WHEATFIELDS
Primary School

Policy	Teaching & Learning Policy
Ratification date	**Nov 2016**
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Signatories	*(signature)* **Head Teacher** *(signature)* **Chair of Governors**

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Teaching and Learning Policy 2016

Aims and purposes

Any attempts to raise standards in our school must be focused on the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis.

Across the school, the expectation is that all pupils are provided with high quality learning experiences that lead to consistently good (or better) progress. **We want every teacher to be a good teacher – no child deserves anything less.**

By adopting a whole school approach to teaching and learning across our school, we aim:

- to provide consistency of teaching and learning across our school;
- to enable teachers to teach as effectively as possible;
- to enable children to learn as efficiently as possible;
- to give children the skills they require to become effective lifelong learners;
- to provide an inclusive education for all children;
- to learn from each other, through the adoption of a collaborative, enquiry-based approach to teaching and learning, where good practice is shared.

There is no single recipe for improving teaching and learning in a school. However, this policy outlines some of the **key elements** which are central to raising standards in teaching and learning. When reading this policy it is important to remember that adopting a broad template for structuring lessons does not preclude:

- Spontaneity
- Creativity
- Imagination
- Individuality

   Unless you let it!

The school vision and aims are at the heart of all our teaching and learning activities.

This policy reflects our mission and aims which are available from the office and on our website (www.wheatfields.cambs.sch.uk).

Key elements and principles of teaching and learning across our school – a practical guide!

All lessons across our school should include the following key elements to ensure high quality teaching and learning. New teachers to the school will receive training to ensure they fully understand these elements so that they can embed them in their everyday practice.

All lessons have...Clear Learning Objectives

   Learning objectives are shared orally and displayed.

- All learning objectives begin with 'At the end of this lesson I will know/be able to/understand...'
- All learning objectives are written up and shared orally in child friendly language.
- Learning objectives are not muddled up with the context of the lesson.

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- Children write the learning intention in their book when they are ready.
- When marking children's work, the main focus is on meeting the learning intention. Evidence of meeting the LO is highlighted.

All lessons have... Well planned success criteria

- All pupils are clear about how they will achieve the learning intention.
- Success criteria are displayed for the children to follow during the lesson or drawn up with the children, e.g. Steps to success.
- Weekly planning includes success criteria for each learning intention.
- Children use the success criteria to self assess their own or their partner's work.
- Children are reminded of the success criteria during the lesson – often children's work is used to illustrate the success criteria in action.

All lessons are ...Clearly differentiated to enable all pupils to access learning

All learners are challenged appropriately.

- Planning shows clear differentiation. All pupils are actively engaged in learning
- Pupils are actively engaged during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are not sitting passively for long periods.
- Opportunities to Think/Pair/Share and discussions with a *Talk Partner* are regular features in all lessons. Pupils are trained to use appropriate body language when engaged in discussion with a partner.
- Mini whiteboards are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
- Visuals, artefacts, auditory input are all used creatively as a way to enhance learning.

Learning is enhanced through the use of... Consistent classroom management signals.

Clear management signals are designed to minimise the time spent on behaviour management and maximise the time spent on learning. All our school consistently follow the same signals.

- 1 2 3: When moving from the carpet to tables, teachers use 1 (still and quiet), 2 (get ready) and 3 (move).
- Zero noise: To stop the class and get everyone's attention, the zero noise signal is used. This is non-verbal. The expectation for pupils is that once they see the signal they finish the sentence they are writing or saying, raise their hand, remain quiet and look at the speaker (with magnet eyes!)
- Active listening: To ensure active listening, particularly on the carpet (perhaps after a discussion or activity) the active listening signal is used. Again this is non-verbal – the children 'show' the adult they are ready.
- Additional adults are clearly directed to support learning.
- Learning Support Assistants are fully engaged with pupils on the carpet and tables during lesson times. They are not photocopying work, sharpening pencils or sticking work in books during learning time! They are clear about who they are supporting and why. (See also section below re use of LSAs.)
- Planning is shared in advance with Learning Support Assistants.
- They sit next to the pupil/pupils they are working with, quietly engaging the pupils, explaining the task or using other resources, e.g. number line to facilitate learning; when working in class.

