

Teaching and Learning Policy

Longman's Hill Community Primary School

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Method of Communication School Website			

Policy Statement

In drawing up this Teaching & Learning Policy, the following were consulted:

- Teaching Staff
- Support Staff
- Governing Bodies

Aims and Purposes

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

Across our school the expectation is that all children are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

We expect every teacher to be a good teacher – no child deserves less

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

- To provide consistency of learning and teaching 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 collaboration, enquiry based approach to learning and teaching, where good practice is shared
- To create an environment where children are happy and enjoy learning.

There is no single recipe for improving learning and teaching in a school. However this policy outlines some elements which are key to raising standards in learning and teaching. It also sets out a broad structure for lessons, based on the best practice and research linked to how we best learn.

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!

Teaching Statement

As members of staff we will:

- plan carefully for, and with, the different groups and individuals without our class, using the agreed school formats
- deliver purposeful lessons that link to real-life situations, problems and interests wherever possible
- give pupils a wide range of learning opportunities that develop all their skills and knowledge and recognise their strengths
- build on links with other subjects where possible
- include questions to challenge pupils and make them think
- check on what pupils already know and then help them to learn more

- deliver lessons at an appropriate pace
- tell pupils what the next steps are in their learning
- tell pupils what they are going to learn and how they know if they are successful
- expect pupils to work hard and do their best
- continually assess pupils learning and help them to move on to achieve their targets
- use different methods in your lessons to help pupils learn
- work closely with other adults to help pupils in their learning
- try to make lessons exciting and interesting
- always try to help pupils if they have problems with their work

See Appendix 1, Appendix 2

Learning Statement

As learners we expect the pupils to:

- work hard to stay on task
- participate with shared talk
- follow the Golden Rules
- complete homework on time
- listen to/read teacher's comments to help make progress
- use targets to help progress
- be ready to ask and answer questions in order to progress
- feel comfortable and confident in asking for help
- be helpful to adults and other children

Developing the Learning Environment

Also see Appendix 3

Improving the range, quality and number of learning opportunities:

- ❖ Through cross curricular work wherever possible
 - Relating work to real life
 - Improving inter-subject understanding
 - Providing interesting topics and projects

- ❖ By involving parents
 - Sharing curricular targets
 - Sharing topics/interests covered in class
 - Curriculum workshops/meetings
 - Encourage parents to work with own children in school where appropriate.

- ❖ By our displays
 - Learning walls for Literacy and Numeracy in all classrooms
 - Stimulating/celebratory displays across the school

- ❖ Through learning first hand
 - All year groups to have visits and visitors linked to their work
 - An emphasis on doing and finding out
 - EYFS is based on child initiated learning. This continues throughout the school where possible
 - Artefacts available to support work

- ❖ Through planning and assessing for learning opportunities
 - Continuous assessment takes place in lessons to inform planning
 - Setting of group, class and individual targets
 - Marking for learning – comments (either written or verbal) indicating what children need to do next
 - EYFS – observational assessment identifies the next steps in learning to create individual learning programs
 - Identifying learning opportunities and success criteria
 - Learning objectives shared and reviewed with the children

- ❖ Through creativity, drama and self expression
 - Using different media for representing learning, including visual and expressive arts

- ❖ Through extra curricular activities
 - Those that engage children in a range of healthy activities, encouraging a healthy lifestyle
 - Those that enrich the curriculum and reflect children’s own interests

APPENDIX 1

Lesson Structure

All lessons in our school should follow a basic structure made up of four parts.

- Phase One: set the scene, place learning in a wider context, link to prior learning, review previous lesson, provide the 'big picture', share the learning objectives
- Phase Two: children receive new information; instruction/exposition; (teaching)
- Phase Three: children make sense of information; processing understanding; participate in activities which may or may not be guided by an adult (learning)
- Phase Four: review information (plenary)

Precise interpretation of the four phase structure will inevitably be very different in different situations. Age, ability, timing of the lesson, subject area and the particular focus for the lesson will all have a significant impact.

The boundaries between the phases will almost certainly be blurred.

Teachers may well scroll through the phases more than once during a lesson. For example, after a short period of exposition, pupils may be engaged in an activity designed to help them make sense of new material. This may be followed by another period of exposition and an appropriate exercise.

The phases are not always sequential. Review, for example, is not confined to the end of lessons. Good teachers weave review through the entire lesson and know that success criteria are only successful when repeated and referred to throughout the lesson (use of mini plenaries).

