



'Valuing Learning, Learning to Value'

## Teaching and Learning Policy

### Policy Status

Recommended

The aim of this policy is to ensure that the children at Yorkley Primary School receive consistent, high quality teaching to enable them to learn effectively. It will provide a framework for monitoring the quality of teaching and learning; it will help teachers and other adults to evaluate their practice. All staff have been involved in the formation of this policy, this has insured ownership. It identifies our beliefs about what constitutes quality teaching which will promote learning and raise standards throughout the school.

The 'Non Negotiables' (appendix A) provides the basic expectations of all teachers with regard to classroom practise. This policy is built upon those expectations.

### At Yorkley we believe children learn best when:

- They are positive, self-motivated, happy and have the confidence to take risks
- They feel that they are all treated as equals
- They are spoken to appropriately
- They acquire mutual respect and value the work of others
- They have clear expectations of work and behaviour
- Lessons are stimulating, exciting and engaging - having purpose and pace
- Work is challenging, but achievable
- The learning environment is stimulating, calm and secure with accessible and appropriate resources
- They are encouraged and praised
- They are given meaningful feedback on what they are doing and how they can improve
- They engage in self-evaluation, peer evaluation, making choices where appropriate and play an increasing role in organising their learning
- They are given the opportunity to talk and discuss their learning
- Teaching is focussed on their individual needs
- Parents and Carers are involved and supportive

To allow this to happen in our school the classroom climate needs to be embedded with the belief that all pupils can learn and improve. Successful learning occurs when children understand the goals they are aiming for, and when they are motivated, and have the skills to achieve these goals. To ensure that this happens and to raise standards in our school GOOD or better teaching must take place in all our classrooms.

### What does GOOD teaching look like?

- Good or better subject knowledge by the teacher
- Lessons are well planned and objective led with a clear learning outcome
- Lessons are differentiated to match the ability of all the children

- Previous learning is reviewed (if appropriate)
- A range of teaching methods is used, ensuring a good balance between instruction, demonstration, modelling, discussion, questioning
- Key vocabulary is displayed and used accurately
- The lessons are well paced and delivered with enthusiasm
- The method and organisation of the lesson supports the learning intention
- Teachers plan for and make effective use of additional adults in the room
- Teachers have high expectations of behaviour
- Teachers make use of praise and encouragement throughout the lesson
- Teachers evaluate pupil learning throughout the lesson and modify and adapt the lesson when necessary
- Teachers use their daily evaluations, assessments and observations to adapt and modify future planning and learning
- Teachers use a range of effective resources
- Teachers use a range of questioning techniques and allow time for responses
- Children are given the opportunity to talk and discuss their learning
- Time is managed effectively
- Feedback is provided for children which is constructive and enables them to move forward linked to our marking policy
- Children's books reflect the high quality of teaching and learning

**To be successful teachers we need to be able to identify and recognise learning that is taking place within the classrooms. 'Learning can be considered as the process by which skills, attitudes, knowledge and concepts are acquired and understood, applied and used or advanced and extended. It should not be confused with the mere completion of tasks'**

**What does good learning look like in our classrooms?**

- Children are motivated to learn and are excited about their learning
- They can talk to you about what they are learning *not* what they are doing
- Children have a clear understanding of the learning objectives and what is expected of them
- Children are on task and able to maintain concentration
- Children listen and are able to follow instructions
- Children are able to work well in a variety of ways - in pairs, groups, individually
- Children are independent learners and draw from a range of strategies when needed e.g. know what to do when they are 'stuck'
- Children use appropriate vocabulary connected with their learning
- Children ask relevant and appropriate questions
- Children are well organised with their time and equipment and are able to select their own resources when appropriate
- Children are able to take risks, they are not afraid of making mistakes and recognise that this is part of their learning process
- Children show pride in their work and this is demonstrated through the presentation of their work
- Children respond meaningfully to feedback

**To enable good teaching to take place the teacher must be organised, well planned and adapt quickly to changes throughout the lesson.**

**Effective planning will include:**

**Long term planning** - giving a clear overview of subjects and year groups to ensure coverage of the National Curriculum, a progression in skills, continuity and securing a broad and balanced curriculum.

**Medium term planning** (for Science and foundation subjects only) - drawn from the long term planning.

Medium term planning will include; WALT and WILFs for each lesson or series of lessons, key questions in purple where appropriate and links to SMSC and global identified, a breakdown of activities. **The activities should focus on learning through key experiences and aim to be exciting and engaging.** They should identify opportunities for children to carry out their investigations, research, engage in discussion and debate, carry out observations and communicate their findings.

**Short term / weekly planning** (for English and Maths only)

Short term planning will include; WALT and WILFs for each lesson or series of lessons, key questions, learning activities and organisation, grouping of children with differentiated activities when appropriate, assessment/evaluation opportunities. The plans will also highlight the effective deployment of staff.

**All planning should:**

- Be child centred and driven by their interests and ability
- Build on children's previous knowledge
- Provide a variety of teaching styles
- Identify ICT, SMSC and Global links
- Provide appropriate challenges for all children - differentiation.
- Reflect the requirements of the national curriculum and the schools subject policies
- Show that assessment and evaluation has been reflected in future planning
- Show a sequence of learning and progression
- Promote cross-curricular links so that English, Maths, Science and ICT skills are embedded into other subject areas
- Identify opportunities for oral language
- Identify key questions to be asked in the lesson
- Identify key vocabulary to be used
- Inform classroom helpers/ TAs.

