

Teaching and Learning Policy

Our Mission Statement: **Play Together, Learn Together, Achieve Together.**

The aims and objectives expressed in this policy are the foundations for learning and teaching throughout the school. This policy will ensure clarity, consistency and continuous progress, enabling all children to make at least expected progress from their starting points. We aim to put our children at the centre of their own learning and place great emphasis on nurturing skills and attitudes such as resourcefulness, resilience and co-operation. We recognise the importance of making learning irresistible, meaningful and memorable. For this reason we teach through a topic based approach where possible, to enable children to make connections and link areas of learning.

Our Teaching and Learning policy aims to ensure that all children at our school are provided with quality learning experiences that lead to high levels of enjoyment and progression, thus ensuring we equip pupils with the life skills necessary for successful transitions in life and within society.

Our Aims

- To teach to a high standard which will enable all children to reach their personal best.
- To offer rich and varied experiences where everyone is enthusiastic because learning is fun!
- To enable all children to become independent learners.
- To deliver an exciting, enquiry-based curriculum where every child can grow personally, socially and academically.
- To nurture a caring attitude and develop respect for others and ourselves.
- To create a happy, healthy, safe and stimulating learning environment that promotes lifelong enthusiasm for learning.
- To provide equal opportunities for all and celebrate diversity.

School Management Responsibilities

- To ensure that all pupils receive their entitlement of teaching and learning of the highest quality that inspires, motivates and challenges.
- To ensure that teaching reflects high expectations and aspirations for all pupils, enabling every pupil to fulfil his/her potential.
- To develop a close partnership with parents, governors and the local community to promote effective teaching and learning.
- To ensure that, through the performance management process, all teachers are given feedback on their strengths and areas for development within their teaching and where necessary, set targets for improvement.
- To continuously enhance the quality of teaching and learning through staff CPD and self-review, so as to improve progress and raise standards.

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The Role of Governors

Governors determine, 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 high quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders, the Headteacher's reports to governors as well as a review of the continuous professional development training sessions attended by our staff.

The Role of the Senior Management Team

- To be positive role models to their teaching teams.
- To support their team members to deliver high quality learning.
- To monitor and evaluate the impact of learning within their roles and teams.
- To hold members of their team to account to ensure the best possible provision is in place for all learners.

The Role of Parents and Carers

We believe that parents and carers have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- sending home a termly curriculum letter at the start of each topic so that children and parents can talk to each other about what they already know and what they would like to find out and share this at school with staff and friends.
- holding parent and carers consultation meetings to share their child's targets and to explain our strategies for teaching key areas of the curriculum;
- promoting an open door policy and being visible and approachable at the beginning and end of the day;

We believe that parents play a crucial role in supporting their children and the school to implement school policies and adhering to our Home School Agreement.

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The Role of the Pupils

Most of this is covered in the Home School Agreement but in addition we encourage pupils to:

- be willing to have a go;
- try to see that mistakes are good because they can help all of us get even better;
- be resilient, persistent, reflective and resourceful;
- be supportive of others they are learning with and to share their learning with others;
- take responsibility for their own learning behaviour and strive to become independent, lifelong learners;

The Role of Teachers

The Government's Teachers' Standards define the minimum level of practice expected of trainees and teachers from the point of being awarded qualified teacher status (QTS).

Headteachers (or appraisers) use these standards to assess each teacher's performance against the standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career (whether they are a newly qualified teacher (NQT), a mid-career teacher, or a more experienced practitioner).

Teachers' Standards

Preamble

We expect and encourage teachers to make the education of their pupils their first concern, and to be accountable for achieving the highest possible standards in their work and conduct. Teachers must act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

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- encourage pupils to take a responsible and conscientious attitude to their own work and study.
- be accountable for pupils' attainment, progress and outcomes

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

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- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Staff at the Meadows Primary School ensure consistency and effective learning throughout the school by agreeing and delivering the non-negotiable classroom expectations listed in the appendices attached.

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Appendix 1

The Learning Environment

The list below needs to be read in conjunction with the school's policy for displays.

- The room is clean, tidy and organised.
- Drawers and resources are clearly labelled.
- Materials/resources are in good condition and appropriately stored.
- Display boards are relevant to the topics currently being taught.
- Display boards serve to stimulate the children's learning and promote questioning and continual interaction through the use of higher order questions.
- Side tables and table tops are used for interest tables and to consolidate or to stimulate further learning.
- The children have a place for their personal belongings.
- The classroom is organised effectively to ensure free movement around the room and the opportunities to create flexible working spaces.
- Learning outdoors is promoted and used on a regular basis across all year groups.
- There are clear learning areas/zones within the room, for example, book corner, Maths area, and English area with appropriate resources and equipment for the age range. Ensuring pupil's books for literacy and numeracy are accessible in each learning zone.
- Whiteboard pens and flipchart pens are used to model correct letter formation/handwriting.
- Water is readily available to learners.
- Resources are accessible and encourage independence, table trays containing a range of stationary.
- Blank learning tools readily available for children to access and choose from (maths toolboxes, alphabet strips, high frequency word cards)

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Appendix 2

Effective Questioning and Teaching Strategies

- Adults in school will use effective questioning and teaching strategies to promote successful learning behaviour and pupil participation.

