



Teaching and Learning Policy

Teaching and Learning Policy 2015

This document is a statement of the aims, principles and strategies for the teaching and learning at May Bank Infants' School. This policy was developed by the Senior Leadership Team in consultation with the staff.

It was adopted by the Governors in February 2001.

It was reviewed in the Spring Term of 2006, Autumn 2009, Spring 2013; 2015.

This policy will be reviewed again during the academic year 2018.

Our Mission statement:

At May Bank Infants School we work towards:

"The whole and wholesome development of each child in a happy and caring learning environment."

Together we grow and learn.

Aims

This policy supports the school's aims regarding Teaching and Learning in KS1 and in the Early Years Foundation Stage. It has the School's Mission Statement and Aims at its heart. It also embraces the Every Child Matters Agenda, the right of every child to:

- Stay safe
- Be healthy
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

This policy aims to:

- establish an agreed range of practice in respect of teaching and learning;
- clarify, create and maintain a common approach for outstanding teaching and learning, and an outstanding learning environment;
- provide consistency and continuity of expectation;
- ensure quality of learning experiences offered to pupils;
- enable staff to identify aspects of practice which they wish to develop and in which they would welcome support;
- provide an agreed focus for monitoring teaching and learning;
- support school self-evaluation.

Objectives:

This policy will help staff to:

- identify an agreed set of criteria that can be used to describe excellent classroom practice both in terms of what the teacher does and how the children respond;
- consider what makes a highly effective learning environment and agree a set of criteria to describe this;
- consider the range of thinking and other generic skills that support learning;
- consider the contexts for enhancing the quality of teaching and learning;
- outline how the school can monitor the quality of teaching and learning in support of school improvement, staff development and raising pupil achievement.

Meeting needs

This policy seeks to:

- meet the needs of pupils more effectively by offering approaches to teaching and learning and use of resources which are consistent across the school;
- meet the needs of staff by offering developmental opportunities aimed at the extension of teaching repertoires;
- meet the need to retain the best features of educational practice when seeking to implement the school curriculum.

What makes a good lesson?

- Thinking skills are developed through the lesson encouraging the children to be actively involved;
- Continuous, formative assessment makes the lesson flexible and responsive to children's learning needs;
- objectives of the lesson are clear and are understood by the children and other adult helpers. These are reinforced throughout the whole lesson;
- resources are well prepared and in good condition;
- teaching assistants are well planned for and deployed to allow them to support, reinforce and extend the lesson;
- learning styles, visual, auditory and kinaesthetic are all planned for across a unit of work and children are excited and enthused throughout the lesson;
- ICT is used where appropriate to support the learning style used in the lesson and intended learning outcomes;
- expectations are high for work, presentation and behaviour and support the school aims and ethos. The lesson encourages adults to support children and children to support each other;

- differentiation throughout the lesson challenges all children with additional provision for pupils with SEN and more able children as required, encouraging reflection and creativity;
- a positive learning environment is created through genuine constructive praise, rewards and self- assessment;
- subject knowledge is good, allowing the teacher to pick up any misconceptions and answer the children's questions;
- thorough preparation ensures that during the lesson teachers and other adults can give their full attention to supporting children through the set tasks, and that the relevant skills and areas of knowledge are accessed.

The teacher should:

- value and have high expectations of every pupil, irrespective of ability, race, gender, age or achievement;
- maintain good discipline through mutual respect;
- be flexible using different teaching styles based on the task and the needs of the children;
- deploy teaching assistants and other adults effectively to support pupil learning;
- be aware of the model of learning s/he presents to the pupils;
- have good curriculum knowledge and be clear on the skills, concepts and attitudes that are the goals of the learning process;
- engage in well-timed interventions and deploy effective higher-order questioning techniques;
- have clear lesson objectives shared with the pupils and referred to throughout the lesson;
- be able to assess the children's learning within a lesson and devise assessment strategies related to agreed school policies, maintaining effective records of their plans and outcomes;
- systematically engage in focused teaching;
- design challenging and differentiated learning tasks using stimulating resources both for individual activities and collaborative group work;
- distribute time equally between pupils over a unit of work;
- value and promote partnership between home and school;
- form positive professional relationships as part of the whole school team;
- make meaningful links between the children's learning across the curriculum, drawing on literacy, numeracy and ICT skills as appropriate.

(See Appendix 1: Teaching Standards 2012).

What does an effective learning environment look like?