- They are involved in assessing pupil's understanding, recording observations and feeding assessments into ongoing record keeping.

Key prompts to ask when planning and delivering a lesson

- Am I crystal clear about what I want the children to be able to do/to understand/to know at the end of the lesson?
- Have I written the learning intention up on the whiteboard in child-friendly language?
- Have I thought about the steps to success and planned the success criteria in advance?
- Have I thought about the questions I will need to ask to deepen children's understanding/assess learning?
- Have I thought about how I am going to engage and motivate the children at the start and during the lesson?
- Have I thought about how I will meet the needs of all learners, including the more able? Are activities challenging and designed to deepen understanding?
- Have I set clear expectations of what pupils are expected to achieve by the end of the session?
- Have I thought about how I will meet the needs of the vulnerable groups in my class, e.g. what visuals will I use in the lesson?
- Am I giving the children thinking and talking time before answering questions?
- Am I going to be introducing new vocabulary to the children?
- Have I made sure children are not going to be sitting passively for long periods?
- Have I included any time for pupils to respond to marking from previous lesson?
- Have I shared the planning with my teaching assistant? Is he/she clear who she is supporting and how?
- How am I going to meet the learning styles of all pupils?
- Have I got a balance of teacher instruction, intervention and children working independently
- How am I going to conduct my plenary?
- Have I planned opportunities for pupils to talk about their learning in pairs and groups?
- How are pupils going to assess their own learning or that of their peers?

1. ASSESSMENT

Assessment can take many forms and can be used for different purposes. The following characteristics are generic to all assessment that promotes learning:
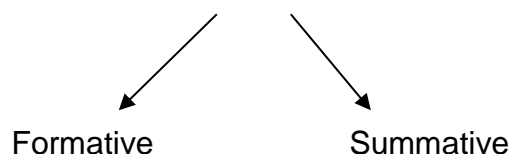• it is embedded in a view of teaching and learning, and is seen as an essential part of this;
• it involves sharing learning intentions with pupils;
• it aims to help pupils to know and recognise the standards they are aiming for;
• it involves pupils in self-assessment;
• it provides feedback which leads to pupils recognising their next steps and how to take them;
• it is underpinned by confidence that every pupil can improve;
• it involves both teachers and pupils reviewing and reflecting on assessment data.
(Assessment for Learning: Beyond the Black Box, Assessment Reform Group, 1999)

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We acknowledge that there are two main types of assessment:

Formative   Summative

The outcomes of the summative assessments will be collected in an agreed format and entered into SIMS Assessment Manager. There will be Pupil Progress Meetings each term with the Head Teacher and Deputy Head Teacher and each year group (from Reception to Year 6).

Data Analysis

Detailed analysis of summative data will take place at the end of the summer term or early autumn term. This will be undertaken by all teaching staff; core subject leaders; and the school's leadership team, each according to the areas of responsibility that they hold. Analysis will be used to identify the progress of groups of pupils including Pupil Premium pupils, Travellers, Special Needs, gifted and talented, EAL, boys and girls and pupils in intervention groups. Numerical targets will be set from the analysis for each cohort and for individuals and action points will influence school improvement, particularly through termly Pupil Progress meetings. All data analysis is shared with staff and governors at an appropriate level and feeds into SIP visits, particularly the Autumn data visit and internal target setting processes.

Target setting

Target setting is an integral part of data analysis and school improvement processes (see above) as well as Performance Management. Targets are set in all year groups.

Formative Assessment

Formative assessment is an active and ongoing process in the classroom between the teacher and the pupil. The following areas are all part of formative assessment:

• clarifying learning intentions – at the planning stage;
• sharing learning intentions with pupils when teaching;
• involving children in self-evaluation against the learning intentions;
• focussing oral and written feedback around the learning intentions of the lesson;
• organising individual target setting so that children's achievement is based on previous achievement as well as aiming for the next level up;
• using appropriate questioning during the lesson;
• raising children's self-esteem via the language of the classroom and the ways in which achievement is celebrated.