Teaching and learning is not the same thing. Encountering information is not the same as understanding it. While the stages are inextricably linked, they are separate processes. This must be reflected in the lesson.

Phase One – Overview

Although this is relatively short in duration it includes a number of key features. The emphasis on this phase is on;

Creating an appropriate working atmosphere

Children will not learn if they are not in an appropriate state to learn. We use a range of strategies to establish a climate conducive to learning:

- Creating a classroom environment that is stimulating, reassuring and organised
- Being fully prepared for lessons
- Ensuring resources are prepared and on tables in advance of lessons
- Other adults to sensitively engage with a child who is not 'ready to learn'
- Greeting children with a smile and having a positive attitude!

Linking the lesson to prior learning

Linking the lesson to prior knowledge eg reviewing previous lesson. Examples of this are;

- Think about the three most important things you learnt in the last lesson, now tell your partner
- In two minutes, I am going to ask you what you learnt last lesson. You may talk to your partner if you wish.
- Today's lesson is about the water cycle. Jot down on your whiteboards what you already know. Work in pairs.

Providing an overview

The brain is more likely to absorb details when it can place them within a wider context. This is often referred to as '**providing the big picture first**'. Learning walls in all classes will be relevant to current learning and enable children to see the 'bigger picture'. Children may add their own questions and answers to the learning wall and are encouraged to carry out their own independent research at home.

Sharing learning objectives with children

Children **must** know exactly what they are going to learn and what is expected of them by the end of the lesson. For learning objectives to be shared effectively, teachers must:

- Move away from saying 'Today we are doing'.... and instead say 'By the end of today's lesson you will all know/be able to/understand.....'

- Make learning objectives specific (share WALT explicitly)
- Use child friendly language- there is little point in sharing learning objectives if children don't understand what you mean
- Write them down
- Refer to them: at the start of the lesson, during the lesson and during the plenary

Triggering the brain

The brain will tend to notice things if it has been primed to look for them. Beginning a lesson by saying;

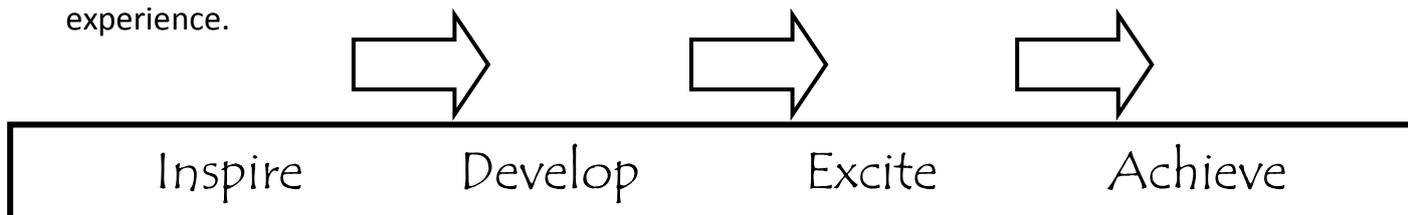
“Today when I am reading I want you to listen out for some really powerful adjectives that you can use in your own writing later on” or

“For homework tonight, I am going to be asking you to write down the functions of the different parts of a plant – you will find out what they are in today’s lesson”

will increase the chances of children doing exactly that.

Stimulating, curiosity, generating interest and setting challenge

When we capture the imagination and stimulate curiosity in the first few minutes of the lesson, we go a long way to ensuring a high quality learning experience.



Phase Two – Receiving New Information

The emphasis in this phase is on:

Providing children with new information or skills

This is the teaching phase. Although we want all children to understand the information as they encounter it, the emphasis during Phase Two is on providing the new information. New information is delivered in many ways:

- Exposition
- Audio-visual aids eg video clips
- Diagrams, pictures etc

- ICT –internet /smartboard/powerpoints
- Demonstration
- Modelling
- Books

The quality of the input during this phase will have a big bearing upon the extent to which children understand information. While high quality exposition does not guarantee understanding, it does make it significantly more likely.

We use a number of techniques across our school to ensure that the quality of input in Phase Two is kept high.

Periods of exposition are short

Children have limited concentration spans. A widely used and useful rule of thumb is that concentration span will be about two minutes in excess of chronological age. Periods of exposition are therefore kept short and punctuated by regular breaks or activities. In general terms, significantly more learning will take place when new information is transferred and explained in three bursts of ten minutes than in one thirty minute session.

