St Paul's CE Primary School
Teaching and Learning Policy

Adopted by: Children, Families and Community Committee
On: Wednesday 19th October 2016
Review: Autumn 2020

Aims of this policy:-

*To share best practice and provide guidance for all staff and governors.

*To promote consistency, continuity and progression

*To identify expectations and outline agreed success criteria for Teaching and Learning throughout the school.

Quality Learning can be:-

- **Interactive**. –Pupils should be actively involved in their tasks, working individually or in collaboration activities, sometimes of a practical nature. There should be discussion, with pupils questioning and debating with each other and their teachers –a two way process.

- **Progressive.** –The pupils' work should be carefully planed so that the schemes of work and evaluation of previous work are used to ensure continuity, learning from mistakes, building on previous experience and applying previously learnt skills, thus gaining knowledge and understanding and extending the concentration powers of the pupils.

- **Multi-sensory.** –All the senses should be used in a balanced way as appropriate. There should be suitable progression from practical work to more abstract thinking.

- **Stimulating.** –An interesting and varied approach enhances all pupils' ability to learn. Using a variety of artefacts and visual aids in lessons and display enhances the environment and stimulates learning.

- **Relevant.** –The work must follow the Schemes of Work and the National Curriculum (NC) and should use pupils' own interests and draw on their own experiences, enabling them to develop the skills needed for their future.

- **Accessible.** –The work must be broad, balanced and differentiated to meet the needs of all pupils so that they all have equal opportunities to make the maximum progress.

- **Challenging.** –Expectations should be high for all pupils. They should be encouraged to feel proud of their own achievements, see the progress that they and others are making and endeavour to take responsibility for their own learning.

Quality Teaching

Quality teaching occurs when the lesson is well planned to include:

1.) Clear objectives and learning outcomes.
2.) Where the teacher has a good understanding of the subject matter.
3.) Where the teacher's plans show progression of the lesson and required resources including personnel and time allocation to elements of the lesson.
4.) Where differentiation is clearly outlined, including grouping strategies.
5.) Where key questions and vocabulary are identified.
6.) Where the teacher takes into account progression of all the pupils using ongoing formative Assessment.
7.) Where the teacher allows opportunity for reflection and evaluation.

8.) Where interesting and stimulating subject matter is presented with enthusiasm.

Differentiation

Differentiation is the tailoring of tasks to match a child's individual needs and abilities thus challenging their thinking and ensuring full access to the curriculum.

Differentiation occurs through:

- *Task setting at different levels*

  Example 1) **Maths**
  Different levels of work are set by giving the same problem, but altering the values used to match the ability of different groups of pupils in the class.

  Example 2) **History**
  In junior classes the initial whole class input will be followed by a selection of activities devised for the different groupings i.e.
  - reference activities with a starter question to initiate work, but then the pupils decide where to proceed. This might suit a more able group.
  -question/answer format making use of reference material for a group working to secure key facts and information on the historical event/period being studied.
  - cloze text covering the same content or support with illustrations for pupils who need greater support to secure an understanding of the basic facts/chronology.

  Example 3) **All Subjects**
  Pupils may be invited to select the task that they tackle based on the explained level of challenge in each.

  Example 4) **All Subjects**
  The teacher may 'peel off' groups of children to work independently as the whole class teaching evolves

- *By outcome*
  The pupils need to be aware of the expected outcome of a task or activity:
  -quantity: how much is expected to be written/investigated within allotted time.
  -content: the elements expected to be found within the work.

  The teacher needs to be aware of each pupil and to have an expectation of what they will be able to produce given the above criteria.

- By methods of recording:
  The pupils need to be aware of what is expected including:
  written text
  diagrams
  data collection etc.
  Teachers must include this information on their plans with the expected outcome for groups. Teachers will need to be careful to ensure that tasks for less able pupils address the learning and are not simply drawing of pictures or colouring in which there is not a link with the learning.

- By resources:
  A variety of resources are available in school (see the Staff Handbook for where to find them).-SEN/EAL resources : these can be found in the SEN room. Please liaise with the Inclusion Coordinator. Pupils with SEN may require more practical experiences and use of specialised/specific teaching equipment. Teachers are expected to provide suitable activities for pupils to achieve targets outlined on IEPs. Further advice can be be sought from the Inclusion Coordinator.

- By questioning:
  This is one way of tailoring work to individuals and groups.
  -closed questions –are used to gain an explicit response to a specific point.
  -open ended questions –where pupils are challenged to use their understanding and previous knowledge of a subject
  -higher order questions –these can be particularly useful for extending pupils.

- By adult input:
  Used to support individuals or groups as outlined in teacher's plan.

- Additional support
  -EAL
  -SEN
  -LSA
  -Others adults

  Can be utilised to meet the individual needs of specific pupils or groups of pupils, both inside the classroom or on withdrawal. All adults and tasks they are undertaking need to be included on weekly plans.

- By groupings:
  The grouping of pupils is the responsibility of the teacher and can be organised in a variety of ways:
  ability, friendships, mixed ability, single sex etc.
  Groupings should be dynamic within and across subjects.

