

Teaching & Learning Policy

Wainwright Primary Academy,

January 2017



Wainwright Primary Academy

Working Together, Perseverance, Achievement

Teaching and Learning Policy - Introduction

This Teaching and Learning policy lays the foundations for the whole curriculum, both formal and informal and, along with our Behaviour Policy, forms the context in which all other policy statements should be read. It is written for the benefit of all members of the school community to ensure that all are aware of the fundamental principles underpinning our work.

Wainwright Primary Academy expects pupils to have:

- A commitment to their own learning.
- A commitment to working alone, in pairs and in larger groups.
- A courteous and co-operative conduct towards others.
- A respect for all forms of resources.
- A willingness to seek and accept guidance or help.

Aims:

- To provide a personalised learning experience for every pupil that takes full account of their individual needs, interests and aspirations.
- To focus upon continually raising standards of teaching and learning in the school to inspire and motivate pupils and staff.
- To improve levels of achievement and attainment as a consequence.
- To identify and share good practice in learning and teaching across all curriculum areas.
- To develop our range of learning and teaching styles to create an exciting and creative learning culture.
- To enable pupils to be independent and confident learners.
- To achieve stronger partnerships with parents and other stakeholders.
- To make links with the learning that pupils do outside the classroom.
- To provide guidelines for teaching and learning and establish clear criteria for best practice and consistency.

Principles

1. Building upon prior learning is an essential principle. Our curriculum and practice will reflect pupils' primary school experience.
2. Teachers should have available baseline data, More Able and Talented status, targets and prior grades, as well as any relevant SEND information, so that expectations made on all pupils are challenging and appropriate.
3. All teaching will take place in the context of a high quality, differentiated scheme of work, linked to an assessment schedule and recognising the variety of learning styles. Curriculum teams will work collaboratively and with the aim to continuously improve planning.
4. Planning will also reflect the details outlined in the document: *Toolkit which ever staff member receives upon joining the school.*
5. Reinforcement of learning is an essential component of planning. We recognise that one 'bite' may not be enough.
6. We recognise that modelling is an essential part of teachers' pedagogy, but also that teachers and classroom assistants are themselves models of clear communication, respectful behaviour and the values of the school. Most importantly, teachers are models as learners themselves.
7. Excellent teaching achieves a synthesis of a number of skills and begins to breakdown rather arbitrary boundaries between subjects. We recognise that every lesson involves the literacy development of pupils; also of

ICT and numeracy. Planning and delivery will also cultivate thinking skills. We expect staff to create personalised learning programmes built upon the skills and interests of the individual; we recognise the role that differentiation plays in this.

8. As educators we place value upon the presentation of work and believe that pupils should take pride in this.

9. We recognise the crucial importance of emotional intelligence in the classroom and of positive relationships between teachers and pupils.

10. The role of homework is to reinforce or extend the learning of the lesson; it sometimes prepares for the next lesson.

11. We value opportunities for pupils to speculate, investigate and make mistakes. This may involve risk-taking in teaching to provide varied and unusual experiences for pupils.

12. We place great emphasis upon partnerships in the classroom between teachers and those who support them. Effective communication is a prerequisite in the partnership.

Expectations

All teachers must:

1. Plan lessons to take account of the different learning needs of the pupils, using prior attainment data and assessment for learning information.

2. Display the intended learning intentions as a Learning Objective (with accompanying success criteria as appropriate) throughout the lesson, communicate them clearly to the class in language that they understand and refer to them as the lesson progresses to develop understanding and reinforce learning.

3. Differentiate the intended learning intentions by explicitly considering the needs of higher and lower ability children (relative to the average ability of the group), EAL and SEND awareness. Particular attention should also be given to determining the needs of children who are Pupil Premium. Planning should reflect attention to these vulnerable groups.

4. Ensure that the learning intentions are not tasks but outline what the pupils are expected to learn in terms of knowledge, skills and understanding and allows them to make appropriate progress in every lesson.

5. Feedback on pupil work regularly and developmentally, with constructive comments that tell the pupils what they need to do to improve their work and reach their targets. Pupils should also be given regular opportunities to respond to this feedback. Separate marking policies exist and should be referenced.