More than one ‘beginning’ is created

Children tend to remember more from the beginning of an experience. When exposition is chunked into 10-15 minute slots, a number of ‘beginnings’ are created in the lesson. Make a new start obvious. Use phrases such as *“Now we are moving on to ...”* or *“The next activity we are going to be doing ...”* *“I want you to move back to the carpet for the next part of our lesson”*

The input phase is punctuated with questions

Although Phase Two is principally about exposition and delivering new information, it should be punctuated by regular questioning.

Ask regular closed questions during the input. This will keep children alert and provide instant feedback as to whether they have heard correctly and have understood – although at a shallow level. Asking too many open questions during an explanation can easily take a lesson off on inappropriate tangents. It also allows an individual to take the lesson off in a direction that causes other students to lose their train of thought.

Ask open questions before and/or after an input. Posing an open question at the start of an explanation will prime the brain to notice detail and begin to form an answer, even at a subconscious level, during the input. Asking an open question at the end of an input takes the learning into Phase Three and is designed to develop and assess deeper understanding.

The input phase is punctuated with activity (model whatever you want the children to do)

Punctuate the input of new information (Phase Two) with activities designed to help children make sense of it (Phase Three). This kind of integrated, alternating pattern of 'Phase Two, Phase Three, Phase Two, Phase Three' can often be more effective than an extended period of explanation. For example, a teacher might be modelling how to write complex sentences. She might ask the children to work with a partner to write one together on a mini whiteboard before continuing with further instruction.

New information is presented in several different ways (VAK)

The fact that people prefer to receive information in different ways demands that information is transmitted in more than one way during Phase Two. A verbal explanation may well be clear, concise and of high quality. However, two thirds of the class may be working outside their preferred learning style or have English as an additional language and struggle to grasp what is being said.

We aim to make learning multi-sensory so that children have opportunities to learn from seeing, hearing and doing.

Phase Three – Processing the information

The emphasis in Phase Three is on:

- Developing understanding
- Demonstrating understanding
- Assessing understanding

THIS IS THE KEY PHASE

It is the opportunity for children to make sense of information. We play a significant role during this crucial phase, encouraging and reassuring at an emotional and guiding level while prompting and challenging children towards

understanding. The extent to which children will understand information depends on three factors:

1. Quality of interactions

It is adults who help children make sense of information. The frequency and nature of interactions between teacher and children is highly significant. We develop understanding by:

- Using open ended questions
- Providing wait time – children need time to think through their answers before replying
- Providing thinking time by giving advance warning, such as *“In two minutes I am going to ask you”*
- Allowing children to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups. Children then respond with *“We think that ...”*
- Ensuring children fully understand the question by asking them to say it back or rephrase it
- Extending and deepening understanding by asking follow up questions such as *“What made you think that?”*
- Asking children to identify three possible answers and then select the best one (so they don’t always give you the first answer that pops into their head)
- Scaffolding thinking and answering – for example *“In two minutes I am going to ask you X, but before I do, I’d like you to think about (or talk about) Y. Now I’d like you to think about Z. Now can you respond to my original question.”*

Talking

We learn
10% of what we read
20% of what we hear
30% of what we see
50% of what we see and hear
70% of what we discuss with others
80% of what we experience
95% of what we teach to others
William Glaser (1960s)

When we talk we do more than articulate our current level of understanding. The very act of talking forces us to organise our thoughts and so deepens understanding.

It is partly the reason why we remember so much of what we teach

to others

At our school we believe that **Talking** is central to learning. All lessons include planned and unplanned opportunities to discuss questions and extend thinking **Think/Pair/Share** and **Talk To Your Partner (TTYP)** are regular features in all lessons. Children are trained to use appropriate body language when talking to a partner and children understand that their **TALK** is valued as much as their written work

Good Talk Partners		
Look	Sound	Feel
<ul style="list-style-type: none"> • Sit side by side • Always return the stop signal • TTYP quickly after a question has been asked • Take turns in answering first • Wait while another is talking 	<ul style="list-style-type: none"> • Helpful to each other • Check that they both understand the question • Talk loud enough for each other to hear, though not too loud to interrupt others • Build on what a partner says • Say “We think that....” 	<ul style="list-style-type: none"> • Ready to answer • Safe and secure • Listened to • Interested in what each other has to say

