



Teaching and Learning Policy

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Teaching and Learning Policy

Aims and Purposes:

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

It is our expectation that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

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

- To provide consistency of high quality teaching and learning
- To enable teachers to teach as effectively as possible
- To enable children to learn and progress as efficiently as possible
- To give the children the skills they require to become lifelong learners
- To provide an inclusive education for all children
- To learn from each other, through the adoption of collaborative teaching and learning, where good practise is shared.

There is no single recipe for improving teaching and learning in our school. However, this policy outlines some of the key elements which are essential in raising standards. It also sets out a broad structure for lessons, based on best practise.

Lesson Structure

All lessons have **clear learning objectives (LO)**

- These are shared verbally and displayed in a child friendly language.
- Learning objectives in KS1 and KS2 begin with 'To be able to ...'
- Learning objectives identify the **key learning or new learning** and do not state the context of the lesson.
- Learning objectives may be differentiated.
- Learning objectives are recorded in pupil's books.
- When marking pupils work, the main focus is on meeting the learning objective.

All lessons have well planned **steps to learning (STL)**

- All pupils are clear about how they will achieve the learning objective
- Steps to learning are displayed for pupils to follow during the lesson or created with the children's input.
- Steps to learning may evolve as the lesson develops.
- Steps to learning are modelled to achieve learning through teacher led examples.
- Weekly planning includes differentiated steps to learning which will be highlighted for clarity.
- Pupils use the steps to learning to self and peer-assess their work.
- Pupils are reminded of the steps throughout the lesson, often pupils' work is used to reinforce effective use of the steps to learning.
- Steps to learning may be revisited during the plenary to reinforce learning and address misconceptions.

All lessons are **clearly differentiated** to enable **all** pupils to access learning

- All learners are challenged appropriately.
- Planning shows clear differentiation.
- The pitch of lessons is based on pupil's aged related expectations (ARE) and aspirational targets.
- Learning Objectives may be the same for all pupils but the steps to learning, activities and adult support may vary.
- Questioning is differentiated, rephrased and open ended.

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 never sitting passively.
- Pace of lessons ensures pupils' learning and engagement are maintained throughout.
- Opportunities for 'talking partners' are regular features in all lessons.
- Mini whiteboards may be used to develop understanding to ensure pupils are active and engaged during lessons.
- Visual, kinaesthetic, auditory strategies are all used to enhance learning.
- Regular opportunities for pupils to work in a variety of situations, including independently, pairs and groups.
- Effective use of computing where appropriate to support learning, through SMART boards, laptops and multimedia.

All pupils receive **regular and clear feedback** which enhances learning

- AFL and effective marking is embedded in everyday practise, and is used to inform planning, teaching and learning.
- Marking follows school's policy.
- All pupils are clear about how they need to improve and how to achieve this.
- Marking is a key aspect to ensure progress.

- Marking is linked to the Learning Objective and identifies the next steps required.
- Pupils are given time to address misconceptions or complete next steps identified by marking.
- Marking is carried out in red pen and next steps are identified using a *
- Continuous assessments throughout the lesson address misconceptions using timely interventions.

Learning is enhanced through [consistent classroom management](#)

- Effective behaviour management ensures no 'learning time' is wasted.
- Consistent application of whole school behaviour policy.
- Pupils are encouraged to have high levels of independence.
- Classrooms and resources are well organised and readily available.
- Pupils know the school rules and sanctions.
- All adults have high expectations of pupils' behaviour and attitudes.
- Respect forms the basis for positive relationships between pupils and adults.

Learning is enhanced through [effective use of additional support](#)

- Additional adults are used to support learning and their role is clearly identified in the planning.
- Planning is shared in advance with teaching assistants/HLTAs and available on the platform.
- Teaching assistants are fully engaged with pupils at every stage of the lesson.
- They are clear about who they are supporting and why, through discussions with the class teacher.
- Teaching assistants/HLTAs may plan for groups to further differentiate learning in Phonics and Guided Reading.
- Teaching assistants/HLTAs are involved in assessing pupils' understanding, recording observations and reporting to the teacher.
- HLTAs may plan and deliver interventions for identified groups.
- HLTAs may deliver whole class sessions using class teacher's planning and resources.

It should be remembered that this template for the structure should not replace the teacher's spontaneity, creativity, imagination or individuality.

Appendix:

- English weekly plan example
- Maths weekly plan example
- Marking guidelines

Other documentation to be considered in conjunction with this policy is:

- Behaviour for learning policy
- Assessment, recording and reporting policy