fostering of children's talents and diversities
- Teachers have high expectations of their pupils work and behaviour reinforced by calm and effective classroom management and positive relationships.

- Teachers use a variety of approaches (the teacher's toolbox) that promotes pupils' thinking and understanding
- Teachers use thinking tools as a scaffold for thinking to learn and learning to think
- Teachers raise self-esteem and develop positive relationships with pupils and parents
- Teachers work together as a team, valuing each other's contributions

Leading Learning

As a teaching and learning team at Kingston, we believe we are all lead learners/facilitators of learning in the classroom and in the school as a whole as 'connected leaders'. This incorporates:

- Shared understanding of and commitment to learning
- A learning environment that includes everyone and is a stimulus for all
- Cognitive and Meta cognitive learning in all lessons
- Commitment to whole school drivers within thinking, personal, social, emotional education, citizenship, music and the performing arts
- Commitment to life-long learning for all
- Joined up thinking

We believe:

The main thing and our challenge is to keep the main thing the main thing and remember.....the deeper we understand the learning process the better we are able to facilitate it to others.

Hughes, NCSL, 2007

Learning For Our Children

Learning is triggered and sustained through curiosity

John West Burnham

The most important thing is that we no longer think of children as objects into which you push something called knowledge, and if it won't go in you give it a knock. Rather we should think of them as individuals, growing in self-belief and learning, with learning as part of their growth...

C. Schiller

In order to be an effective learner, children must have self-belief. This self-belief:

- is learned
- is built on through initial and ongoing curiosity
- is reinforced through the everyday experiences of the learner
- is capable of change
- affects all thinking and behaviour
- influences all thinking and performance

- can be built and developed

Once children have that self-belief, we recognise that children learn best when they:

- Belong – children and parents as an integral part of the Kingston family and learning community
- Have aspirations and experience – through encouragement, praise, working towards achievable goals and making personal decisions
- Recognise self-worth where a culture that promotes effective thinking through grace, love and fellowship, highlights areas of strength and supports opportunities for development
- Understand thinking to learn and learning to think where we endeavour to : “...teach them to think and they’ll learn for a lifetime” (*David Hyerle*)
- Feel safe in a stimulating environment where policy and rules are consistent and fair

Quality teaching and learning needs to take place in an indoor and/or outdoor environment which includes:

- an attractive, welcoming and well organised setting engendering respect, care and value for all resources.
- classrooms that are interactive, creative and provide motivational stimulus for learning
- classrooms where resources are easily accessible, clearly labelled and available for children to use independently where appropriate.
- encouraging children to take pride in their environment and be aware of their role in keeping it clean and tidy.
- ensuring displays of work are changed regularly and are appropriate and stimulating
- ensuring there are working walls for literacy, numeracy, topic and thinking
- high standards of health and safety, Care ,Guidance, Support, wellbeing physical and emotional