

# Teaching and Learning Policy



---

## St Michael's Primary School

[Approved by Governors 2017 March]

## **Teaching and Learning Policy St Michael's Primary School**

At St Michael's Primary School, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners who reach their full potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens.

### **Principles**

- To develop a community of learners where learning is valued, enjoyed, supportive and lifelong
- To enable children to become confident, resourceful, enquiring and independent learners
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others regardless of race and culture
- To encourage children to take pride in their work and the work of others
- Resilient and understand that achievement can involve overcoming difficulties through hard work and dedication.

### **Learning Culture**

- Feel safe – respect, value and support for each other as learners
- Take risks
- Recognise mistakes and errors as a learning opportunity
- High expectations – learning behaviour, progress in learning, presentation etc
- 'Can do' attitude
- Adults establish positive working relationships with all children in the class
- All adults model learning and expected behaviour for the children.
- Children are treated fairly and with kindness and respect with encouragement, praise and rewards for all

NB: The above need to be actively taught and quickly established (in September), then further developed and reinforced, throughout the year, involving the children at every stage.

C:\Users\Head\Documents\Policies\Teaching and Learning Policy 2017.doc

## Effective Learning

People learn in different ways. Learning opportunities should incorporate a range of strategies in order to engage children in learning and meet the needs of all learners.

These could include:

Investigation and problem solving

Research

Whole-class work

Group work (in groups selected for different reasons)

Paired work

Individual work

Independent work, which is child directed

Collaborative work

Selecting and using relevant resources to support learning

Asking and answering questions

Use of IT including visual images, film, interactive teaching resources etc

Fieldwork and visits to places of educational interest

Guest visitors and performances

Creative activities

Debates, discussions, oral presentations and other speaking and listening strategies

Drama techniques

Designing and making things

Participation in athletic or physical activity

Setting challenges for themselves

Children should be taught to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning

## Effective Teaching

Effective teaching is effective teaching for all students. Assessment for learning will be evident in planning and lessons to ensure lessons are well paced and all pupils make progress in learning. We aim towards creating 'Learning without limits' and moving away from pre-determined assumptions about the abilities and knowledge of the children within a class. (Hart, 2003)

## Learning Objectives

**Learning objectives are there to ensure children know what skill or concept is the priority for the lesson. The objective will be clear and focused and based on learning rather than task.**

- Displayed on the white board.
- Either is typed and stuck into the book, written in full by the teacher or child, or a shortened version may copy into an exercise book by the child.
- Discussed and explained to the children, and key words are underlined where necessary to clarify the language of learning in the lesson
- Based on prior attainment, knowledge and understanding
- Used as a basis to mark the work or support self-evaluation

### **Success Criteria may be used where appropriate**

**Success Criteria informs the child how they can succeed in the task. They may be the process by which a child can be successful or progressive steps to challenge learning**

- break down the learning take place
- include the steps or 'ingredients' the children need to be successful in their learning
- The success criteria offer children the opportunity to self-evaluate or peer assess.
- They should offer the opportunity for all children to engage with challenge at all levels. For example, in a piece of literacy the first criteria may be full stops, second adjectives, third an adjective string etc.
- are identified by the teacher during the planning process
- are sometimes generated with the children during the lesson?
- Are written up and referred to during the lesson or stuck into a child's book.

### **Plenary used where appropriate**

- Planned times during, and at the end of, the lesson
- Reviews progress towards learning objective and success criteria
- Allows adults, and children, to address misconceptions, make improvements and add further challenge with possible opportunity to correct work or solve a problem related to the lesson objective
- Learning may be applied to different contexts
- Time to reflect on the 'how' of learning in addition to 'what' has been learnt

### **PLA –pre learning assessment**

**Informs the teacher of the appropriate starting point for learning.**

- The PLA is a teacher's assessment derived from mini assessments of learning by the teacher, or from tests administered in Nov and May.
- It should be kept as evidence of a child's starting point for learning, and can be useful to share with parents who may question the activities the child is doing.
- The assessment informs the differentiated starting points to learning.

### **Differentiation**

- Takes place throughout the lesson
- As far as possible all children are supported to achieve Age Related expectations, with only the SEN, very low achievers being offered different work. Where possible barriers to learning are identified or the steps to achieving age related expectations are broken down to enable all children to access and achieve age related expectations.
- Is matched to children's levels and next steps learning. Children are encouraged to self-challenge. Once they feel secure at a particular level of work, they are not always required to complete that full task but may go onto the next level, or a challenge.
- The success criteria offer children at all levels to challenge themselves. For example, in a piece of literacy the first criteria may be full stops, second adjectives, third an adjective string etc.

- When planning work for children with Special Educational Needs information and targets are based on outcomes. Individual or group interventions are planned and monitored termly for impact on progress.
- May occur through adult support; range and level of resources; time; task; different outcomes

### **Inclusion**

An inclusive school is one that is on the move, rather than one that has reached the perfect state. Inclusion is therefore a process of ongoing vigilance. (Ainscow & Milnes 2008) In the light of research by the CfBT Education Trust and the new SEN Legislation September 2014, we aim to develop a child centered pedagogy based on the belief that changes in methodology and organisation made in response to pupil experiencing difficulties can benefit all children. We aim to reduce barriers to learning by identifying barriers to learning for particular children, and offering a shared approach to addressing those barriers and increasing participation and learning.

