

Teaching and Learning Policy Autumn 2017

'The quality of teaching is the most important school based factor in pupil achievement'

Principles of the Policy:

The core purpose of this policy is to provide learning and teaching which responds to the unique educational needs of each pupil. All pupils have a range of skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum. Pupils are entitled to experience a variety of teaching and learning styles to enable them to achieve their full potential. NES Primary School aims, through successful teaching and learning, to develop the whole child and to enable our pupils to become lifelong learners.

All staff have a responsibility, collectively and individually, to contribute to the delivery of a broad, challenging and appropriate curriculum. In addition, they individually have a responsibility to strive to deliver lessons where teaching and learning is of the highest quality and where the learning needs of all pupils are met.

We recognise that continued professional support, coaching and mentorship at whole school, team and individual level is essential to empower staff to deliver effective learning experiences.

The purpose of the policy is:

To provide the opportunity to continuously improve the quality of teaching and learning

To instil a love of learning at all times in pupils and high aspiration

To ensure a flexibility of approach –an understanding that learning outcomes can be unpredictable

To provide a framework for teaching and learning within which there is flexibility and scope for creativity

To ensure high quality teaching and learning experiences for pupils of all abilities and aptitudes

To ensure that all teaching and learning is underpinned by our learning values and specifically behaviours for learning

To provide coherence of approach and consistency of expectation across the school

To make explicit the entitlement of all pupils and ensure no child is left behind

To raise attainment by increasing levels of pupil motivation, participation and independence

To promote reflection on, and sharing of, good practice (staff and pupils)

To promote an understanding of how learning takes place

To provide practical guidance and clear procedures for teaching and support staff

To inform teachers, pupils, parents, governors and the wider community about the aims and processes of teaching and learning

To identify specific areas of responsibility at a whole school, departmental and individual level

A Definition of Learning:

Learning is the process by which an individual makes sense of new experience. Learning takes place when the individual constructs their own knowledge and understanding of a subject, skill or values. Learning often takes place through personal interaction; therefore we believe that it is important to promote activities that allow the learner to work with others to solve problems, to explore concepts and to develop language as a means of learning and a tool for thinking.

We believe learning will be most effective when:

The learner is in a positive state for learning in relation to basic human needs and in a high challenge low threat environment (rested, hydrated, well-fed safe).

The environment is secure, stable, inviting and stimulating

Pupils' self-esteem is high. We use our learning values and the rights of every child (UNICEF) to support all aspects of learning

Pupils understand the purpose of the learning and see relevance to their own experience

Pupils understand the skills required to learn in a variety of ways (See Appendix)

The learning builds on prior knowledge and understanding

Success criteria are explicit and models are provided (See appendix)

The learning is active and collaborative (See learning values)

Effective use of the enquiry based approach to the teaching and learning (appendix)

Pupil questioning, reflection, and discussion are encouraged (See appendix-enquiry based learning)

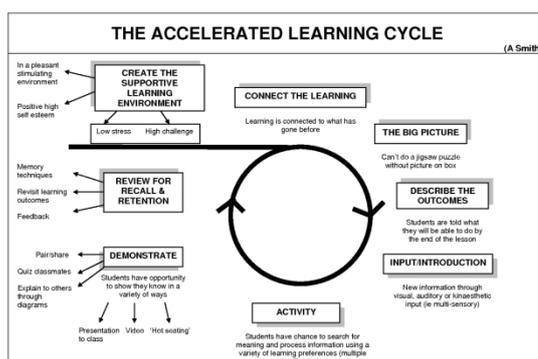
Independent learning and thinking is facilitated and encouraged (see Appendix- Philosophy and development of thinking skills)

- There are opportunities for creativity and utilising different learning styles

Pupils can self-assess, know what they need to do to improve and are able to set appropriate targets

Pupils have opportunities to transfer skills, knowledge and understanding to other contexts

Effective use of additional adults to maximise learning at all times



Summary of Key Ingredients of a Successful Learning Cycle

The Learning Experience

This section of the policy reflects the school's expectations regarding planning, preparation, lesson framework and assessment for learning.

It is appreciated that staff will want to enhance the repertoire of teaching methods and provision of learning experiences beyond the basic outline given here in order to ensure effective learning and promote high standards for all our pupils.

Before the lesson:

Planning and preparation

Lessons are planned with clear aims and objectives, structure and challenge for all pupils

Objectives are clearly linked to long and medium term plans which are periodically reviewed

Planning allows for a variety of learning styles and provides opportunities for developing a wide range of thinking skills, incorporating the development of behaviour for learning.

Teachers make use of all available information, both statistical and personal; to set clear, realistic, yet challenging targets and to plan differentiated learning opportunities

Lessons are planned to build on prior learning and ensure continuity and progression

Teachers embed English (reading, writing and communication), maths, computing skills, scientific skills exceptionally well across- the curriculum

Planning makes provision for the effective use of support staff

Appropriate, stimulating and high quality resources are prepared prior to the lesson

Teachers demonstrate deep knowledge and understanding of the subjects they teach beyond the curriculum e.g. making links in learning and developing thinking skills, links to British Values and the rights of the child

Teachers identify possible misconceptions and plan ways to address these with pupils within lessons

Timings are well planned and managed to ensure learning time is maximised-as a result pupils move swiftly through learning, sharing ideas and using positive behaviours for learning

Teachers co-ordinate lesson resources well

Lesson Framework

This framework provides the basic structure for all lessons. This can be adapted to suit the objectives of a particular lesson or sequence of lessons.

