

The Wyvern Federation



Teaching and Learning Policy

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Written by: Christopher Toye

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October 2010	<ul style="list-style-type: none">• <i>Separate Marking and Feedback Policy</i>• <i>Target Setting in each class - see Target Setting Section</i>
December 2011	<ul style="list-style-type: none">• <i>Use of Assessment for Learning and Critical Thinking Skills development added</i>
April 2012	<ul style="list-style-type: none">• <i>Additional clarification added to planning for speaking and listening and EAL</i>
June 2012	Aurora House Outstanding Teaching Criteria added as appendix 1
September 2013	Aurora House Mission Statement added as appendix 2

Policy on Teaching and Learning

1 Introduction

- 1.1 At Aurora House School, we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

2 Aims and objectives

- 2.1 We believe that people learn best in different ways. At our school, we provide a rich, creative and varied learning environment that allows all children to develop their skills and abilities to their full potential.
- 2.2 Through our teaching, we aim to:
- enable children to become confident, resourceful, enquiring and independent earners;
 - foster children's self-esteem, and help them to build positive relationships with other people;
 - develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
 - show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;
 - enable children to understand their community, and help them feel valued as part of it;
 - help children grow into reliable, independent and positive citizens.

3 Effective learning

- 3.1 Children learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners. We take into account the different forms of intelligence (e.g. mathematical/logical, visual/spatial, interpersonal, musical) when planning our teaching.
- 3.2 We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). We provide breaks at various points in the lesson to refocus children's attention, and make sure that the children have access to drinking water.
- 3.3 All teaching will provide learning opportunities, and the learning activities will be planned with the following principles:
- the teaching should build on previous learning ;
 - it should give pupils the 'big picture' of the lesson;
 - the teacher will explain the learning objectives, and why the lesson is important;
 - the lesson should be presented in a range of styles;
 - it should allow opportunities for the pupils to build up their own understanding through various activities;
 - it should allow opportunities for the children to review what has been learnt;
 - it should have built-in opportunities for feedback to the children, celebrating success and reviewing learning strategies;
 - when appropriate, the teaching should indicate what the next step in the learning will be.

3.4 We offer opportunities for children to learn in different ways. These include:

- investigation and problem-solving;
- investigation and discovery;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- use of a range of media;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

3.5 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn.

4 Effective teaching and learning

4.1 When we are teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum plan to guide our teaching. This sets out what is to be taught to each year group.

4.2 Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). Teachers modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender, social background and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

4.3 We set targets for the children in each year, and we share these targets with children and their parents. We review the progress of each child at the end of each term and set revised targets.

4.4 We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum and Early Years Foundation Stage Framework. Our lesson plans contain information about the tasks to be set, the resources needed, and the way in which we assess the children's work. We evaluate all lessons, so that we can modify and improve our future teaching.

4.5 Each of our teachers makes a special effort to establish good working relationships with all the children in the class. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All of our teachers follow the school policy with regard to discipline and classroom management. We set

and agree with children the class code of conduct, and we expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave, we follow the guidelines for sanctions as outlined in our policy on behaviour.

- 4.6 We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place.
- 4.7 We deploy learning assistants and other adult helpers as effectively as possible. Sometimes, they work with individual children, and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.
- 4.8 Our classrooms are attractive learning environments. We change displays at least once a term, so that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries, alphabets and work banks. They also contain collections of both fiction and non-fiction books, as well as displays relating to literacy and numeracy. We also use displays as learning prompts for the children. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.
- 4.9 All of our teachers reflect on their strengths and weaknesses, and plan their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.
- 4.10 We conduct all our teaching in an atmosphere of trust and respect for all.

5 The role of governors

- 5.1 Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:
 - support the use of appropriate teaching strategies by allocating resources effectively;
 - ensure that the school buildings and premises are used optimally to support teaching and learning;
 - check teaching methods in the light of health and safety regulations;
 - seek to ensure that our staff development and our performance management both promote good-quality teaching;
 - monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the annual headteacher's report to governors, and a review of the in-service training sessions attended by staff.

6 The role of parents

- 6.1 We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning:
 - by holding parents' evenings to explain our school strategies for literacy, numeracy and health education;
 - by sending information to parents, at the start of each term, which outlines the topics that the children will be studying during that term at school;

by sending parents regular reports in which we explain the progress made by each child, and indicate how the child can improve further;
by explaining to parents how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

6.2 We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents:

to ensure that their child has the best attendance record possible;
to ensure that their child is equipped for school with the correct uniform and PE kit;
to do their best to keep their child healthy and fit to attend school;
to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
to promote a positive attitude towards school and learning in general;
to fulfil the requirements set out in the home–school agreement.