An effective learning environment has the following features:

- It is welcoming and fun, and shows that adults and children are respected by each other. It is tidy but creative.
- Displays are interactive and stimulating. They value and reinforce learning across a range of curriculum areas. They support learning and celebrate achievement. They set a standard of quality which provides pupils with high expectations and positive attitudes. They include models of learning and examples of the learning process. They are regularly updated.
- Shared success criteria for the learning outcomes of units of work are developed with the children and displayed for reference.
- Individual and group targets are accessible by the children to support their "next steps".
- Resources are organised, respected, relevant and accessible. They are well-maintained, labelled and stimulating.
- Pupils are enabled to take increasing responsibility for the organisation and care of learning resources.
- Classroom and table layout promotes learning and is organised so that children can move around safely, see teaching areas and work co-operatively and collaboratively.
- It provides equal opportunities for pupils to develop their own ideas through independent enquiry, including consolidation and extension activities.
- Rules, rewards and targets are clearly displayed and accessible.
- It enables pupils to use ICT effectively as an aid to learning.
- Health and Safety is promoted.

What are the key learning skills?

The five key learning skills are:

1. information processing
2. reasoning
3. enquiring
4. creative thinking
5. evaluation

Teachers need to ensure that opportunity is given in the classroom to for the full range of teaching skills to be employed.

- Pupils' thinking is valued; their self-esteem as thinkers and learners is enhanced.
- Thinking skills are made explicit.

- Opportunities for speaking and listening are regarded as essential to the development of thinking.
- Pupils need to facilitate and manage their thinking through the use of ICT.

At May Bank Infants School, we also promote **Building Learning Power** to enhance the active role of the pupil as a learner. This emphasises the 4 Rs: Resilience, Resourcefulness, Reflection and Reciprocity, under the umbrella of Relationships. Through Building Learning Power we aim to make children aware of which **R** they are demonstrating and promote these as learning strategies.

What constitutes effective learning?

Children learn in a variety of ways. All aspects of learning must be encouraged and planned for. Children need to learn facts (knowledge), understand concepts, acquire skills and develop appropriate attitudes. Wherever possible, meaningful links are made between traditional subject areas in order that children can apply their knowledge, skills and understanding in a range of contexts.

The six key skills that help learners improve their learning and performance in education, work and life are:

1. communication
2. application of number
3. information technology
4. working with others
5. improving their own learning and performance
6. problem solving

At May Bank we also emphasise the importance of positive self-esteem, personal skills and PSHCEe as an aid to learning, including: listening skills, use of time, use of the school environment, use of books and presentational skills, personal organisational skills and use of equipment.

Pupil learning should:

- involve quality interaction with the teacher;
- include planned and sequential opportunities to work individually and as a member of a co-operative group;
- enable pupils to have first hand experiences and engage in investigative work;
- enable them to communicate in a variety of ways and produce work for a variety of audiences;
- offer practice and application of the knowledge, skill and concepts gained;
- enable them to play an increasing role in planning and organising their learning;

- involve a selection of appropriate materials and tools;
- involve the sequential acquisition of basic study skills;
- involve time limits and support in working under pressure of time;
- use ICT as an aid to learning;
- be planned according to the outcomes of assessment.

Monitoring of Teaching and Learning

Monitoring is the process by which we collect information as part of the School Self-Review process, in order to inform the school of what is happening in an area of work. It is done with the aim of sharing good practice, supporting professional development and school improvement. The importance of the process lies in how the information collected is used to move the school forward and so to achieve higher standards.

Monitoring is both a formal and an informal process.

- **Informal monitoring** is about being active and involved in the work of the school. It comes from being observant, talking to people and being interested in what they are doing and how they are feeling. It is an intuitive process that can yield a lot of valuable information.
- **Formal monitoring** is a planned process with recorded outcomes. It involves making conscious choices about what should be monitored, how it should be monitored and how the information collected should be recorded. It enables evaluative judgements and consequent actions to be undertaken.

From this point on all references to monitoring in this document will refer to formal monitoring.

All monitoring of teaching is done in a supportive way to reflect the mutual respect that is vital between professional colleagues. Monitoring should be seen as a process that all staff are fully aware of and involved in, not as something that is done to them.

Effective monitoring requires a clear focus to be established. This focus must be shared with all staff so that the purposes of the monitoring are clear. Staff should also be aware of when and how the monitoring will take place and how and to whom it will be reported.

The process of monitoring includes:

1. Learning walks
2. Lesson observations

3. Book scans
4. Reviewing planning
5. Analysing assessments
6. Conducting questionnaires or Interviews with teachers
7. Talking to children
8. Peer Monitoring
9. A "Collaborative Classroom" approach, working with colleagues to share and reflect on practice.

