

# **Deerhurst and Apperley C of E Primary School**



## **Teaching and Learning Policy January 2015**

# Deerhurst and Apperley

## Teaching and Learning Policy

### January 2015

#### **Rationale**

We aim to maximise children's potential and to embed a series of skills that will equip our pupils for life. We seek to engender a love of learning and strategies to cope with new situations that will enable **all** children to develop during their time with us and continue to do so throughout their lives. The quality of teaching and learning is of fundamental importance to this. A high quality education requires high quality, well-trained staff and suitable resources.

The 'Non-Negotiables' (Appendix A) provides the basic expectations of all teachers with regard to classroom practise. This policy is built upon those expectations.

#### **Aim**

We aim to provide high quality learning opportunities, which will foster enthusiasm and interest. Lessons will be relevant and appropriate to the children's needs allowing them to access the curriculum in an effective and progressive manner.

This policy will provide a framework for monitoring the quality of teaching and learning; it will help teachers and other adults to evaluate their practice. All adults are expected to establish positive working relationships both with each other and with the children and whole school community. