



Teaching & Learning Policy

Aston by Sutton Primary School

January 2017

Aims and purposes

Any attempt to continue to raise standards in our school must be focused on the classroom. Continued and sustained improvement is dependent upon sustaining the high quality of consistent teaching and learning that is taking place on a daily basis.

Across our school the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

We expect every teacher to be at least a good teacher – no child deserves less.

By adopting a whole school approach to teaching and learning across our school, we aim:

- to provide consistency of teaching and learning across our school.
- to enable teachers to teach as effectively as possible.
- to enable children to learn as efficiently as possible.
- to give children the skills they require to become effective lifelong learners.
- to provide an inclusive education for all children.
- to learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared.

There is no single recipe for improving teaching and learning in a school. However this policy outlines some of the key elements which are crucial to raising standards in teaching and learning.

We Learn :

10% of what we READ

20% of what we HEAR

30% of what we SEE

50% of what we SEE and HEAR

70% of what is DISCUSSED with OTHERS

80% of what is EXPERIENCED PERSONALLY

95% of what we TEACH TO SOMEONE ELSE

William Glasser

What we seek to do within the classroom is provide open-ended tasks with a focus on problem solving, discussion, collaboration and imaginative thinking that leads to the following “creative behaviours”:

- questioning and challenging
- envisaging what might be
- exploring ideas, keeping options open
- reflecting critically on ideas, actions and outcomes
- making connections and seeing relationships

Key elements and principles of teaching and learning across Key Stage 1 and key Stage 2 in our school – a practical guide

All lessons across our school should include the following key elements to ensure high quality teaching and learning. New teachers to our schools will receive training to ensure they fully understand these elements and to enable them to embed them in their everyday practice.

All lessons have...Clear Learning Objectives

- Learning objectives are shared orally/ displayed.
- All learning objectives are written up and shared orally in child friendly language.
- Learning objectives are not muddled up with the context of the lesson.
- The learning objective is printed onto stickers for English, Maths and Science and stuck into children's books.

For learning objectives to be shared effectively, teachers must...

- Objective Stickers start with 'To know.../To understand...'
- Make learning objectives specific and appropriate
- Use child-friendly, age-appropriate language – there is little point in sharing learning objectives if pupils don't understand what you mean
- Write them down... Refer to them: at the start of the lesson, during the lesson and during the plenary
- Students must be clear about what they are going to learn and what is expected of them by the end of the lesson

All lessons have... Well planned success criteria

- All pupils are clear about how they will achieve the learning Objective.
- When Appropriate, success criteria are displayed for the children to follow during the lesson or drawn up with the children, e.g. Steps to success.
- Teachers are clear about success criteria for each learning objective.
- Children can use the success criteria to self-assess their own or other children's work.
- All pupils are given quality feedback and dialogue which will relate to the success criteria.
- All pupils are given opportunity to respond to feedback and encouraged to relate their responses to the learning objectives and success criteria.
- When Appropriate, children are reminded of the success criteria during the lesson – often children's work is used by the teacher to illustrate the success criteria in action.

All lessons are ...Clearly differentiated to enable all pupils to access learning

- All learners are challenged appropriately, regardless of ability.
- Planning and delivery demonstrate clear differentiation.
- A range of learning styles are catered for through a VAK approach (Visual, Audio, Kinaesthetic).

- TAs and other additional staff are deployed effectively to meet the learning needs of pupils and accelerate progress.
- All staff respond to needs of learners by adapting planning and re-shaping learning before, during (if necessary) and after lessons.
- Targeted and effective questioning opportunities are carefully thought out and personalised to pupil's needs, ensuring learning is accelerated for all.
- Homework relevant to each individual is given out weekly to reinforce learning.

All pupils are...Actively engaged in learning and work co-operatively

- Pupils are actively engaged during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are not sitting passively for long periods.
- There is on-going, effective Assessment for Learning throughout our curriculum. Opportunities to Think/Pair/Share and discussions with a Talk Partner are regular AfL features in all lessons. Pupils are encouraged to use appropriate body verbal and non-verbal behaviours when engaged in discussion with a partner.
- Mini whiteboards are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
- Visuals, artefacts, technology and auditory input are all used creatively as a way to enhance learning.
- Children help and encourage each other and success is always celebrated.
- Everyone participates.
- Children are encouraged to explain their ideas clearly and in full sentences.
- A good range of resources (including a variety of media) are used to inspire and excite learners.
- Tasks and activities are deliberately selected to promote independence and key skills

We believe it is important for pupils to talk during lessons...

When we talk we do more than articulate our current level of understanding. The very act of talking forces us to organise our thoughts and so deepens understanding. It is partly the reason why we remember so much of what we teach to others.

At our school we believe that **Talking** is central to learning. All lessons include planned and unplanned opportunities to discuss questions and extend thinking. AfL strategies are regular features in all lessons. Pupils are encouraged to use appropriate non-verbal skills when talking to a partner/group/adult/class and pupils understand that their TALK is valued as much as their written work.