- The Headteacher and Senior Leadership Team lead monitoring through half termly Pupil Progress reviews, classroom observation, attendance at planning meetings, reading of teaching plans and evaluations, monitoring of books and marking, Learning Walks and talking to children;
- Subject co-ordinators facilitate monitoring through classroom observation, reading of teaching plans, sampling of work, talking to children and analysis of any other evidence relating to their curriculum area in connection with the agreed programme of curriculum monitoring;
- Governors support monitoring through presentations by and discussions with the headteacher and senior management team; as Link Governors, receiving reports from and being in discussion with subject co-ordinators; taking part in Learning Walks with a member of the Senior Leadership Team.

All of these support School Self-evaluation by identifying positive aspects of Teaching Learning as well as development points.

Through effective teaching, pupils will:

- acquire new knowledge or skills, develop ideas and increase their understanding;
- apply intellectual, physical or creative effort to their work;
- be productive and work at a good pace;
- show interest in their work, sustain concentration, think and learn for themselves;
- understand what they are doing, how well they have done and how they can improve.

Learning is monitored in the following ways:

- the range of monitoring for teaching will also apply for learning;
- additional evidence will be taken from the evaluation of pupil outcomes, through tracking individual pupils and groups, and target setting; Pupil

Progress Meetings will be held each half term in discussion with Year Group teaching staff;

- monitoring of children's achievements gained from analysis of teacher assessment data.

Equal Opportunities/ Disability Equality Scheme

May Bank Infants School is committed to working toward the equality of opportunity for all children in all aspects of school life. Teachers must be sensitive to individual pupil's circumstances at all times.

All resources and methods have been checked to ensure that they will enable all children, regardless of gender, age or special educational needs, to access the scheme of work as provided for their year group, while avoiding racism, sexism and other forms of stereotyping. Work will be developmental and appropriate to the age and stage of the child. Children identified as having a special educational need will have resources and activities differentiated appropriately.

Special Educational Needs

May Bank Infants School is a dyslexia friendly school. We endeavour to meet the needs of children with a specific learning disability through good practice on a day to day basis. All classrooms are equipped with the necessary prompts and resources to support the children. Children are involved in the assessment and evaluation of their learning. Groupings are flexible and staff consider a range of teaching and learning styles to meet the need of dyslexic children in their lessons.

Inclusion

In school we aim to meet the needs of all our children by differentiation in our planning and in providing a variety of approaches and tasks appropriate to ability levels. This will enable children with learning and/or physical difficulties to take an active part in learning and practical activities and investigations and to achieve the goals they have been set; IEPs are considered. Some children will require closer supervision and more adult support to allow them to progress whilst more able children will be challenged through extension activities. By being given enhancing and enriching activities, more able children will be able to progress to a higher level of knowledge and understanding, appropriate to their ability.

Appendix 1: Ofsted Grade descriptors - Quality of teaching in the school (January 2015)

Outstanding (1)

- Much teaching over time in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, are making sustained progress that leads to outstanding achievement.
- All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.
- Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.
- The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.
- Teachers and other adults authoritatively impart knowledge to ensure that pupils are engaged in learning and generate high levels of commitment to learning across the school.
- Consistently high quality marking and constructive feedback from teachers ensure that pupils make significant and sustained gains in their learning.
- Teachers use well-judged teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, match pupils' needs accurately.

Good (2)

- Teaching over time in most subjects, including English and mathematics, is consistently good. As a result, most pupils and groups of pupils on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, make good progress and achieve well over time.
- Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum.
- Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.
- Reading, writing, communication and mathematics are taught effectively.
- Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.
- Teachers assess pupils' learning and progress regularly and accurately at all key stages. They ensure that pupils know how well they have done and what they need to do to improve.
- Effective teaching strategies, including setting appropriate homework and well-targeted support and intervention, are matched closely to most pupils' needs, including those most and least able, so that pupils learn well in lessons.

Requires improvement (3)

- Teaching requires improvement as it is not good.

Inadequate (4)

Teaching is likely to be inadequate where **any** of the following apply:

- As a result of weak teaching over time, pupils or particular groups of pupils, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, are making inadequate progress.
- Pupils cannot communicate, read, write, or apply mathematics as well as they should.
 - Pupils cannot communicate, read, write, or apply mathematics as well as they should.
 - Teachers do not have sufficiently high expectations and teaching over time fails to engage or interest particular groups of pupils, including disabled pupils and those who have special educational needs.
- Learning activities are not sufficiently well matched to the needs of pupils.

Appendix 2: Teachers' Standards 2012

To download, follow this link:

<https://www.education.gov.uk/publications/eOrderingDownload/teachers%20standards.pdf>