One of the major uses of formative assessment is when teachers give feedback to pupils in the form of marking or oral feedback.

Summative assessment

Please refer to Monitoring and Evaluation framework.

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Reporting to Parents:

All teachers will write reports for each child in the summer term. The reports will be generated using SIMS. Parent Consultations will take place twice each year in the Autumn and Spring terms. Parents will be encouraged to make appointments with teachers at any time if problems arise. From Year 1 to Year 6, brief reports will be prepared in SIMS prior to consultation evenings to support the teachers' discussion about English and Maths. These will be given to parents during the consultation.

2. MARKING AND FEEDBACK

See marking policy

3. PRESENTATION GUIDELINES

Reception
- All work should be dated at the top of the page.
- Each new piece of work should be started on a new page.

Years 1 & 2
- All work to be dated with the short date.
- Dates to be written at the top of the page.
- Titles should be written on each piece of work. Where possible, titles should give an indication of the learning intention.
- Each new piece of work should be started on a new page.
- Where questions are numbered, each answer to be written on a new line.
- Erasers to be used at the teachers' discretion.
- On squared paper, one square to be used per digit.

Years 3 & 4
Maths:
- Short version of date on left hand side of page.
- Miss a line and rule off at the beginning of the next session.
- Fractions should be written in one square.
- Vertical calculations should be written in columns.
Literacy:
- Short version of date on left hand side of page.
- Title at the top, underlined with a ruler.
- Miss a line before starting work.
- Each new piece of work should be started on a new page.
- All numbering should be in the margin.
- Children earn the right to use a pen.

Years 5 & 6
- All writing should be joined.
- Short or long date and title underlined with a ruler.
- Handwriting pens (or Stabilo pens) can be used, but children earn the right to use a pen.
- Maths and science diagrams should be drawn in pencil.

- Mistakes should be crossed through with a single line.
- No tippex, eraser pens or gel pens allowed.

Everyone
- No felt pens except for specific art work.
- No writing or doodling on book covers.

4. HOMEWORK

See homework policy

5. MONITORING TEACHING AND LEARNING

Teaching and Learning will be monitored, in some form, every term. The Headteacher, Deputy Head Teachers and TLR postholders have the responsibility for establishing a monitoring programme for the whole school and an action plan for subject leaders. This is always discussed with staff.

Monitoring may be conducted by the Headteacher, Deputy Headteacher, TLR postholders, Subject Leaders, Governors, School Improvement Partner (SIP) and LA staff (if relevant).

The main outcomes of such monitoring will be shared with staff and the governing body – issues of confidentially are always respected. One of the main aims of this monitoring is to learn from good practice, understand when improvements need to be made and know the next steps to move forward.

Children

Much of this is covered in the home/school agreement but in addition we encourage pupils to:
- To be willing to have a go
- To try to see that mistakes are good because they can help all of us get even better
- To try to be resilient, persistent, reflective and resourceful
- To be supportive of others I am learning with
- To be willing to share their learning with others.

Parents

Parents are essential in helping to support their children's learning. The home school agreement outlines much of this. In addition we encourage parents to:
- Attend parent information/workshop/open day sessions
- Have an open dialogue with the class teacher and learning support assistant
- To support the school policies (e.g. homework)
- Provide opportunities for children to practise and extend their learning at home
- Encourage and support children in bringing learning from home back into the classroom.
- To support the school and work in partnership with additional support for learning (e.g. Individual Education Plans (IEPs), One to One Tuition, Booster classes, Intervention programmes, Team Around the Child meetings, etc.)

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Governors

- Governors will monitor and review this policy and more importantly its impact on practice through reports from the Headteacher and members of staff.

Professional development

- As members of the teaching profession we recognise that we are learners and that we value our own professional learning. We act as role models for life long learning by seeking to improve our own learning. We:
- Direct ourselves as learners
- Extend and enhance our professional skills
- Develop our own awareness and self-esteem
- Contribute fully to the learning and success of the school and its children.