Tasks that engage children and challenge them to think

Making personal sense of information involves re-creating and assimilating it into existing understanding. It is an active process and demands that the learner actually does something, not at least at a cognitive level. Activities in Phase Three:

- Require children to do something at a cognitive level
- Provide a degree of challenge
- Require children to re-create rather than re-produce information

- Develop understanding
- Allow children to demonstrate understanding
- Give the teacher opportunity to assess understanding
- Encourage children to work both independently and collaboratively
- Encourage children to work for a sustained period

Phase Four – Review

The emphasis in this phase is on:

- Reviewing what has been learned
- Reflecting on how it has been learned
- Addressing misconceptions

Review is a key to memory and certainly **not** confined to the end of the lesson. Good teachers weave review throughout the entire lesson and are constantly referring children back to the success criteria of the lesson, and reinforcing prior learning. Reviewing material is a highly significant part of the learning process, not least because large amounts of information can be forgotten very quickly.

Key features of Phase Four are:

Children are actively involved

When teachers summarise what has been learned, the effect on children's memories is relatively insignificant. However when the children themselves identify what they have learned as the lesson draws to a close, their memories will be given a significant boost.

REFER BACK TO THE LEARNING INTENTIONS AND SUCCESS CRITERIA

Encourage children to reflect on what they have learned and what has helped them to learn. Use prompts like:

- What did you do today that you found most helpful when you were learning?
- What did you do today that you found less helpful?
- If you had to do the task again, how would you do it?
- If you had one piece of advice to someone doing the same task tomorrow, what would it be?

- Some children (KS2) confidently self assess their work using the face symbols:

- I understand what I have been learning
- I'm not sure what I have been learning
- I don't understand, I need help



APPENDIX 2

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 our school will receive training to ensure they fully understand these elements and to enable them to embed them in their everyday practice.

All lessons have ... Clear Learning Objectives

- Learning objectives are shared orally and displayed
- All learning objectives begin with WALT We Are Learning To
- All learning objectives are written using child friendly language
- Learning objectives are not muddled up with the context of the lesson
- Learning objectives are either stuck or written into the children's books at the start of each lesson by the children
- When marking children's work, the main focus is on meeting the learning objective.

All lessons have ... Well planned Success Criteria

- All children are clear about how they will achieve the learning objective
- Success criteria are displayed for the children to follow during the lesson or drawn up with the children and are known as WILF What I'm Looking For
- Weekly planning includes a success criteria for each learning objective
- 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 the children's work is used to illustrate the success criteria in action
- Success criteria may be differentiated for different groups of learners

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

- All learners are challenged appropriately
- Planning shows clear differentiation

All children are ... Actively engaged in learning

- Children are actively engaged during all parts of the lesson – teachers take into account children's concentration span and ensure children are not sitting passively for long periods

- Opportunities to Think/Pair/Share and discussions with a Talk Partner are regular features in all lessons. Children 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

All children receive regular and clear feedback which enhances learning

- Assessment for Learning is embedded in everyday practice and is used to inform teaching and learning
- All children are clear about how they need to improve
- Individual targets are set for reading, writing and maths. Children are reminded of these on a regular basis
- Marking is linked to the learning objective and identifies next steps in learning
- Children are given regular time to address issues related in marking – Polishing pen
- Children who have experienced difficulty with work will be identified either during the lesson or during marking of work. These children will be given further support, either individually, or as part of a small group to enable them to clarify tasks and be successful.

Learning is enhanced through ... The use of ICT

- ICT is used to enhance learning where ever possible. Although ICT is nearly always used at the start of lessons to engage children and in the plenary to consolidate learning, it is also used during the lesson as an aid to learning
- The use of ICT is highly visible and effective in all teaching and learning contexts across our school and teachers are continually searching for ways to use technology as a learning tool

Learning is enhanced through ... A creative themed curriculum

- The curriculum is planned through termly themes
- The themes have been carefully chosen to excite, stimulate and engage the children

Learning is enhanced through ... Cooperative Learning

- Before cooperative learning can be implemented positive teamwork behaviours need to be explicitly taught and reinforced
- All children should be able to name these behaviours and explain what they look like/sound like/feel like in action.
- The cooperative learning positive teamwork behaviours are:
 - Practice active listening
 - Help and encourage each other
 - Everyone takes part
 - Explain your ideas/tell why
 - Complete tasks
- These behaviours must be, specifically taught, used consistently, positively reinforced and continually reviewed
- Cooperative learning is embedded throughout our school