- By sharing tasks:
  By ability within groups.

- By teaching style employed:
  whole class, small group, individual, peer to peer

- By praise:
  linked to the individual and their needs.

- Time constraints:
  The pupils need to be aware of any time constraints and these need to be outlined in planning.

Teaching Styles and Strategies

Whilst we believe that all teachers have their own teaching style and employ different strategies, good lessons will include elements of

- *direct teaching*: where the teacher takes the lead role and controls the pace of the lesson and its content.
- *instruction:* the giving of explicit information linked to the topic or skill.
- *explanation.*
- *questioning.*
- *clarification:* can be used at the conclusion of a lesson where points are revised or reviewed or at any point to give further information about a specific point to the pupils.
- *reinforcement:* especially useful for the lower ability groups where they need to revisit concept and skills at regular intervals and in different ways.
- *practising:* useful to help gain speed, confidence, refinement and accuracy.

The teacher's plans will identify the range of strategies within a lesson.

Teachers may employ a variety of organisational strategies which could include:

- *integrated day* –a variety of activities taking place with all the pupils rotating in groups. Adult input is group focused but may include class introduction and conclusion.
- *integrated themed activities* – these have a common strand and pupils rotate through them.
- *whole class teaching* –usually starts with direct input from the class teacher which covers the main theme of the lesson.
- *topic based work* –where activities are linked together through a common theme. This can include different areas of the curriculum.
- *discrete instructions* – specific teaching of a subject area, concept or skill e.g. teaching phonics; the use of specific tools etc.

The Classroom Environment

Teachers are responsible for their own class environment and organisation. They should aim for a well-organised, safe, attractive and stimulating room. The pupils should be able to move around freely, access to doors and fire exits should be kept clear, classroom equipment should be accessible to pupils and labelled appropriately. Equipment not being used by the pupils should be stored safely. Pupils should be aware of procedures for accessing classroom resources. Class teachers should endeavour to train pupils to respect all resources and to learn the normal maintenance routines.

Display

Class displays are valuable in promoting good quality work and should reflect the whole curriculum. They are a tool for boosting self-esteem as well as providing opportunities to enhance the learning environment. They should be:

- interactive –ask questions and invite comment; proactive – inviting additions from the class; clearly labelled, colourful, stimulating,
- informative and be representative of the children's work. If it is good for the child it is worth displaying.

Displays can be designed by, made by and mounted by the pupils, attention should be drawn to these efforts by the class teacher.

In accordance with the work life balance recommendations teachers are expected to choose which work should be displayed, where and how it is to be arranged. LSA time can be used to put up, take down displays and mount work. The school will endeavour to provide specific LSA time for display.

Every classroom is expected to have R.E. displays or reflection areas present all year.

Where possible writing should be displayed at eye level and larger work put at higher levels. Due to the security alarm sensors mobiles cannot be hung in most areas.

All classes should be rich in language, using the following; word walls, word banks, labelling of items and displays –clear and engaging.

Class Notice Board:

This must be in every class. On it should be a timetable, class list, groups, emergency evacuation drill, emergency card, milk list, supply information sheet. (Foundation –accident and going home books)

Equipment:

Each room has its own equipment. This usually includes basic resources i.e. scissors, rulers, etc. and specific resources for curriculum areas. There are central stores for other resources. Curriculum co-ordinators have the responsibility for these and they should be consulted about their use. Further information is to found in the staff handbook.

Classroom Procedures:

Autonomy: Classroom procedures should reflect the age of the pupils. We aim to develop their independence as they progress through the years, e.g. gymnastics equipment:-

Class 1 : Teacher gets out the mat trolley, pupils place the mats.
Class 3 : Pupils are expected to get out small equipment and mats under teacher supervision.
Class 6 : Pupils are expected to get out all equipment except the frame and arrange it suitably.

Rules and Parameters:

Classroom rules should be established at the beginning of each year. They should be few in number (about 5) and be in a positive manner. They should be displayed and referred to as necessary.

Praise is an essential part of our Behaviour Policy. (Please refer to full policy).
Sanctions are also outlined in this policy.

Classroom Support:

Additional adult support (SEN, Welfare, Parents, EAL) can be extremely valuable to any class. Suitable, clear guidance of school and class procedures needs to be given to the adult. Adults need guidance in order to give the maximum value to the children and teachers should encourage them

to arrive a little before the start of the session in order to talk about the activity to be carried out, or provide clear written instructions with the expected outcome explained. Many of the school's TAs work beyond 3:30 and can be available then.

-Remember some adults who help in the classroom will not be trained teachers and that you can not expect them to carryout tasks in same way as you would.

All adults within the classroom must be treated with appropriate respect by the children.

Planning:

In this school there are different elements of planning . Long term grids give an overview of each years curriculum. Weekly planning grids give specific details of individuals lessons. Some teachers also use daily or individual lesson plans.

Careful planning is essential and must be kept to hand. Differentiation must be included. Evaluation / assessment is by omission and should be kept up to date and is essential as a tool for future planning. At the end of each week, planning sheets should be stored in the appropriate coloured files, (yellow –literacy, red – numeracy). Copies of resources / sheets should also be put with the planning. These folders will be inspected in phase time and by the Head teacher each term.