6. Aim to involve the pupils actively in their learning through using intelligent, open and Blooms questioning techniques and a range of ways of working.

7. Differentiate activities to meet the different abilities of the class, drawing on the full range of available methods.

8. Keep whole class, teacher directed learning to a minimum and rarely ask pupils to undertake mundane tasks such as copying or dictation.

9. Use the plenary or/and mini plenaries to encourage pupils to reflect on their learning. Crucially, the plenary/plenaries should also enable the teacher to assess how the pupils have progressed during the lesson, to inform their planning.

Guidelines: Assessment for learning (AFL)

Teaching and Learning at Wainwright Primary Academy is based on the principles of Assessment for Learning, with the aim of ensuring that pupils are actively involved in their learning.

Therefore, teachers will plan and deliver lessons around the key elements of AFL:

1- Intention-led lessons:

- Plans work to close gaps in pupil knowledge and understanding, based on assessment baselines and on-going assessment methods.
- Use these intended learning intentions as the basis for questioning during the lesson
- Share learning intentions with pupils in the form of intended learning intentions, in a language that pupils can understand
- Evaluate feedback from pupils in relation to achievement of the intended learning intentions to inform the next stages of planning
- Use plenaries to show learners what they have learnt and what the next steps will be

2- Oral and Written feedback:

- Value oral as well as written feedback
- Ensure feedback is clear, positive and constructive. Identify what the pupil has done well, what needs to be done to improve and how to do it
- Ensure that the pupils know their target and understand what they need to do to achieve it

3- Peer and self-assessment:

- Identify within the scheme of work suitable places where peer and self-assessment will be used formally
- Give pupils clear opportunities to talk about what they have learned and what they found difficult, using the intended learning outcomes as a focus
- Provide opportunities for pupils to discuss together how to improve
- Ask pupils to explain how they arrived at their answer
- Provide reflection time for pupils
- Involve pupils in identifying the next steps in their learning

4- Questioning and Dialogue

- Use questioning techniques that promote higher order thinking skills
- Provide a secure environment where pupils feel confident enough to try out an answer
- Identify small steps to enable pupils to see their progress, thus building confidence and self-esteem
- Encourage pupils to explain their thinking and reasoning

Guidelines: Assessment of learning

Summative assessment involves making judgements about the overall learning that has taken place and it is best when it is an integral part of the learning process. Schemes of work and/ or long and mid term planning will identify the opportunities for Summative Assessment, so that this is consistent within each curriculum team and is an aid to standardisation. Assessment of learning will also take account of the following key aspects:

1- Target setting

- Share with pupils their scholar quest scores and set realistic targets
- Give pupils regular feedback on where they are with their targets

- Use pupil friendly language when setting levels and targets

2- Providing Exemplification

- Give pupils clear success criteria then relate them to the intended learning intentions
- Use “next steps”/ ‘Now’ comment marking to identify for pupils what they need to do to improve
- Have examples of work that exemplifies work that meets different uses of learnt material to clarify the criteria and show pupils what they need to do
- Ensure there are clear expectations about the presentation of work
- Provide displays of pupils’ work, which shows the various stages of development through to the finished product, **not only the end product.**

3- Formative use of summative assessment

- Use prior achievement to plan for the different needs of pupils
- Select appropriate summative tasks to provide quality assessment information.
- Provide time for pupils to reflect upon what they have learned and understood and to identify where they still have difficulties
- Adjust planning, evaluate effectiveness of tasks as a result of assessment

Guidelines: Marking

The marking of pupils’ work is essential in motivating them and helping them to make progress. A variety of marking methods will be used to do this including self and peer marking.

All teachers will mark work in detail regularly and developmentally in line with the school Assessment and Feedback policy, i.e. with constructive comments that identify the strengths and weaknesses and tell the pupils what they need to do to improve their work and reach their targets. Pupils preparing for examinations will require more regular feedback giving more detailed guidance on how to improve their work.