Learning is enhanced through... effective use of questioning

It is adults who help pupils make sense of information. The frequency and nature of interactions between teacher and pupils is highly significant. We develop understanding by...

- Using open ended questions.
- Providing wait time- (3-5 seconds), pupils need time to think through their answers before replying.
- Providing thinking time by giving an advance warning, such as '*In two minutes I am going to ask you....* '

- Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups. Pupils then respond with 'We think that...'
- Ensuring pupils fully understand the question.

All pupils receive regular and clear ...feedback which enhances learning

- Assessment for learning is embedded in everyday practice and is used to inform teaching and learning.
- All pupils are clear about how they need to improve.
- Individual/group targets appropriate to each individual are set and revised regularly for Maths and Writing.
- When marking children's work, in accordance with the marking policy, the main focus is on meeting the learning objective, success criteria and/or targets. Evidence is often highlighted with \surd .
- When appropriate, marking identifies next step prompts.
- Pupils are given regular time to address issues raised in marking.

Learning is enhanced through ...The use of ICT.

- ICT is used to enhance learning where ever possible. Although ICT is frequently used at the start of lessons to engage children and in the plenary to consolidate learning, it is also used during the lesson as an aid to learning.

Learning is enhanced through the use of... Effective behaviour management

- Effective, positive behaviour management is used to foster a positive learning environment in the classroom. For further details, please refer to our Behaviour and Safety Policy.

Learning is enhanced through the ...Effective use of additional adults

- Additional adults are clearly directed to support learning.
- Teaching assistants are fully engaged with pupils on the carpet and tables during lesson times.
- They are clear about who they are supporting and why.
- Planning is shared in advance with teaching assistants and, where appropriate, teaching assistants are involved in the planning process.
- They sit next to the pupil/pupils they are working with, quietly engaging the pupils, explaining the task or using other resources, e.g. number line to facilitate learning.
- They are involved in assessing pupil's understanding and feeding back to the teacher.
- Objective stickers in books are clearly annotated to indicate levels of support – see marking policy.

Learning is enhanced through... the effective use of a plenary and mini plenaries

Review what has been learned

Reflect on how it has been learned.

Reviewing learning is a key to memory and not confined to the end of the lesson. Teachers review throughout the entire lesson will when appropriate refer students back to the learning objective of the lesson, reinforcing prior learning.

Encourage pupils to reflect on what they have learned and what has helped them to learn.

Use prompts like:

- What did you do today that you found most helpful when you were learning?
- What did you do today that you found less helpful?
- If you had to do the task again, how would you do it?
- If you had to give one piece of advice to someone tackling the same task, what would it be?

Learning is enhanced through...a great classroom environment

Across our school we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use to learn and be proud of.

All classes across the school should have:

Working walls

Every class should have a working wall for English, Maths and Science. This should reflect the work currently being studied in each of the subjects. Where relevant It should include:

- Children's questions.
- Key vocabulary.
- Visuals and artefacts to stimulate thinking.

Well labelled and neatly organised resources

Classroom environments and resources are well organised and clearly labelled. Children should know where to find the resources they need for an activity. This will help to foster independent learning skills.

Overview of marking

Across our school, we think of marking in terms of feedback about a child's work. This feedback may take a number of forms – oral, written, formal and informal- see Marking Policy.

KEY PROMPTS FOR PLANNING AND DELIVERING A LESSON:

Am I crystal clear about what I want the children to be able to do/understand/know at the end of the lesson?	Is the learning objective in child-friendly language?	Have I thought about the steps to success and planned the success criteria in advance? Are the children going to be involved in formulating the success criteria?
Have I thought about the questions I will need to ask to deepen children's understanding/assess learning?	Have I thought about how I am going to engage and motivate the children at the start and during the lesson?	Have I thought about how I will meet the needs of all learners, including the more able? Are activities challenging and designed to deepen understanding?
How are pupils going to assess their own learning or that of their peers?	Have I thought about how I will meet the needs of the EAL learners in my class eg. what visuals will I use in the lesson?	Am I giving the children thinking time and talking time before answering questions?
Am I going to be introducing new vocabulary to the children	Have I made sure children are not going to be sitting passively for long periods?	Have I included any time for pupils to respond to marking from previous lesson?
How am I going to meet the learning styles of all pupils?	Have I shared the planning with my teaching assistant? Is he/she clear who she is supporting and how?	Have I got a balance of teacher instruction, intervention and children working independently?
How am I going to conduct my plenary?	Have I planned opportunities for pupils to talk about their learning in pairs and groups?	How are pupils going to assess their own learning or that of their peers?

Review of Policy: January 2017

All staff and Governing body.

This policy will be reviewed by staff and Governors on a three yearly basis.