  This can take many forms including:
- Coaching
- Collective and collaborative project work/observations/planning etc.
- Performance Management
- Staff meetings/INSET
- Off site courses
- Professional reading

Effective use of LSAs

Following INSET we agreed that in all our lessons we would try to ensure that children's learning was improved with the use of LSAs when available. The school invest heavily in Learning Support Assistants. They should have copies of IEPs, termly and weekly planning and be involved in discussions about pupil's targets and next steps and understand their role in helping to enable this. The planning should be shared in such a way that the LSAs have time to think through their role and are clear in how they are working and supporting learning for the week ahead. LSAs who work on intervention should feed back into class practice and the teacher should know what the intervention has been supporting so they can plan to make good links with this back in the classroom environment. LSAs will have access to pupil progress data. School self evaluation shows that we make effective use of LSAs during independent and group work but not as effective use of them in inputs and plenaries. We need to ensure we are being creating and developing a good partnership that empowers them to have a greater input and impact during plenaries and inputs in lessons. LSAs need to be given opportunities to continue to develop this. Below is a list of activities to support this that LSAs should perform.

- Modelling – behaviour
  - High level questioning
- Good practice
  - 'how to do' e.g. P.E., promoting language in role play area
- Playing Devil's Advocate – pretend you don't understand so teacher explains more or ask 'What will happen if …..?'
- Ask questions children aren't willing to ask (sit by a quiet child, talk to them 1-1, encourage them to ask question or ask it for them)

- Scribing – write key points down during introduction (child does the same). Check child knows what to do before they start independent work.
- Scribing – on the whiteboard the points children will use as visual prompts or reminders.
- Modelling as a child from the teacher's or pupil's explanation
- Observations
- Checking list of names – who has answered? Was it correct / relevant or not?
- Assessing children
- Spotting successes/problems – being an extra pair of eyes
- Extending the more able
- Providing further explanation
- Focus children – keep them on task
- Working with a group (differentiated task)
- Swap roles with the teacher – read story to whole class leading a planned lesson
- Using strengths – music, art
- Organising/facilitating resources
- General class management/organization
- Helping to maintain pace of lesson
- Involvement in planning/ideas! (Need better access to planning)
- Emotional support for pupils (and teachers!)
- First Aid
- Group leader
- Group reading/guided reading/writing/individual reading

Guidance for EAL pupils

Children who have English as and Addition Language (EAL) need even greater support than we might at first give credit to. These children may on the surface seem to have good conversational language which is easy for us to be misled and to misinterpret their needs. We know that children with EAL can develop basic language (Basic, Interpersonal, Communicative Skill – BICS) within a 2 year period of experiencing English. However, to be able to have the Cognitive Academic Language Proficiency (CALP) to be able to effectively learn in English takes from 5 to 7 years to develop. As a result we must consider the following in our practice to ensure we are not doing a disservice to these children.

Contextual Support:

Linking learning to the child's own experiences
Linking learning to previous learning (this implies we know what their previous learning is – but do we really know?)
Teacher modelling is key as it provides visual prompts and signals steps. It is not just reliant on telling as it links the language to actually doing through signs, symbols, actions and the use of key vocabulary.
Visual prompts and diagrams are essential to ensure these pupils have something to hang their learning on. Provide opportunities for them to think things through in their own language when dealing with new concepts.

Scaffolding

We need to make sure we plan scaffolding into our practice and the classroom context. Do we use writing frames, speaking and listening frames, bi-lingual dictionaries?

Collaborative Learning

We need to ensure that children get to talk through their learning before committing pen to paper. We need to ensure that the opportunities for talk are engaging EAL pupils at the CALP level not just the BICS level otherwise they are not going to move on in using English as a thinking and learning language.

Provide dual language support to remove other barriers (this includes visual use of language) i.e. labelling needs to have be visual and the language represented in the classroom need to be used in such labelling wherever possible. Consistency in labelling and organisation of resources needs to be adhered to so that pupils moving through the school don't have a whole new system to cope with each year.
Do we use a visual timetable that is made relevant to the pupils on a daily basis?

Possible Activities
- Ranking
- Jigsawing
- Clicker 5
- Barrier games
- Running dictation