Assessment and record keeping

Assessment should form an integral part of the Teaching and Learning process. It should highlight individual / group strengths or weaknesses and inform future planning. It can be carried out in a variety of ways both formal and informal as stated in the assessment policy. Assessment forms part of every lesson, is on-going and dynamic.

Information gathered from such assessments should be noted. This may take a variety of forms including informal mark book, class records and subject record forms. (Refer to policies)

The assessment co-ordinator will discuss the results of formal tests which take place in the school with each class teacher and then collate information from the discussion to share with SMT as part of the monitoring procedures of the school.

Records to be passed on to the next teacher are:-

-Guided Reading Records
-Summative assessments
-Pupil portfolios
-contain latest test booklets, (keep Year 2), last language and numeracy book, target sheets
-SEN folder –IEP's
-Benchmarking grids –both core and non-core
-other records may be added.

Copies of the children's yearly reports are kept in the school office. Staff are welcome to read these at any time but please note they **must** be returned and filed in order in the correct box.

Curriculum

Senior leaders plan class timetables at the start of each school year to ensure appropriate coverage of the curriculum. The Foundation Stage Leader supports the foundation team in devising and delivering a balanced timetable.

Years 1-6 now have integrated planning for some subjects and call these topic lessons –teachers are expected to keep a track on amount of time spent on each subject area to achieve a broad balanced curriculum.

It is expected that language work (especially speaking and listening) will take place across all subjects and that topics may be covered across more than one subject. Other cross curriculum subjects will be PHSE (including Health Education, Environmental Education etc., Safety –road, home, school, water, fire etc.) It is essential that the Christian Ethos is maintained in every part of school life and that the Christian morality as well as the sense of awe and wonder are part and parcel of our daily school and class life.

The regular reading of a class novel/story is also an essential part of each class's routines.

In order to ensure progression and continuity, teachers must use the schemes of work and refer to the planning and assessment section of this policy and in all other policies. In the Foundation Stage teachers will plan their work to enable pupils to progress through the EYFS developmental stages.

Curriculum Co-ordinators monitoring and support

The purposes of monitoring are:-

1. To encourage and support colleagues in their teaching, offering advice and ideas in order to improve the quality of teaching and learning.

2. To be aware of the topics being investigated and ensure that policies and schemes of work are being followed.

3. To ensure continuity and progression in pupil's learning throughout the school.

4. To check quality, quantity and use of resources and highlight priorities for future spending (to be put forward to S.M.T. for inclusion in the S.D.P.)

5. To ensure that there are assessments of pupils' progress and attainment in line with National Curriculum levels.

Curriculum co-ordinators can accomplish their monitoring and support role in the following ways:-

1. Shared teaching with colleagues
2. Shared planning sessions.
3. Work sampling with SLT
4. Looking through pupils' books
5. Observation of displays in classrooms and other areas.
6. Use of staff meetings to deliver new initiatives etc.
7. Assessment quality assurance and moderation.
8. SAT's where appropriate.

9. Informal discussion with colleagues to ascertain resource needs including books, materials, equipment, ICT programmes, Inset.

Staff Input to SDP

As a result of their monitoring during the year each co-ordinator will have a list of tasks that need to be completed, equipment or books required or training that is needed.

Some of this will be accomplished in the short term, perhaps without much cost, from the normal allowance for the subject. Other items will need to be budgeted for in the next SDP. All items must be costed.

In November, each co-ordinator should have two lists:

a.) Short Term – up to April the following year

b.) Long Term – from April to March and beyond (the next financial year).

These plans should feed into the SDP.

Parental Involvement

We seek a full partnership with parents. This involves both formal and informal contacts.

Formal:

1. Parents Evenings –these are held each term and have a different purpose
   -Autumn -10 mins. meetings –meet the teacher, look at books and discuss targets for the year.
   -Spring -10 mins. meetings –discuss work and parents look at pupils books as well as discussing in-year progress.
   -Summer – Celebration evening –pupils accompany their parents to show their work.

2. Reports. A full summative report is issued for every child towards the end of the summer term.

3. Homework. All classes have age-appropriate homework.

4. Letters. -These should inform and encourage parents to be involved in every aspect of their child's education. Whole school newsletters are sent home each term. Class teachers prepare and send out a class newsletter and curriculum overview each half term. The newsletter details routines and the curriculum plan for the half term. Once distributed in hard copy, they are uploaded to the school's website.

   Other letters may include health issues, Governors, PFA, church events, photos, sponsored events, milk, extra curricula, road safety and reminders.

   If teachers wish to send letters for school trips, the office staff are very willing to oblige if they are given sufficient time. Teachers should complete the proforma.

   At the start of the year, teachers are expected to send home a class letter informing parents of class routines.

Any letters teachers wish to send home must be approved by the Head teacher before printing onto school headed paper. For personal letters see the staff handbook.

Informal meetings

These often occur between parents and teachers and should be of a professional nature. It is unprofessional to discuss other members of staff and must be discouraged. Staff must refer any comments / parents to the Headteacher.