Learning is enhanced through the ... Effective use of additional adults

- Additional adults are clearly directed to support learning
- Teaching assistants are fully engaged with children on the carpet and tables during lesson times.
- They are clear about who they are supporting and why
- Planning is shared in advance with teaching assistants
- They sit next to the child/ren they are working with, quietly engaging the children, explaining the task or using other resources eg number line to facilitate learning.
- They are involved in assessing children's understanding, recording observations and passing information to teachers

APPENDIX 3

Classroom Environment

The surroundings in which children learn can greatly influence their academic performance and well being in school. The better the school looks, the more it inspires the people inside it – a well cared for classroom can make children feel that what they achieve and how they themselves are perceived is important.

Across our school we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use to learn and be proud of.

All classes across should have:

A Maths working wall which includes:

- Generic models / images which support number and calculation work appropriate for the year group eg number lines / 100 squares etc
- Key maths vocabulary
- Models and images linked to **current work** (changed regularly – may be notes / flip-chart sheets from recent lessons for example)
- Key facts eg number bonds, times tables etc

An English working wall which includes:

- A distinct phonics section with relevant phonic information (FS & KS1)
- Models and images linked to **current work** (changed regularly)
- Examples of 'what a good one looks like' (WAGOLLS)

Display boards linked to current theme which includes:

- Well presented, individually mounted examples of children's work
- Labels explaining the work displayed (written in school cursive font or by children themselves)
- A balance of artwork, number work, written work, photos, models, ICT work – all of high quality

A class management board which includes:

- Groupings for Maths, Literacy, Guided Reading, phonics
- Weekly timetable
- All rotas eg playtime duty, assembly etc

- Planning (optional, planning can either be displayed or put in a readily available file)
- Marking feedback symbols – see school marking policy

General Classroom Organisation

Classrooms are bright, well organised learning spaces. Children know how to access resources and respect the classroom environment. Different teachers have different likes/dislikes about how to organise their classrooms. However to ensure a sense of security and consistency across the school the points below need to be taken on board in all classes:

- Class rules/code of conduct are on display in all classes. The class smiley chart is clearly visible
- High quality displays- Displays are a learning resource – they are not just a reflection of previous learning. All displays are labelled and changed regularly. Children’s work is celebrated and valued by creative display
- Classrooms are tidy, labelled and organised. Children take responsibility for ensuring their classroom is a pleasant and safe place to learn
- Children are taught to respect equipment and resources
- Basic equipment (pencils/crayons/rulers ...) is out on tables at all times – children do not need to be wasting time finding pencils etc (learning wallets may be used)
- All drawers/boxes/trays are clearly labelled

Whole School Environment

Whole school displays give out a very strong message to our school community. They are changed at least termly and can and should be a celebration of children’s work. These highly visible displays need to be planned carefully and thought given to how to display children’s work in the most creative way possible.

Marking and Feedback

Across our school, we think of marking in terms of feedback about a child’s work. This feedback may take a number of forms – oral, written, formal and informal and may be given on a group basis as well as an individual one. The nature of marking influences and encourages the child and gives him/her the confidence to take another learning step.

Please refer to the separate marking and feedback policy.

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 thought about the questions I will need to ask to deepen children's understanding/assess learning?
- ✓ Have I set clear expectations of what the children are expected to achieve by the end of the lesson?
- ✓ Am I going to be introducing new vocabulary to the children?
- ✓ How am I going to meet the learning styles of all the children?
- ✓ How am I going to conduct my plenary?
- ✓ Have I written the learning objective up on the IWB/board in child friendly language?
- ✓ Have I thought about how I am going to engage and motivate the children at the start and during the lesson?
- ✓ Have I made sure children are not going to be sitting passively for long periods of time?
- ✓ Have I shared the planning with my teaching assistant? Is she clear who she is supporting and how?
- ✓ Have I planned opportunities for children to talk about their learning in pairs and groups?
- ✓ Have I thought about the steps to success and planned the success criteria in advance?
- ✓ 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?
- ✓ Am I giving the children thinking and talking time before answering questions?
- ✓ Have I included any time for children to respond to marking from the previous lesson?
- ✓ Have I got a balance of teacher instruction, intervention and children working independently?

How are the children going to assess their own learning or that of their peers