Start of the Lesson:

The start of the lesson has a clear focus, using activities which immediately engage the learner

The expected learning outcomes are shared with pupils, in the context of prior learning, to ensure they understand what they are doing and why

The success criteria by which the learning will be evaluated are made explicit

Teachers establish which learning values and behaviour for learning may be used in the lesson or allow pupils to identify this whilst they are learning

The teacher establishes and communicates clear expectations for behaviour at all times

Lesson Development:

The teacher should

Have strong subject knowledge in order to pre-empt difficulties and talk around subjects

Present lessons with clarity, enthusiasm and pace, ensuring timings are clear and adhered to

Make learning active by providing tasks which enable pupils to make meaning, construct knowledge and develop understanding and skills

Model activities and processes, making thinking and decision-making explicit to pupils

Provide exemplar work so that pupils are aware of the sophistication of response expected

Provide appropriate levels of scaffolding to support pupils' learning

Use a variety of questioning techniques to probe and develop pupil understanding

Include opportunities to use reading, communication and writing skills in all lessons

Promote active listening, inviting a range of different responses and building in time for reflection

Involve all learners through the use of no hands up and learning partners etc.

Give constructive, positive feedback on work in progress (books and in lessons)

Provide opportunities for success for every pupil and seek frequent opportunities for praise

Provide opportunities for progression which increase the level of conceptual challenge, the depth of understanding and the breadth of application of skills

Vary groupings and seating arrangements according to the task

Demonstrate flexibility in their approach and be prepared to deviate from the lesson plan where appropriate

Set a variety of homework tasks to deepen, extend, or initiate learning

Pupils should

Display the right behaviours for learning to indicate they are alert and on task

Work effectively and purposefully in a range of contexts

Come fully equipped and prepared to maximise the learning opportunity

Be prepared to share their learning and ideas in an atmosphere of trust

Ask questions where appropriate – of each other and the teacher

Support one another, working collaboratively, recognising that the contributions of all are valuable

Undertake self-assessment or peer assessment with some confidence, becoming increasingly able to apply the criteria for success and to set appropriate targets for improvement

Know where to go for help and recognise that further progress can always be made

Be able to select appropriate learning resources to develop their own learning

Work with increasing independence, developing the skills to become life-long learners

Make increasing use of ICT to develop learning, accessing a wide variety of sources and using appropriate methods to present their work

Develop an understanding of their own preferred learning style (meta-learning)

End of the Lesson

The teacher creates the time to review lesson objectives and learning outcomes

Pupils have the opportunity to identify their own progress and set themselves appropriate targets

Pupils receive supportive feedback from the teacher or their peers where appropriate

Opportunities are provided to celebrate success

The end of the lesson is prompt and orderly, allowing for efficient transition between lessons

Assessment for learning guidance

Lessons will begin with a short recap of the last related lesson's outcomes or focus.

Teachers will question with no hands up and use talk (learning) partners to gather the key points and involve all children.

The learning objective will be introduced and linked to the bigger picture of the unit coverage so that children understand the place of today's learning within the context of the whole unit.

Pupils' own ideas will be explored and they will 'have a go', using their own strategies and ideas first. The teacher will question and observe in order to improve pupils' current understanding and to adapt teaching to meet their needs.

The teacher's modelling and teaching will follow pupils' ideas, building on them. Pupils' feedback – individually, in pairs or in groups – will give indications of their understanding, which the teacher will use to shape the next steps in teaching and learning.

When the main task is set, the teacher will ask pupils to summarise the key points to remember (the success criteria). These are displayed for pupils to observe throughout the task. Success criteria may have been gathered already during the course of the lesson. There may also be success criteria for aspects of learning, such as collaboration or other learning values.

Pupils are reminded throughout the lesson to use the success criteria to decide where they are doing well and where they might need to make improvements or require help from each other, or from an adult.

The teacher will give continual feedback during the task either to individuals or with a focus group, asking open questions and enabling pupils to reveal and develop their understanding.

During the course of the activity pupils will be asked to identify success against the learning objective of their work, and to identify a part to be improved or developed. Self-assessment or peer discussions are used as the vehicle for this assessment and improvements are made there and then.

The teacher will ask pupils to reflect on their most successful learning and the area most in need of development or improvement, using the success criteria as a guide.

The teacher will orchestrate a plenary to discuss the learning developed in the lesson. Pupils are encouraged to make an overall self-evaluation about success and improvement needs.

- Lessons will end with a recap of the overall learning objective for the current unit of work. Children are helped to see how the learning can be extended and how it connects with next learning steps

Teaching and Learning Policy: Roles and Responsibilities

Governors:

- To ensure the effective and rigorous implementation and monitoring of the policy

SLT:

- To provide appropriate support, training and resources for staff
- To monitor and evaluate the delivery and impact of the policy
- To modify and update the policy in the light of ongoing developments and the changing needs of the school.

Teaching staff:

- To implement this policy by ensuring a consistent delivery of high quality learning experiences
- To be responsible for medium and short term planning in year groups

Provide regular and useful feedback to all parents about their child's learning and how they can help them

All staff:

- To be aware of the principles of the policy and how they can contribute to it

Curriculum Leaders:

- To be responsible for the coordination of long, medium and short term planning of schemes of work taking into consideration the aims and objectives of the policy
- To monitor and evaluate consistent delivery of the policy
- To provide appropriate support to team members through training materials or coaching

Pupils:

- To work positively within lessons to enable staff to implement the policy effectively
- To extend the learning experience outside the classroom by ensuring completion of the learning tasks set as homework
- To demonstrate the range of behaviours for learning at all times

Those with parental responsibility:

- To support the policy of the school, in line with the Home School Agreement, by providing support for pupils at home, allowing them to continue to develop their learning effectively