### **Adult Input**

- Engages children in the learning
- Is active and interactive
- Has appropriate pace to ensure maximum learning takes place
- Responds to, and is adapted to, ongoing assessment during the lesson
- Clearly models successful learning/the learning activity
- Generates success criteria
- Is flexible according to the learning taking place eg.
- Different inputs for different groups
- Different start times for different groups
- Input – activity – input – activity
- Guided groups etc

### **Questioning**

- Questions will be asked to assess learning, challenge and deepen thinking and understanding
- The range will include open/closed; higher and lower order (eg. Bloom's Taxonomy) There is a question display in every classroom to support staff and pupils to ask high quality questions.
- Will be differentiated.
- Opportunities will be planned for children to develop their own questions and questioning (SDP 2015/16)

### **Feedback & Marking**

- Regular feedback will be given to the children
- Identifies success and areas for improvement/next steps learning
- Refers to learning objectives, success criteria, children's individual targets and level related spelling, punctuation and grammar
- Opportunities are planned for children to regularly respond to feedback and marking
- Children and staff use green pen for 'growth' or progress

### **Self & Peer Assessment**

- Children are trained to self and peer assess
- Guidelines are discussed, agreed and developed with the children

- Is used regularly to enable children to address misconceptions and make improvements to their work

### **Active Learning**

- Children are given opportunities to be involved in the learning throughout the lesson
- A range of strategies are used
- There is an appropriate balance of adult/pupil talk
- Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

### **Learning Environment**

A stimulating environment sets the climate for learning; an exciting, well-organised classroom promotes independent use of resources and supports high quality learning. Teachers and children work together to establish an attractive welcoming and well organised environment engendering respect care and value for all resources. Classrooms should be bright and tidy, and should be word and number rich.

Displays might be used to:

- Celebrate success
- Support class organisation – visual timetables, clearly labelled resources
- Promote Independence by providing prompts – questions, support for when children are stuck
- Support learning – working walls, presentation examples, interactive & challenging
- Displays are changed regularly and reflect the current topic/themes/ learning

### **Teaching Assistants**

Teaching Assistants and other adult helpers are deployed throughout school to support learning as effectively as possible.

They are involved in:

- Supporting learning and children's progress
- Supporting assessments of children's understanding
- Developing children's independence

Volunteer helpers, mainly parents, are directed by teachers to assist in some classrooms with general tasks: listening to readers, assisting on outings and in providing other help such as supporting the PTA, serving coffee at parent's evenings and running or supporting clubs after school.

### **The Role of Curriculum Co-ordinators**

- Monitor progress and attainment in subject areas and action plan to address areas of need
- Support colleagues to develop practice and subject knowledge to maximise progress
- Take the lead in policy development and lead staff development in staff meetings.
- Have responsibility for prioritising the order of resource purchases and organisation of resources
- Keep up to date with developments in their particular subject area are responsible for sharing this with colleagues

### **Role of Parents**

Parents have a fundamental role to play in helping children to learn. They are informed about what and how their children are learning by:

- holding regular consultation evenings in which the progress made by each child, and his/her next steps learning, are explained and discussed
- sending an annual report to parents explaining the progress made by their child and indicating areas for improvement;
- explaining to parents how they can support their children with homework;
- Holding parent workshops to explain the work covered and the strategies and methods taught to the children.
- Providing information to parents at the start of each term via a class parents meeting and the website in which we outline the learning areas and topics that the children will be covering that term;
- Keeping parents informed of a pupil's progress on a more regular basis if appropriate.

### **Role of Governors**

Governors support, monitor and review the school policies on 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 best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Head teacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

### **Reflection and Appraisal**

The Head teacher holds three formal pupil progress meetings three times a year following summative testing.

#### **Pupil Progress Meetings**

- Is a key driver of school improvement and ensure that all class teachers and members of the SLT are accountable and take responsibility for children's attainment and progress?
- Help identify children in need of support through interventions. The Senco will monitor the impact of planned interventions half termly. The Deputy is the school interventions manager for underachieving children.
- Provide the opportunity to identify significant common issues that need to be addressed as a whole school.
- As part of the Appraisal process, every member of the teaching staff including the Head teacher has a target for pupil progress.

## **Monitoring & Evaluation**

We aim to ensure that all teaching is good or better.

The quality of teaching is monitored and evaluated in the following ways:

1. Regular learning walks
2. Scrutiny of work and teacher's marking
3. Analysing data on attainment and achievement
4. Analysing pupil progress from the internal tracking system and at pupil progress meetings.

Judgements of teaching are made against

1. Teachers Standards (DfE September 2012)
2. The Ofsted Inspection Framework

Judgements about teaching are only made by the Head and Deputy. Joint lesson observations are carried out to moderate those judgements.

## **Teaching and Assessment**

### **(See Assessment Policy)**

For teaching to be effective, teachers must have an accurate picture of what children have learnt and what they need to know. Assessment is key to a teacher's understanding of where children are and the next steps they need to take. It ensures that teaching is tailored to the cohort's learning needs. All teachers are expected to know the children's Reading Age and stages in reading, writing and maths.

Summative assessment takes place half termly in the three core areas. See Assessment timetable. Assessments are moderated by staff, and alongside other schools through the LA.

### **EYFS**

On going formative assessment is at the heart of all good early years' practice. Children are observed constantly. Observations are analysed to determine where children go next.

This policy will be used to support the monitoring of teaching and learning throughout school.

It will be regularly reviewed with staff and will be discussed with new staff working in school.

Approved by:

A Drayton- Headteacher  
on behalf of the Governing Body  
Date: 09/01/2017