**The classroom environment has a great impact on the children's learning. The school and classroom environment should meet children's basic physical needs. They need to feel safe and secure and to feel personally valued and cared for. The physical setting, the quality of relationships in school, the lesson structures and classroom expectations, the language and communication used, all offer routes into designing school and classroom environments that will meet these needs.**

**What does an effective learning environment look like?**

- Has a calm supportive atmosphere
- The classroom is welcoming, tidy and well presented
- The room is free from clutter
- Key vocabulary is displayed where appropriate
- Furniture is arranged to aid learning
- Displays emphasise and support learning

- Learning Walls for English / Mathematics
- Evidence of cross-curricular writing
- Scaffolds / prompts
- Ensures all the children's physical needs are catered for
- Having an interactive teaching environment
- Has centralised resources for children to use (e.g. pencils and colouring pencils which should be sharpened, scissors, rulers etc) which are of good quality
- Provides access to curricular resources which are clearly labelled and organised ensuring easy access for children
- Has attractive displays that reflect current work with a range of curriculum areas demonstrating a balance between children's work, photos, prompts, information displayed
- They should reflect our themes/topics
- Children can see how they are rewarded for their successes (in-class reward systems, celebrations in class of good work and effort)
- Key display information supporting English/Mathematics - for example: number lines / time - clocks to refer to / non-fiction / fiction / chosen author

### **Monitoring of Teaching and Learning**

**This policy will provide the framework for monitoring the quality of teaching and learning, in Yorkley Primary School.**

The Headteacher, Deputy and subject co-ordinators will regularly monitor the teaching and learning through:

- Lesson observations
- Scrutinising planning
- Work sampling
- Pupil Conferences
- Focussed walks/enquiry walks

The Headteacher will also involve other professionals invited to the school to assist with the monitoring of teaching and learning.

Teachers should also see themselves as learners, and have high expectations of themselves; they should constantly question how they can improve and develop their teaching.

The Headteacher meets twice yearly with each class teacher, to review, evaluate and set new targets (Performance Management.) As part of the PM, teachers will use the Teaching Standards to evaluate against their performance.

Monitoring will provide all stakeholders with appropriate information about the quality of teaching and learning in the school. Through this process strengths and areas for development will be identified and addressed as part of the SDP linked to the school's overall drive to raise the achievement and standards of the learners.

The information will also be used to inform the school's SEF, annual Performance Management meetings, and training entitlement for all teaching staff.

## APPENDIX A

### Teaching and Learning – NON-NEGOTIABLES

#### The Teacher:

- Sets clear objectives and success criteria
- Sets challenging tasks matched to pupils needs (differentiation)
- Objective shared with children (WALT) and referred to during the lesson
- Has high expectations of all children which inspire, motivate and challenge
- Uses a range of teaching styles / techniques
- Actively involves, enthuses & engages children during the lesson
- Balance between teacher and pupil talk
- Uses a range of questioning and feedback to extend learning and assess
- Uses subject specific vocabulary and knowledge
- Manages behaviour well, has clear rules and routines
- Applies AfL Principles
- Uses relevant data to monitor progress, set targets, and plan subsequent lessons

#### Planning:

- Clear objective / learning outcome / success criteria
- Age related expectations / high expectations
- Clear teaching sequence
- Shows how learning will be evaluated
- Links to previous / future learning
- Links to SMSC, British Values and Global Learning
- Identifies role of teacher and teaching assistant
- Shows differentiation
- Evaluation and assessment used to inform future planning
- Sets homework

#### Teaching Assistant:

- Is clear of their duties / children's tasks
- Provides effective and appropriate support to pupils
- Is actively involved in all parts of the lesson
- Sits in appropriate place
- Refers to objective during the lesson
- Manage behaviour and pre-empt / deal with low level disruption to allow teacher to carry on teaching
- Uses initiative

#### Children: (Learners)

- Motivated to learn
- On task quickly (transition period)
- Actively involved in their learning
- Can talk about their work
- Can access resources
- Can work independently
- Work at a good pace
- Behave appropriately
- Take responsibility for their learning and behaviour.
- Can talk about their learning and what they need to do next in order to improve their work.

#### Classroom:

- Safe, tidy, stimulating working environment
- Resources available for children
- Resources presentable
- Subject specific vocab. Displayed where appropriate

#### Displays:

- Evidence of children's work
- Balance between children's work, photos, prompts, information
- Information etc. displayed is relevant to the children's learning
- Evidence of 'Learning Walls'
- Are organised and presentable
- Reflect theme/topic

### **Links with other policies**

This policy should be read in conjunction with the following policies;

Assessment

Monitoring, Evaluation and Review

Behaviour, Rewards and Sanctions

Homework

Marking and Feedback

Special Educational Needs and Disability Policy

Teacher Appraisal (In Performance Management Operational Handbook)

### **Policy review**

Written by; **Mrs K Burke**

Date; **June 2016**

Agreed by Governors; **June 2016**

Review date; **June 2018**