



Teaching and Learning Policy

Committee Name:	Curriculum
Date of Approval:	2015
Validity Date:	2015-2018
Person responsible:	Head Teacher

Purpose

The teaching and learning policy is designed to offer guidance on a professional path to follow as teachers.

Broad aim

To strive for excellence so that all children are given an opportunity to reach their individual potential, learn how to be resilient and gain confidence, in preparation for their lives in the wider community.

What constitutes an excellent lesson?

Planning

Excellent lessons should be planned in advance and take account of what the pupils can already do. As a two form entry school, there is a clear benefit in joint year planning, bringing together the expertise of two professionals. Planning should be detailed enough to be of practical use, but brief enough to be completed in a reasonable length of time. All planning should be open to adjustment and refinement, responding to the needs of the learners.

Learning outcomes, learning objectives and success criteria

Learning outcomes describes the big picture. Learning objectives identify what the children are learning now. Objectives should be more than simple task descriptions, setting out a specific measurable aim. Success criteria specify the steps the children need to reach the learning objective.

Inputs

Teachers will display secure subject knowledge, demonstrate high expectations of all pupils and sometimes take risks to achieve innovation. Every lesson should move pupils on in their learning, excellent lessons enable all pupils to progress in their learning. Behaviour will be well managed within the overall context of the lesson. Teachers should be able to employ a range of questioning techniques (open questions, higher order questions, questions that promote emotional literacy). Resources should be of a high quality, address visual/auditory/kinaesthetic strategies, and be employed to their full potential. There should be a sense of pace to excellent lessons that ebbs and speeds up so as to sustain the children's concentration. Excellent lessons should begin by putting the lesson into an overall context. Teachers should strive for and achieve moments of awe and wonder.

Teacher talk

There should be a balance between teacher and pupil talk. In order to avoid the danger of teacher talk dominating lessons some useful strategies are:

- Mark on planning when teacher talk needs to stop
- Give inputs a precise teaching focus
- Include symbols and questions on planned flipcharts
- Non-verbal strategies to respond to pupil behaviour
- Use the clock tool/timer
- Shorten traditional lesson inputs
- Use mini-plenaries within lesson structure
- Do not necessarily include all children in every mini-plenary
- Organise parallel teaching inputs
- Teach the children the oral skills to pass ideas amongst themselves (less ping pong, more netball)
- Involve children in managing learning through well-structured research opportunities
- Give some children the opportunity to come out and teach the class

Tasks

Pupils should be actively engaged and enthused within the lessons they participate. They should be set tasks that are differentiated to meet and challenge their individual particular needs and levels of attainment.

Scaffolds will be used regularly in pupil tasks. Pupils should be given frequent opportunities to work in a range of contexts (individual, paired and grouped). ICT should regularly feature in the design of pupil tasks. During tasks there will often be high quality interactions taking place, be they between adults and children or children and children.

Differentiation

Differentiation is providing opportunities for all learners to make progress and have success, with appropriate support and challenge. Whole class inputs should cater for the needs of all children in the class, ensuring that children are challenged throughout every lesson. This may be seen through:

- The use of higher order questions
- Differentiated versions of texts
- Maths questions set at different levels
- Opportunities given for children to show visible learning (counting on fingers etc)
- Using children to teach others about key points they know
- Activities which give children the chance to express their opinion on something
- Verbal/written scaffolds to help to structure answers/writing

Plenaries

Should draw the learning together (at both the end and other key points during the lesson), provide an opportunity for children to reflect on their efforts and achievements. Frequently there will be opportunities for self evaluation.

Intervention Groups and Focus Groups

Intervention groups are planned and implemented for children with specific gaps. Children come away from the group once they have achieved the target of the intervention. Intervention groups are delivered over a sustained period of time.

Focus groups should also feature during some lessons where a previous learning objective has not been achieved or a misconception from the previous lesson has been noted. These children work with the teacher to clear up any misunderstandings and these children can be from any ability level and is likely to be a single session.

Self Assessment

Self assessment is an opportunity for children to reflect on their own learning, referring back to the lesson's learning objective. All children in Key Stage One and Two should have several opportunities each week to do this in all core subjects. WWW: what went well and EBI: even better if, are the two terms that are used across the school (there are consistent and progressive approaches in place for years 1 and 2, years 3 and 4, and years 5 and 6).

Environments

Children should feel safe and secure if learning is to occur. They will experience a balance of challenge and positive affirmation. Humour and warmth will often be characteristics of an excellent lesson. All children will be able to independently access and utilise a range of tools that will be of use within lessons.

Adults

Teachers, as the lead professional, will deploy other adults as they see fit for the benefit of the children. All staff should have clearly defined roles and tasks to undertake. All staff should, where appropriate exercise good judgement and initiative so as to productively work towards the needs of the children.