

St Michael's Church of England Primary School, Winterbourne

~ Learn Care Enjoy ~

Teaching and Learning ~ Policy Guidelines

This school aims to be a learning community in which all:

- Achieve their full potential
- Are motivated to work independently and collaboratively
- Take initiative and responsibility
- Show respect and consideration for others and their environment

Rationale

We acknowledge that effective teaching is fundamental to the quality of pupils' learning and, therefore, to pupils' progress and attainment. The test of good teaching is, therefore, the quality of children's learning.

Broad Guidelines

Effective Teaching – are pupils taught the right things in an effective manner and at the right pace?

- 1 Teachers should have high expectations of **all** pupils, challenging and inspiring them.

TS Part 1.1 Set high expectations which inspire, motivate and challenge pupils

Environment, goals and positive attitude

- 2 Teachers should plan effectively, setting clear learning objectives and outcomes that pupils understand and progress

TS Part 1.2. Promote good progress and outcomes by pupils

Accountability for attainment, progress and outcomes, assess, plan, marking and feedback, knowledge of pedagogy, promote good learning attitude

- 3 Teachers should show good subject knowledge and understanding in the way they present and discuss their subject by:

- having a thorough knowledge of the Early Years Foundation Stage, National

- . Curriculum and the RE syllabus;
- . planning competently;
- . demonstrating good skills in the teaching of all subjects
- . asking questions that help pupils understand and extend their thinking;
- . differentiating learning objectives and activities to encourage and challenge children's learning;
- . demonstrating an understanding of child development when planning teaching and assessing;
- . using resources effectively;
- . enabling pupils to think more deeply about the subject
- . Teachers should demonstrate technical competence in the teaching of phonics and other basic skills by the effective teaching of the National Literacy and Numeracy Frameworks.

TS Part 1.3 Demonstrate good subject and curriculum knowledge

Secure knowledge to foster and maintain pupils interest and address misunderstanding, keeping up to date, promote high standards, clear knowledge of phonics for early reading, and knowledge for maths

- 4 Teachers should use planning to teach effectively
 - . Homework is used to reinforce and / or extend what is learnt in class.
 - . **Standards of homework should be insisted upon and children made aware of its relevance to learning**

TS part 1.4 Plan and teach well structured lessons

Impart knowledge and develop understanding, promote love of learning, set homework and out of class activities to consolidate, reflect on effectiveness of lessons, contribute and design engaging curriculum

- 5 Teaching methods should match the purpose of the lesson, eg:
 - . grouping by ability
 - . appropriate use and style of questioning
 - . purposeful practical activity
 - . investigations and problem-solving activities
 - . a choice of pupil grouping – individual, in pairs or small groups, or all together
 - . use of suitable resources

TS Part 1.5 Adapt teaching to respond to the strengths and needs of the pupils

Differentiate appropriately, understand what inhibits pupils learning and overcome these, demonstrate awareness of physical, social and intellectual development of children and respond to these, clear understanding of pupils needs including SEN, EAL and engage with distinctive teaching approaches

- 6 Teachers should understand their role in helping children progress. Pupils' work should be assessed thoroughly and the outcomes used to direct pupils' future learning. Strategies include:

- . effective marking, questioning and plenary sessions
- . pupils' self-assessment
- . setting targets for improvement
- . assessment for learning
- . following school policy in completing assessment records
- . analysing and interpreting statistical evidence about children's progress using this to inform planning and teaching.

TS part 1.6 Make accurate and productive use of assessment

Know and understand how to assess, use assessment to promote progress, use assessment for monitoring and setting targets, give pupils feedback

7 Pupils should be managed well and high standards of behaviour insisted upon, eg:

- . the teacher is in charge, and should exercise authority;
- . the teacher should involve pupils in the work in hand, encouraging their concentration and completion of the task
- . there needs to be clear and efficient organisation of the work and grouping of pupils
- . the teacher should support and control the pupils, intervening whenever it is appropriate
- . there should be mutual respect between teacher and pupils, and good work habits established
- . the school's behaviour policy guidelines should be followed

TS Part 1.7 Manage behaviour effectively to ensure a good and safe learning environment

Clear rules and routines to promote good courteous behaviour, high expectations, manage class effectively, maintain good relationships

8 There should be effective use of time, support staff and resources, especially ICT, eg:

- . lessons should be planned and have pace
- . time should be used effectively and pupils should know how long they have to complete tasks
- . teaching assistants and other adult helpers should be deployed as effectively as possible
- . pupils should be taught to use ICT effectively and safely
- . liaising with TA, other professionals and helpers to support children in their care

TS Part 1.8 Fulfil wider professional responsibilities

Make positive to wider life and ethos, effective professional relationships, deploy support staff, be responsible for improving teaching, communicate with parents, take note of feedback and seek advice

Quality Learning and the learning environment –Setting high expectations and Promoting good progress.

Pupils should, therefore:

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

This is achieved by creating a learning ethos in the classroom by teaching, learning and organisation of resources that encompasses the following points

- **Open, creative context** so that teaching and learning is engaging and can be adjusted to respond to and extend assessed skills and knowledge
- **Children are taught to reflect on their own learning** during the lesson as well as in the feedback : ‘Become your own teacher ’; the children are challenged to identify where they have made progress in new learning (met the SC/ strengths) and how to improve even further,
- **Adults challenge children to support** themselves and each other
- **Open(not ‘process’ based) success criteria** : Success criteria are created from discussions with the children, so that:
 - the children understand what good looks like;
 - the SC extend and challenge children to build on existing skills and knowledge as well as apply new learning; and
 - the children can use their understanding to self assess against these.
- **Questioning that probes**, asks for explanations, justification (Higher Order Thinking) ~ ‘I expect thinking to inform your answer & I will use your answer’
- **Teacher modelling** of the agreed success criteria, evaluated by the children with the requirement to do better than the teacher
- **High level of subject language** has been taught and understood by the children, so that they can use it to discuss, support and extend their learning.
- **Interactions show the teacher expects, identifies and celebrates** good achievement/ progress for all children.
- **Differentiation is evident in what children will learn** i.e. Learning Objectives or Success Criteria challenge all groups to make progress; activities require children to use new knowledge/skills and a range of knowledge/skills is evident
- **Mini plenaries** support the expectation that children will use and reflect on their new skills and knowledge
- **Teacher uses assessment in the lesson(questionng, mini plenaries etc) to make adjustments** for individuals/groups and to challenge further.
- **Feedback (verbal and written) is focused ,confirming new learning and giving clear targets/ next steps** to which the children are expected to respond and do so
- **Marking challenges the children to respond to it.**
- **The learning context is imaginative/ creative** and engages the children , taking them safely beyond their ‘comfort zone’.
- **Displays are provided for and used by** children and adults to attain high levels, and in the best examples children continue to add to these displays ~ displays show progress.

- **Visible examples of high attainment** celebrating success, or used as an 'introduction' challenging children to improve on this example.
- **Resources are selected to support high expectations ,independently accessible to and used by children and adults**
- **The general level of tidiness in the class and surroundings need to good demonstrating a clear regard for organisation and mutual respect for resources and members of the class**
- **Develop strategies to allow them to learn in the ways that suit them best.**
 - We will, therefore, offer opportunities for children to:
 - work on their own; in pairs or in small groups
 - work as a class
 - investigate and problem-solve
 - engage in research and enquiry
 - design and manufacture objects
 - go on out of school visits, including residential trips
 - experience learning with other adults and teachers
 - undertake fieldwork
 - use ICT imaginatively
 - participate in games and athletics activities and develop healthy lifestyles
 - lead in educating their peers

The role of parents

- 1 Parents play a fundamental role in helping their children to learn. We will provide a variety of information and opportunities for parents, including:
 - . pre-school induction visits for parents and children;
 - . meetings to explain various aspects of the curriculum, eg literacy, numeracy, health education, SATs, etc
 - . termly class newsletters to explain the work that the children will be undertaking;
 - . termly parents' consultation with target-sheets, and an annual report;
 - . homework;
 - . opportunities and invitations to work in classrooms

- 2 We ask parents to:
 - . ensure that their child attends school regularly and is punctual;
 - . ensure that they come to school properly equipped and in school uniform;
 - . support their child with homework;
 - . keep school informed if there are matters outside of school that are likely to affect a child's performance in school;
 - . support school and be positive about learning in particular; and
 - . support our home-school agreement

The role of governors

The governors provide a sense of direction for the work of the school. As well as monitoring and evaluating the school's performance they will:

- . allocate resources appropriately;
- . ensure that the school premises are conducive to effective teaching and

- learning;
- . ensure that performance management is linked to effective teaching;
- . receive curriculum reports and information
- . monitor in-service opportunities attended by staff.
- . participate in making policy in all areas
- . liaise with teachers on specific areas of responsibilities

Monitoring

Monitoring is an important part of ensuring that high standards of learning and teaching are maintained and improved in school. Monitoring can take place in all areas of the curriculum and can be undertaken by various professionals. Occasionally governors and “lay” people will observe to gather information on learning and teaching practice in St Michael's Church of England Primary School. Monitoring can take many different forms including lesson observation, interviewing pupils, work scrutiny, testing and planning evidence. Where judgements are made of teacher performance and quality of teaching, feedback will usually be given at a convenient opportunity. More information on lesson observations protocol included in the Appraisal and Capability policy.

Conclusion

Teaching and learning are, therefore, inextricably linked and so, if we want to achieve the aims of the school, children and educators need to work together so that teaching and learning are rewarding and fulfilling experiences for all concerned.

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Reviewed in light of 2012 Teachers' standards.

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