7 Monitoring and review

7.1 We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years, or earlier if necessary.

Assessment

1 Introduction

1.1 We believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

1.2 Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).

1.3 Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, describe pupil performance, in terms of levels.

1.4 We give our children regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

2 Objectives

2.1 The objectives of assessment in our school are:

to enable our children to demonstrate what they know, understand and can do in their work;
to help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
to allow teachers to plan work that accurately reflects the needs of each child;

- to provide regular information for parents that enables them to support their child's learning;
- to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

3 Planning for assessment

- 3.1 We use an annually updated curriculum framework for each year group to guide our teaching. In this plan, we give details of what is to be taught to each year group.
- 3.2 To support our teaching, we use the Primary Strategy, Early Years Foundation Stage Framework, CLPE documents and the national schemes of work produced by the QCA. We use Assessing pupil progress and other national curriculum based level descriptors to assess each child's level of attainment.
- 3.3 We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability. Our lesson plans make clear the expected outcomes for each lesson.
- 3.4 Teachers share the lesson's learning objective with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective, and the criteria against which the work will be judged.
- 3.5 Teachers ask well phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions.
- 3.6 Teachers plan for all the pupils in the class – paying particular attention to EAL, EMAG and SEN needs.
- 3.7 All teachers receive input on how to include (Assessment for Learning) AfL in their lessons and this is an expected feature of all lessons.
- 3.8 All teachers receive input on how to include critical thinking skills development in their lessons and this is an expected feature of teaching.

4 Target-setting

- 4.1 Every school is required by law to set targets in mathematics and English each year for those pupils who are in Year 2 and Year 6. We choose to set targets for all classes. We discuss individual targets where necessary, and communicate these to parents. We review the progress of each child at the end of the academic year, and set revised targets.
- 4.2 All classes will have at least 1 maths, 1 reading and 1 writing target per half term for at least 3 groups within the class.

5 Recording

- 5.1 We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject.
- 5.2 We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the National Curriculum. Our teachers record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child in relation to the National Curriculum level of attainment. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year.

6 Reporting to parents

- 6.1 We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.
- 6.2 Each term, we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year, we review the targets that we have identified for their child. At the second meeting of the year (which we hold at the end of the spring term), we evaluate their child's progress as measured against the targets. At the third meeting of the year, we review their child's written report and the targets identified in it for the next school year.
- 6.3 During the summer term, we give all parents a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum, Early Years Foundation Stage Framework and on religious education. We also include a space for parental feedback.
- 6.4 In reports for pupils in Year 2 and Year 6, we also provide details of the levels achieved in the National Curriculum tests. In Years 1, 3, 4 and 5 we report the children's levels of achievement from non statutory end of year assessments.
- 6.5 We offer parents of pupils in Reception the opportunity to discuss their child's Foundation Stage Profile with the teacher.
- 6.6 At the start of a term, each of our teachers gives parents an update that identifies the main areas of study for that particular class. In this update, the teacher identifies how parents can support any elements of the work during the rest of the term.
- 6.7 Each year, every child completes various samples of work for his or her file of evidence. When the teacher has assessed the work, it is kept in the classroom for parents to see. This file is passed on to the next teacher at the end of the school year when transition meetings are arranged. At the end of Year 6 it sent home with the child as a record of his or her progress through primary school.

7 Feedback to pupils

- 7.1 We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have a separate agreed policy for marking and feedback
- 7.2 We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages. We do not always aim these comments at the children; quite often we write something that is useful to both parents and teachers.
- 7.3 When we give written feedback to a child, we relate this to the learning objective for the lesson. We make clear whether the objective has been met, and we produce evidence to support our judgement. If we consider that the objective has not been met, we make it clear why we think so. In either case, we identify what the child needs to do in order to produce (even) better work in the future.
- 7.4 Teachers give pupils feedback which confirms they are on the right track, and which encourages them to make an improvement. Teachers give pupils suggestions as guidance but they recognise that pupils gain most when they think things through for themselves.

- 7.5 Having children assess their own or each other's work can be very effective, because it enables them to clarify their ideas on progressing to the next step, but this must be carefully managed, to avoid unhelpful comparisons. Teachers always mark the work themselves afterwards.
- 7.6 We allow time at the beginning of each lesson for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be improvements they can work on during this time. We start the lesson in this way in order to ensure that the time our teachers spend on marking really has an impact. We believe that learning is maximised when children enter into a dialogue about their work.

8 Inclusion and assessment for learning

- 8.1 Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.
- 8.2 We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs.