(For further details consult the Assessment and Feedback policy)

Guidelines: Planning lessons

Long term planning and any schemes of work will outline the learning intentions for units of work and individual teachers will plan their lessons from those plans/ schemes of work. Learning intentions should refer to knowledge, skills and understanding. What we do as teachers makes a big difference to the quality of learning. We must continually reflect on teaching and the impact it has on pupils’ learning and progress. All teachers must reflect on their strengths and weaknesses and plan their professional development needs accordingly. The following documents will support planning and should be used alongside other planning tools:

- Teacher Toolkit
- The Wainwright Primary Academy lesson plan
- The Wainwright Primary Academy observation form

Characteristics of a successful lesson

Features that are evident in a successful lesson include:

1. A Purposeful start

- The lesson begins promptly
- The teacher greets pupils at the door (if they are moving across from elsewhere such as in the case of streaming)
- A pre-starter activity is ready for pupils to engage with whilst waiting for other pupils to arrive (if children are mobile as a result of streaming).
- Use of a seating plan where appropriate, and at the very least, use of a list of children with photographs and needs identified (this should be obtainable from SIMs).

2. Shared Learning intentions

- The expected learning is expressed in a learning objective
- The intentions are shared in language the pupils understand, with success criteria if appropriate
- The success criteria are differentiated with learning intentions that make the expected learning clear for pupils of different abilities
- If possible, the intended learning intentions are linked to key coverage of scholar quest coverage expectations

3. Engaging and Appropriate Learning Activities

- The teacher knows his/her subject well and communicates an enthusiasm for the subject
- The lesson is well planned so that the activities link clearly to the learning intentions
- Where appropriate the lesson begins with a starter activity that engages pupils' interest and/or links with prior learning
- Activities are designed to include an element of choice where appropriate
- Activities give opportunities for pupils to 'lead learning'
- Mini-plenaries are used during the lesson to maintain a focus on achieving the intended learning outcomes
- The pupils use well chosen, stimulating resources and judicious use is made of worksheets
- Teacher talk to the whole class is appropriate and generates progress.
- ICT is used as a learning tool and not just for presentation purposes
Additional class support is well used

4. Pace, Variety and Challenge

- Activities are timed to ensure that the lesson has pace, whilst ensuring that pupils finish tasks
- Activities include a good mix of individual, pair, small group and whole class work
- The lesson is differentiated to provide work that is appropriately challenging for pupils of all abilities; where appropriate, differentiation is by task and/or resource and not just by outcome
- IEP/provision map targets are taken into account for individual pupils
- The Lesson is planned to include a variety of learning styles that take into account VAK; Visual, Auditory and Kinaesthetic learners

5. Assessment for Learning Techniques embedded into practice

- The success criteria are clearly explained and exemplar work is used to reinforce them – where appropriate this is linked to national criteria or examination requirements
- Work is marked regularly with constructive comments that identify the 'next steps'/ 'Now' 'What went well...Even better if...' for each pupil
- Pupils receive regular feedback on their progress in relation to their targets
- Peer and self-assessment techniques encourage independence and deepen understanding of progress
- The teacher uses Intelligent questioning techniques to develop thinking, eg. Insisting on a 'no hands up rule' (preferring a 'popcorn' technique) using open questions and building in 'waiting time'

6. High expectations and standards

- Skillful behaviour management, using positive language, praise and reward, leads to good behaviour
- Pupils are expected to present their work well and to take pride in it (All KS2 children need to join and receive a pen license to enable them to write consistently in pen once joined hand writing is legible.)
- The classroom/learning environment is inviting and well organised to give a positive learning message; walls are used to display stimulating learning resources alongside well-presented pupils' work that shows start and end points
- Classroom routines are clearly understood and the lesson starts and finishes in a quiet, calm and orderly way

7. Good relationships

- The teacher is friendly, uses the pupils' names and speaks to as many children as possible during the course of the lesson
- The teacher conveys to the pupils that they are interested in what they think not whether they are right or wrong all the time
- Praise is used widely and real achievements celebrated warmly
Pupils respect their teacher and feel safe, supported and positive
- Pupils enjoy what they are doing

8. Pupils all make good progress and most make outstanding progress

- A plenary is used to recap and reinforce learning; 'What have we learned today?'
- The plenary refers to the intended learning intentions and helps pupils to see the 'Big Picture'
- The plenary enables the teacher to assess learning and informs their planning

'Enjoy your planning and the pupils will enjoy your lessons'