

Willerby Carr Lane

Primary School



Teaching and Learning Policy

POLICY MANAGEMENT

Approved by	Full Governing Body
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Purpose

We believe a successful Teaching and Learning Policy enables all children to be effective learners; to have the confidence to take responsibility for their own learning; understand what it is they are learning and how best they will achieve the objectives of the lesson.

Every curriculum policy starts from this policy and expands the detail in relation to the specific requirements of each policy's field.

Aims

At Willerby Carr Lane Primary School, we aim to:

- provide consistency of ethos throughout the school – for children and visitors to find ‘the same school’ behind every class door.
- provide consistency of teaching and learning throughout the school.
- enable teachers to teach as effectively as possible.
- enable children to learn as efficiently as possible.
- provide a working environment that is stimulating, celebratory and interactive.
- give children the skills they require to become effective learners who relate new concepts to previous experiences.
- to provide an inclusive education for all children.
- to enable pupils to master their understanding of all that they learn.

The Learning Environment

Classroom Organisation

Classroom furniture and resources are easily accessible and flexibly used to provide for collaborative, independent and whole class purposeful learning experiences for each child.

The delivery of the lesson will not be hindered by the arrangement of the classroom.

Displays

All displays are to be of the highest quality. They stimulate, challenge and inform current learning as well as celebrate and consolidate learning that has occurred. Displays in any teaching area will vary in format based on three main types:

- interactive
- celebratory
- challenging

Displays, wherever possible will promote learning development through appropriate language. Prompts and reminders to learning will be displayed. These may be in the form of Working Walls.

Climate in Classes and around School

The climate in and around the whole school, including within classrooms, will be calm, warm, purposeful and orderly. There will be a sense of pace and rigour at all times with clear expectations relating to time, quality of presentation, output and behaviour.

Children must feel safe and secure, supported, valued and calm.

Throughout the school there is a consistent approach to classroom organisation and discipline. This will be partly achieved by all adults demonstrating an agreed shared framework of values.

All adults will model and communicate quality behaviour, attitude and standards. Adults will support each other in order to enhance children's learning. This is achieved by all staff supporting each other through planning and the sharing of expertise. Adults will be friendly, caring and respectful to each other. They will model these behaviours to the children, who will be expected to model the same manners and behaviour.

The classroom atmosphere will encourage children to ask questions of each other. The teacher and other adults will encourage children to work in partnership to support and deepen each other's learning and understanding.

Wherever appropriate children will be encouraged to use their own initiative and take responsibility for their own actions.

Routines and organisation

Throughout the School there will be established consistent routines. These routines are established initially in the Foundation Department and built upon each year thus ensuring that children do not have to relearn. Specifically, these areas relate to registration, storage of materials, use of books and equipment, standards of discipline and methods of teaching.

Effective teaching takes place when teachers are organised and prepared and they establish clear routines with the children:

- Teachers meet children punctually
- Registers are completed quickly
- Lessons start promptly
- Playtimes start and finish on time and children return to class promptly
- High quality resources needed for the lesson are prepared in advance of the start of the lesson
- Teachers have effective time management skills and ask for support if needed
- Children are made aware of expectations with regard setting out of work and these are enforced
- Children are aware of procedures to enable reading books to be changed quickly and efficiently
- Teachers ensure homework procedures are clearly explained to the pupils and followed

Resources

Quality resources, appropriate to lessons, are clearly labelled, tidy, accessible and safely stored.

Resources are stored in a similar way in each teaching area - appropriate to the age of the child.

Children are expected to value and care for resources.

Priority is given to maximising funding in order to provide plentiful materials, which enable children to access, and teachers to deliver, all curriculum area in the most effective way possible.

Key resources are centralised, in order to maximise their full potential, labelled and easily accessed.

Resources are regularly reviewed to match curriculum needs.

Children with specific resource requirements are catered for.

Human resources such as all school staff, children, their families, and other members of the community and experienced/skilful visitors are employed to enhance learning opportunities throughout the curriculum.

Managing Behaviour and Discipline

There is a consistent and fair approach by everyone in the school based on our Behaviour Policy. All children and parents are fully aware of its contents and how it works.

All adults establish positive relationships with pupils and other adults.

Behaviour management is assertive and positive and based on the children's own ownership of the rules.

Positive behaviour is rewarded through verbal praise, the awarding of stickers and certificates.

When adults need to intervene to reinforce expectations of behaviour or attitudes to work, it will always be done proportionately, clearly, calmly, assertively and with respect – 'criticism with kindness'.

Increasingly children are encouraged to take responsibility both within their class and across the school. For example, children act as dinner buddies, sell fruit, act as office monitors and take Friday assemblies.

Children are not allowed to prevent the learning of others in any circumstance. Low level disruption is not tolerated.

Planning

In order to provide consistency in teaching and learning throughout the school and to enable teachers to teach as effectively as possible, there is an agreed long term plan. This identifies which units of work will be taught when. It provides for a broad curriculum with subjects being given balanced time across the year. It is sequenced to enable pupils to build their knowledge and skills towards the agreed end points.

A comprehensive range of knowledge organisers have been developed and agreed by the teaching staff. These provide the basis of our medium term planning and detail the knowledge and skills that the children will learn within each unit of work. They also identify the prior knowledge that children will have to ensure clear progression in teaching.

Short term planning is done using a school template or is encompassed within the Smart Notebook/ Powerpoint resources used for each lesson. Whilst it is essential that lessons are well planned, in one form or another, it is recognised that experienced staff do not always need to produce detailed lesson plans. Where there are concerns over the quality of teaching, teachers will be required to revert back to using school templates in conjunction with Smart Notebook/ Powerpoint resources.