9 Statutory Assessment

- 9.1 The school assesses children in the year they turn 5 years old (Reception class) using the Foundation Stage Profile. Children's progress is monitored during the year with final results submitted by the end of June of each school year.
- 9.2 The school assesses the children in the year they turn 7 years old (Year 2) as part of the Key Stage 1 statutory assessment process. Children's progress is monitored during the year with final results submitted by the end of June of each school year.
- 9.3 The school assesses the children in the year they turn 11 years old (Year 6) as part of the Key Stage 2 statutory assessment process. Children's progress is monitored during the year and the children sit externally marked tests in the middle of May of each school year.

PRESENTATION OF CHILDREN'S WORK

Best Practice:

1. Draw margin – straight line with ruler.
2. Date – clearly and correctly written and in either way for Key Stage 2 children.
3. Heading – clearly written.
4. Underline Date and Heading with ruler.
5. Use line guides for work in history / geography books.
6. Use school pencils and pens only, or good quality fibre tip/roller ball pens – not biro.
7. No rubbing out of writing.
8. System for correcting mistakes.

9. No felt tip pens for colouring in and illustrating.
10. Use pencil crayons for in-book illustrations.
11. Numbers to be written in margin.
12. Make proper use of squares on squared paper for Mathematics, i.e. ensuring that each square is used for one figure and one for Mathematics sign – e.g. $16 = 8 + 8$
13. Book covers should have the child's full name, class, subject. This should be printed on a label.
14. The children should use the exercise books that have been agreed by all staff. The Deputy Headteacher maintains a list of agreed exercise books.

Homework

1 Introduction

- 1.1 Homework is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support the children's learning.

2 Rationale for homework

- 2.1 Homework is a very important part of a child's education, and can add much to a child's development. The government made clear its commitment to homework in the 1997 White Paper 'Excellence in Schools', in which homework was described as 'an essential part of good education'. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning.
- 2.2 Homework plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe that they develop their interests and skills to the full only when parents encourage them to make maximum use of the opportunities available outside school.

3 Aims and objectives

- 3.1 The aims and objectives of homework are:
 - to enable pupils to make maximum progress in their academic and social development;
 - to help pupils develop the skills of an independent learner;
 - to promote cooperation between home and school in supporting each child's learning;
 - to enable all aspects of the curriculum to be covered in sufficient depth;
 - to provide educational experiences not possible in school;
 - to consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons;
 - to help children develop good work habits for the future.

4 Types of homework

- 4.1 Staff and pupils regard homework as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning.

- 4.2 We set a variety of homework activities. In the Foundation Stage and at Key Stage 1, we give children books to take home and read with their parents. We give guidance to parents on achieving the maximum benefit from this time spent reading with their child. We also ask Key Stage 1 children to learn spellings or mathematical tables as part of their homework. Sometimes, we ask children to talk about a topic at home prior to studying it in school. For example, in the history topic on toys, we ask children to find out what toys were popular when their grandparents were young, and, if possible, to bring examples into school to show the other children. Sometimes, we ask children to find and collect things that we then use in science lessons, and occasionally we ask children to take home work that they have started in school, when we believe that they could benefit from spending further time on it. When we ask children to study a topic, or to research a particular subject, we encourage them to use not only the school library but also the local library, as well as the Internet and CD-ROMs.
- 4.3 At Key Stage 2, we continue to give children the sort of homework activities outlined in paragraph 4.2, but we expect them to do more tasks independently. We set literacy and numeracy homework routinely each week, and we expect the children to consolidate and reinforce the learning done in school through practice at home. We also set homework as a means of helping the children to revise for examinations, as well as to ensure that prior learning has been understood.
- 4.4 Homework is marked according to the general school marking policy. Homework completed well is acknowledged and praised. There may be issues arising from the work, which the teacher will follow up in lesson time.
- 4.5 We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach.

5 Amount of homework

- 5.1 As they move through the school, we increase the amount of homework that we give the children. We expect children in Key Stage 1 to spend approximately one hour a week doing homework, although this may well include reading with a parent. We expect children in Years 3 and 4 to spend approximately 15–20 minutes per night on homework, and children in Years 5 and 6 to spend approximately 30 minutes per night.
- 5.2 Teaching staff draw up a homework timetable that they communicate to parents. This sets out how much homework is to be expected each week.

6 Inclusion and homework

- 6.1 We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs, we refer to those pupils' Individual Education Plans (IEPs). We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

7 The role of parents

- 7.1 Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary, and to provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good

working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

- 7.3 If parents have any questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the headteacher. Finally, if they wish to make a complaint about the school homework policy, or the way in which it is implemented, parents should contact the governing body.

8 Use of ICT

- 8.1 The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words.
- 8.2 There are many websites containing highly educational material which can have a powerful effect on children's learning. Our school website provides links to the sites which will best support the children's learning. Parents are advised always to supervise their child's access to the Internet.