Some examples of how to promote pupil participation and ensure effective learning behaviour are:

Rally Robin

Teacher poses problem, partners repeatedly take turns, answering orally.

Timed Pair Share

In pairs, pupils share with a partner for a predetermined time while the partner listens. Then partner repeats back what they have just said.

Round Robin

In groups of four, pupils respond to a question posed. E.g. List objects Boudicca could have used, what clubs or societies are you a member of? What is one of your favourite movies?

Rally Coach

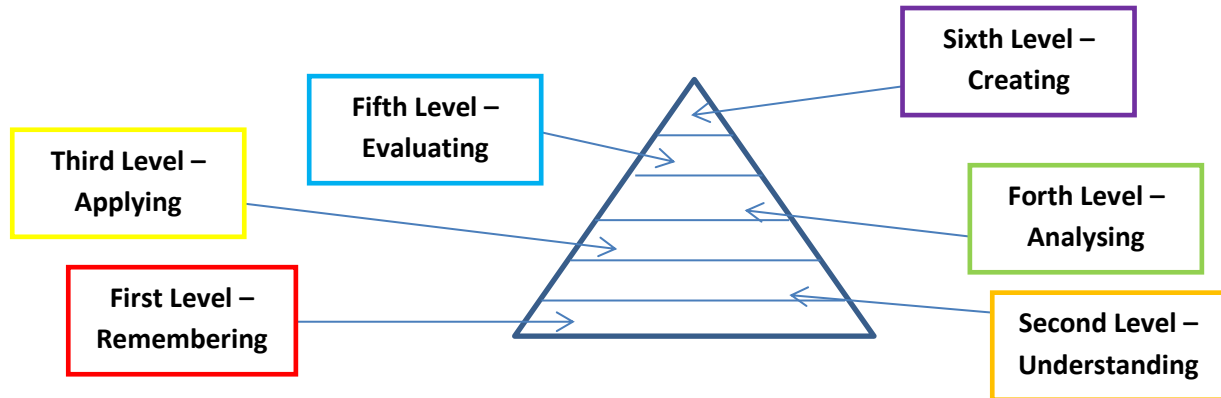
Partners take turns, one solving a problem while the other coaches. Then partners switch roles. Useful for any process or procedure with a definite right/wrong e.g. solving multi-step word problems in maths: change each decimal into a simplified fraction.

Stand up, Hand up, Pair up.

Pupils stand up, put their hand up and quickly find a partner with whom to share or discuss. This structure is perfect for class building, processing and reviewing information, energising the class, forming random pairs or teams, lesson starters

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The revised version of **Blooms Taxonomy** below will be used to promote effective questioning in lessons and these Higher Order Questions may be used on school displays and learning walls to promote pupil engagement and further development. Questions that are on display in the classroom will use the colours indicated in each level for easy identification and continuity for pupils between classes and year groups.



Level I—Remembering *Exhibit memory of previously-learned materials by recalling facts, terms, basic concepts and answers.*

Questions

What is...?

Where is...?

How did _____ happen?

Why did...?

When did...?

How would you show...?

Who were the main ...?

Which one?

How is...?

When did ____ happen?

How would you explain...?

How would you describe...?

Can you recall...?

Can you list three...?

Who was...?

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Level II—Understanding *Demonstrate understanding of facts and ideas of organizing, comparing, translating, interpreting, giving descriptions and stating main ideas*

Questions

How would you classify the type of ...?
How would you compare...? Contrast...?
State or interpret in your own words...?
How would you rephrase the meaning?
What facts or ideas show...?
What is the main idea of ...?
Which statements support...?
Explain what is happening...what is meant...?
What can you say about...?
Which is the best answer?
How would you summarize...?

Level III—Applying *Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way*

Questions

How would you use...?
What examples can you find to ...?
How would you solve _____ using what you have learned?
How would you show your understanding of ...?
What approach would you use to ...?
How would you apply what you learned to develop...?
What other way would you plan to ...?
What would result if...?
Can you make use of the facts to ...?
What elements would you choose to change...?
What facts would you select to show...?
What questions would you ask in an interview with ...?