All planning is based on clear learning objectives for each lesson and these are communicated to the children. Thus, children, and other adults working in the class, have a clear understanding of what they are doing and why they are doing it.

Planning caters for the range of ability of children including higher ability and children with SEND.

Planning for children with SEND is ambitious and designed to meet their needs. Planning is detailed on individual Support Plans and progress is monitored with progress tracking sheets.

Teaching and Learning

Teachers have good knowledge of the subjects they teach. They present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check children's understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches

Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts. Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently.

There is a whole school system for recording strengths and weaknesses for each cohort in each curriculum subject. This supports teachers to revisit curriculum areas that their pupils need further support with during the year. It also supports transition and clear progression as children move from one year to the next.

The essential ingredients of a successful lesson are agreed to be:

- Connecting with previous learning to interrupt the process of forgetting (e.g. Can you remember...? Can you still ...?).
- Setting the big picture.
- Describing the outcome. Use of WAGOLL as appropriate.
- Having clear success criteria.
- Significant pupil activity (differentiated as appropriate) over time and across each subject.
- Clear indication of how pupils will demonstrate their knowledge within the timescale.
- Planned use of other available adults deployed with individual pupils or groups.
- An appropriate balance of teacher instruction, intervention and children working independently, ensuring pupils have enough time to demonstrate their ability, understanding and progression, through their work.

- Pupils should be seen to be working harder than the teacher.
- Teacher and children activity engaged in the learning process with oral feedback.
- Critical use of questions and quick activities to establish high baselines, and key language to challenge, confirm and develop learning.
- Pace and rigour to keep on task.
- Children expected to show resilience and stamina in their work.
- Assessment is used to help children embed and use knowledge fluently and to check understanding and inform teaching.
- Feedback informs pupils of their successes, progress and how to improve.
- Review and plenary sessions related to the objectives of the lesson, which will include critical thinking, learning reinforcement, assessment or sharing.
- Higher ability children not doing work they can already do or know.
- An expectation that pupils verbalise their understanding to each other, their teacher, the class and express this in written work as appropriate.

This can be summarised by the 10 Ps of effective teaching and learning:

1. **Planning:** effective informed and flexible
2. **Preparation:** of the lesson e.g. resources
3. **Place:** use, selection and management of the learning environment – including always considering outdoor learning - managing risk
4. **Personality:** of YOU the teacher – do you make learning stimulating, exciting, challenging, interesting, fun?
5. **Pressure:** appropriate challenging expectations to ensure good progress of all children regardless of ability or SEN. Tasks are appropriate to ability, including higher attaining pupils.
6. **Pupils:** i.e. are they doing, actively engaged in the learning, including in any teaching section; children are not passive they are actually working most of the time.
7. **Positive Praise:** use of to promote a happy and safe learning environment
8. **Plenaries:** mini and final leading to constant self-evaluation and assessment. Pupils have to verbalise their understanding.
9. **Performance:** the teacher and the pupils know how well they are doing and where to go next.
10. **Pace THE GREATEST OF THEM ALL** without pace the lesson cannot achieve its potential.

Home-School Partnership

Effective learning takes place when a good partnership is set up between home and school. This is supported when:

- Teachers are available in the mornings to receive very brief messages from parents. Classes must not be left while teachers are engaged in extended conversations with parents.
- Parents wanting to discuss issues with teachers, should be seen at the end of the day.
- Teachers respond promptly to requests from parents to resolve any issues. Teachers respond to issues raised with a view of working together with parents to support the child.

- Teachers contact parents promptly if there are any issues with the child's learning or behaviour.
- Reading books are changed as often as possible and the teacher is aware of the level and suitability of books being read.
- Teachers monitor the completion of homework and contact parents promptly if this is not taking place.
- Teachers ensure homework is always marked.
- Teachers convey their expectations clearly to parents, through curriculum meetings, publications on the website, letters, parents' evenings and reports.
- All teachers celebrate children's achievements through Twitter.
- Teachers may use other technologies (e.g. ClassDojo) to maintain good communication with parents. However, as a school we are mindful of work-life balance for our staff, and such technologies are not part of a whole school policy.

Equal opportunities

It is the responsibility of teachers to ensure that all pupils, irrespective of gender, ability, race or SEND, have access to the curriculum and make the greatest progress possible. Teachers set suitable learning challenges and respond to each child's different needs. Children may be supported to make good progress in a variety of ways, including:

- Appropriately differentiated challenge to cater for the full range of abilities within the class.
- Variation in the means of accessing their learning.
- Variation in the way that children record their learning.
- Variation in scaffolding and support through the use of concrete, visual and abstract resources.
- Through the use of extra adult support. However, this must not be used to 'carry' children through inappropriately challenging tasks.
- Extra intervention to reinforce learning.
- Through individual support plans with associated small steps and progress tracking sheets.
- Through the use of activity packs designed to promote independence and confidence whilst developing specific skills which have been identified as a priority.

Monitoring of Provision

Teachers will be formally observed following our appraisal policy. Observations will largely be undertaken through regular short, drop-ins followed by a coaching dialogue. The aim is to help teachers to continually improve their practice and encourage self-reflection. The dialogue will be captured using an electronic professional learning log that is completed by the coach and the teacher after each observation. The level of observation is proportionate to any need.

Members of the SLT will also sample and monitor pupils' books across a range of subjects. They will pay particular attention to the outcomes for a range of ability children: higher, middle, lower and SEND.

Subject leaders will also review the provision of their subject and complete a subject self-evaluation form. Colleagues are expected to watch the teaching of their subject; scrutinise a sample of books and interview the corresponding pupils, for subjects they are leaders for, across all phases.