9 Monitoring and review

- 9.2 It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done by the committee of the governing body that deals with curriculum issues. Parents complete a questionnaire each year, and during the school's Ofsted inspection, and our governing body pays careful consideration to any concern that is raised by any parent. Our governing body may, at any time, request from our headteacher a report on the way in which homework is organised in our school.

Appendix 1: **Outstanding Teaching Criteria** This set of criteria was adapted for our school from the OFSTED outstanding teaching criteria by the teaching team and senior managers to reflect the vision of outstanding teaching at our school.

KEY IDEAS	FEATURES
Teaching that leads to high rates of progress	<p>Almost all children are making rapid and sustained progress. Teachers have excellent subject knowledge. There is systematic, accurate assessment of pupils' prior skills, knowledge and understanding. The teaching of reading, writing, communication and maths is highly effective. Teachers use well judged strategies to match children's needs. The use of support staff promotes progress of all children without undermining their independent learning.</p>
Challenge	<p>Teachers have high expectations of all groups of pupils. Sharply focused and timely support and intervention match needs accurately. Teachers plan astutely and set challenging tasks. Children tackle challenging activities. Appropriate and regular homework contributes very well to pupils' learning.</p>
Independent Learning and Pupil Talk	<p>Teaching promotes pupils' high levels of resilience, confidence and independence. There is an emphasis on the development of critical thinking skills. The promotion of pupils' metacognition ensures that learning skills are developed. Children are encouraged to present their work in different creative ways with an audience in mind. Teachers give pupils opportunities to develop their ideas verbally. The use of drama and other talk activities is a regular feature of teaching across the curriculum</p>
Cross curricular and Creative Learning	<p>Every opportunity is taken to successfully develop crucial skills, including being able to use their literacy and numeracy skills in other subjects. Pupils learn exceptionally well across the curriculum. They use well judged and often imaginative teaching strategies which match individual needs accurately. Marking and constructive feedback from teachers and pupils are frequent and of a consistently high quality, leading to high levels of engagement and interest. Teachers use the curriculum and teaching time flexibly to respond to pupils' skills, abilities and interests. Real life and meaningful contexts are used and links made between different areas of the curriculum. A significant proportion of pupils' learning experiences have a practical or creative element.</p>
Feedback	<p>Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning. Marking and constructive feedback from teachers and pupils are frequent and of a consistently high quality. There is systematic and accurate assessment of pupils knowledge and understanding. Marking reflects the school marking policy which includes reference to the learning objective / success criteria, next steps, self / peer evaluation and targets where appropriate.</p>
Engagement and attitudes to learning and school	<p>Teachers and other adults generate high levels of enthusiasm for, participation in and commitment to learning Time is used very well. Pupils show very high levels of engagement, courtesy, collaboration and cooperation in and out of lessons. They have excellent, enthusiastic attitudes to learning, enabling lessons to proceed without interruption. Pupils are consistently punctual in arriving at school and have high rates of attendance. Pupils are highly adept at managing their own behaviour in the classroom and in social situations, supported by systematic, consistently applied approaches to behaviour management. Pupils are very calm, orderly and considerate when moving around the school. Teachers use imaginative teaching strategies to match individual needs and enable children to learn exceptionally well across the curriculum.</p>
Consistency	<p>Much of the teaching is outstanding and never less than good. School behaviour management systems are consistently used and applied. Teachers have consistently high expectations of all groups of pupils. Work and planning scrutinies show consistently well planned lessons which move learning forward. Teaching is consistently inclusive of children with a range of needs and from all backgrounds. Relationships in the classroom are consistently warm and positive creating a delightful atmosphere.</p>

Appendix 2:



Aurora House Primary School and Centre for Children with Speech and Language Impairment:

Mission Statement

Aurora House Primary School and Centre for children with Speech and Language Impairment aims to provide a primary education of the highest quality through rich and varied learning experiences. High expectations and achievement for all children are at the heart of the school ethos.

Highly effective teaching which focusses on developing independent thinking and learning skills ensures that pupils make outstanding progress in the core curriculum, thus equipping them for the future. We believe in providing opportunities to develop interests and skills in a wide range of other curriculum areas. We plan for these through an extensive out of class learning programme, an innovative cross curricular approach and partnerships with world class arts and sports organisations. Our commitment to the personal development of each child ensures a harmonious and happy school where we celebrate our diversity and share our goals.

At Aurora House we believe that:

- Positive relationships lead to trust, respect and confidence and are the key to developing pupils socially and morally and to reaching the highest standards of behaviour.
- Pupils thrive when given regular opportunities to be enterprising and creative.
- Learning is at its most profound when teachers enable pupils to discover learning for themselves, to take risks and develop a sense of pride in their achievements.

Our working practices and teaching methods reflect these beliefs and our commitment to them.

June 2013