



Partnership Teaching

One of the most effective and exciting developments and probably the most expensive investment we have at Duncombe Primary School is **Partnership Teaching**. We employ an additional teacher, sometimes full time and sometimes part time to work alongside most year group teams of class teachers. We prioritise Early Years, Year Two and Year Six for full time support. This allows us to either divide the class into smaller groups to provide a highly effective very low pupil: teacher ratio or for the additional teacher to work alongside a class teacher to provide exciting and productive team teaching opportunities and a higher level of 1:1 interaction. We use our additional rooms such as those in the Thomas Slingsby Duncombe Learning Centre to provide a stimulating environment. We fund the extra teacher by utilising pupil premium funding, by reducing out Teaching Assistant numbers to one Teaching assistant each partnership team and by the team covering each other's absences and professional development courses. Teacher absences lead to children usually only being taught by members of their own familiar team rather than by a range of supply teachers or being split up for a day or so as is the normal case in most schools. The team of three teachers and all the support staff are responsible for the whole year group and not just the children in their own class. They prepare together and share marking and planning, along with ideas to provide a stimulating teaching and learning environment, with a joint understanding of the 60 or so children in their care.

This is a real partnership where there is an exchange of teaching strategies and ideas. A sharing of the heavy workload that our teachers now have to take on board and a level of both excitement and challenge for teachers and children as they move between the year group. The outcomes in the Partnership Teams more than justify this investments; greater opportunities for both intervention and more importantly interactions, a team approach to teaching and learning, improved attainment, continuity of provision and a greater feeling of well being for both staff and children that leads to better attendance. All-in-all the Partnership Teams more than justify this investment by our school.