

Newchurch Community Primary

Teaching and Learning Policy

Mission Statement

Newchurch will give every child a flying start by working in partnership with parents, staff and the community to develop well-rounded citizens who will contribute in a positive way to society.

Persons with Responsibility

Sara Lawrenson
Jayne Narraway
SLT
Governors

Linked Policies

All curriculum policies
Assessment for Learning Policy
Marking and Feedback Policy

Next Review: May 2018



Teaching and Learning Policy (Part 1)

Principles of the Policy:

We recognise that all students have special skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum. Every pupil is also entitled to experience a variety of teaching and learning styles which enable them to achieve their full potential. Newchurch Community Primary School aims, through successful teaching and learning, to develop the whole child and to enable our pupils to become independent 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 the teaching and learning is of the highest quality and where the learning needs of all students are met.

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

Aims:

This teaching and learning policy is intended to promote consistency, high standards and the achievement of the school aims. At Newchurch Community Primary School we aim to provide a caring, supportive and stimulating environment with high quality teaching in order:

- to ensure high quality teaching and learning experiences for pupils of all abilities and aptitudes
- to provide a framework for teaching and learning within which there is flexibility and scope for creativity
- to provide coherence of approach and consistency of expectation
- to make explicit the entitlement of all students
- to raise attainment by increasing levels of student motivation, participation and independence
- to promote reflection on, and sharing of, good practice
- to promote an understanding of how learning takes place
- to make explicit a baseline for monitoring and evaluating the teaching and learning that takes place
- to provide practical guidance and clear procedures
- to provide a focus for development
- to inform teachers, pupils, parents, governors and the wider community about the aims and processes of teaching and learning

A Definition of Learning:

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. Learning is the process by which an individual makes sense of a 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 most effectively take place when:

- the environment is secure, stable, stimulating and supportive of **all** children's learning
- there is an atmosphere where children are prepared to take risks
- pupils' self-esteem is high
- pupils understand the purpose of the learning and see relevance to their own experience
- pupils understand the ways in which learning takes place
- the learning builds on prior knowledge and understanding
- success criteria are explicit and models are provided
- the learning is active and collaborative
- pupil questioning, reflection, and discussion are encouraged
- independent learning and thinking is facilitated and encouraged
- there are opportunities for creativity and utilising different learning styles
- pupils can self and peer-assess, know what they need to do to improve and are able to set appropriate targets
- there is support for the learning of pupils with differing abilities
- pupils have opportunities to transfer skills, knowledge and understanding to other contexts

Summary of Key Ingredients of Successful Lessons

The key ingredients that have been identified as contributing to the most successful lessons and will be looked for throughout our internal Monitoring and Evaluation process are as follows:

1. Starter (appropriate setting of the learning climate)
2. Recap (student involvement)
3. Learning intentions (shared with students appropriately)
4. Teacher input (stimulus to learning with consideration for the differentiation of learning needs through the use of additional adults or a different learning task)
5. Pupil grouping/seating plan (engineered by teachers for the most effective learning)
6. Student activity (differentiated, meeting, learning styles of all students – all students on task)
7. Teacher and teaching assistant support (purposeful intervention and checking to support assessment for learning within the lesson)
8. Quality resources (eg ICT, media, manipulatives)
9. Summary/plenary/assessment for learning (cross referencing against the learning intention)
10. Next lesson – continuity and progression – making the connections for the students so that no lesson is an "island".

This is by no means a recipe for a sequential successful lesson and throughout our teaching and learning must thread our assessment for learning policy and effective feedback and marking. Therefore this should be read and understood with Part 2 and Part 3 of the policy.