Level IV—Analysing *Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalisations.*

Questions

What are the parts or features of...?
How is _____ related to ...?
Why do you think...?
What is the theme...?
What motive is there...?
What inferences can you make?
What conclusions can you draw from the evidence?

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How would you classify...?
How would you categorize...?
What evidence can you find to support your conclusion?
What is the relationship between...?
What is the distinction between...?
What is the function of...?
What ideas justify...?

Level V—Evaluating *Present or defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.*

Questions (many of these questions should be followed with a prompt to explain)
Do you agree with the actions (outcome)...?
What is your opinion of ...?
How would you prove (disprove)...?
Assess the value or importance of...?
Would it be better if...?
Why did they (the character) choose...?
What would you recommend...?
How would you rate the ...?
What would cite to defend the actions of ...?
How would you evaluate...?
How would you determine...?
What choice would you have made?
What would you select?
How would you prioritize...?
What judgment would you make about...?
Based on what you know, how would you explain...?
What information would you use to support the view...?
How would you justify...?
Why was it better that...?
Which idea is more (less) useful...?

Level VI—Creating *Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions*

Questions
What changes would you make to solve...?
How would you improve...?
What would happen if...?
Elaborate on the reason for...?
Propose an alternative...?
Invent...?

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How would you adapt___ to create a different...?
How would you change (modify) the plot (plan) ...?
What could be done to minimise (maximise)...?
What could be combined to improve (change)...?
Suppose could _____. What would you do?
How would you test...?
Predict the outcome if...?
How would you estimate the results for ...?
What facts can you compile...?
Construct a model that would change...?
Think of an original way to ...?
What way would you design...?

The Meadows will ensure that successful learning will be developed and secured through:

Lesson Visits

- Visits to lessons will be carried out by the Headteacher, or other members of the school's Senior Leadership team, as part of the Performance Management procedures to ensure effective teaching and learning is in place in all classes.
- Visits will also be carried out by subject or Key Stage leaders as part of subject or year group evaluations as when and necessary through the whole school improvement plan.
- 'Lesson Study' format may be used by teachers and teaching assistants to review the best learning strategies for pupils in the class and what improvements could be made to promote pupil participation and independence.

Learning Conversations

- Learning conversations will happen between adults when reflecting on the pupils and reviewing what next steps and systems the pupils need in order to progress and develop further as learners.
- Learning conversations work really well pupil to pupil when discussing personal strengths and areas for development and how the pupils can learn from one another. Learning conversations could be with a pupil from a different year group talking about similarities and difference and how the learning journey develops from a child's perspective.
- Learning conversations between the adults and the pupils on either an individual basis or as a small group are extremely successfully when discussing what you enjoyed or felt proud about and what you feel you need to develop and potential possibilities on how to do this. These types of learning conversation work well when gathering evidence for pupil's education action plans or reports.

Learning Walks

- Learning walks will be used to promote effective learning across the school by all working together on a common goal and ensuring consistency.
- The learning walks will monitor or audit practice throughout the school. Providing a 'snapshot' view.
- Learning walks will ensure that all pupils have their entitlement of a rich and stimulating environment where they feel safe and know where to access resources to support their own learning.
- To check for progression e.g. a learning walk to focus on how ICT is taught throughout the school and can be used for subject leader evaluations and action plans.
- To provide quality time for reflection and to stimulate professional discussion with colleagues.

Planning and Book Scrutiny

- Planning will be accessible via electronic files on the staff area of Microsoft Teams.
- All books need to be marked using the school's marking policy guidelines and kept up to date for pupils to review and comment on any questions and suggested developments for improving work completed.
- The Headteacher, Senior management Team and Subject Leaders will carry out regular planning and book scrutiny which will be highlighted within the school calendar or school improvement plan. Staff will be made aware of when this is taking place to ensure all books and files are readily available.

Monitoring of Learning Outcomes (Data Analysis)

- All termly assessment data will be added to the whole school tracking system to enable staff to interpret the data and use it to analyse key groups of pupils within their class or the cohort.
- Staff will use the data to identify any pupils who are at risk of not making expected progress and should identify what the key barrier is for the learner and put in place next steps and individual or group provisions.
- The Headteacher and Senior Management Team (all Key Stage Leaders) will meet at least once each term to discuss whole school data and whether or not the school are meeting the expectations set and whether teachers are ensuring all learners' needs are being catered for. Please refer to the school assessment policy for further guidance.

School Improvement Planning

- The evaluation and continual review of effective teaching and learning will always be a main area of the school improvement plan and will be reviewed with staff and Governors on a regular basis throughout the school year. Each September the current school improvement plan will be shared with staff to ensure everybody understands the next steps for the school and our main priorities for that academic year.