The Learning Experience

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

It is recognised that colleagues may also wish to extend their 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

- Objectives are clearly linked to long and medium term plans for each year group
- Lessons are planned with clear objectives, learning intentions, structure and challenge for all pupils (More able, SEND, Boys, Girls, Pupil Premium)
- Planning allows for a variety of learning styles and provides opportunities for developing a wide range of thinking skills
- Teachers make use of all assessment information, both summative and formative to set clear, realistic, yet challenging targets to plan differentiated learning opportunities
- Lessons are planned to build on prior learning and ensure continuity and progression
- Opportunities for developing English, Mathematics, computer skills and cross-curricular elements are integrated into lesson plans wherever possible
- Planning makes provision for the effective use of support staff at all points in the lesson
- Appropriate and stimulating resources are organised prior to the lesson

Lesson Structure

This framework is expected to provide the basic structure and elements for all lessons. However, it is recognised that this may be adapted to suit the objectives/focus of a particular lesson or sequence of lessons.

Start of the Lesson:

- Pupils arrive ready to learn, enthusiasm is evident and positive relationships are clearly established
- The start of the lesson has well-conceived learning intentions based on prior learning which are explained in a context that enables children to know what they are doing and why
- Feedback on previous learning may be addressed
- Pupils are involved in their learning immediately because the initial activities are stimulating and engaging
- The success criteria by which the learning will be evaluated are made explicit or formulated with the pupils
- The teacher establishes and communicates clear expectations for behaviour

Lesson Development

The teacher should:

- Present lessons with clarity, enthusiasm and pace, ensuring timings are clear and adhered to
- Make learning active by providing tasks which appeal to a wide range of learning styles enabling students to make meaning, construct knowledge and develop understanding and skills
- Model activities and processes, making their thinking and decision-making explicit to students
- Provide exemplar work so that pupils are aware of exactly what is expected of them e.g. 'What a good one looks like'
- Provide appropriate levels of scaffolding to support pupils' learning ensuring swift transfer to independent tasks in which they achieve well

- Use a variety of questioning techniques to probe and develop students understanding through whole class and small group/pairs situations
- Demonstrate flexibility in their approach and be prepared to deviate from the lesson plan where appropriate
- Promote active listening, inviting a range of different responses and building in time for reflection
- Give constructive, positive feedback on work in progress with regard to the learning intention and success criteria
- Provide opportunities for success for every student 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 **i.e. in maths the power of 8 is used to move children on when they have shown eight times within a lesson that they have understood the concept.**
- Vary groupings and seating arrangements according to the task and teacher assessment information **(This may include differentiated inputs using the additional adults within the class, consolidation of prior guided learning at an independent level or investigative work – see Appendix A for possible models for differentiation.)**
- **Differentiate by task as well as outcome.**

Pupils should:

- Work effectively and purposefully in a range of contexts demonstrating excellent attitudes to their work
- 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 valid
- 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 help develop their own learning **e.g. learning walls, dictionaries, manipulatives etc.**
- Work with increasing independence, developing the skills to become life-long learners
- Make increasing use of ICT to develop their learning, accessing a wide variety of sources and using appropriate methods to present their work
- Develop an understanding of their own preferred learning style

End of the Lesson (Consolidating the learning)

- The teacher creates the time to review the lesson intention and steps in learning to assess progress within the lesson
- 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

Assessment for Learning (Learning, progress and achievement)
See Teaching and Learning Policy Part 2

A number of policies will exist to enhance teaching and learning. These policies should be read alongside this document and will provide more specific guidance in certain areas:

Effective Feedback and Marking Policy
Assessment for Learning Policy
Assessment Policy
Homework Policy
English Policy
Mathematics Policy
Inclusion Policy
Subject Specific Policies
Pupil Premium Policy

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 Key Stages and individuals
- To monitor and evaluate the delivery and impact of the policy **to all groups of children including: More able, boys, girls, SEND and pupil premium**
- 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 short term planning, in conjunction with department teams
- **To ensure the teaching and learning policy is implemented appropriately**

All staff:

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

Curriculum Lead Teachers

- To be responsible for the coordination **and development** 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 at team level.
- 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

Those with parental responsibility:

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

APPENDIX A

Please see below possible models for differentiation to support all learners in all parts of the lesson structure.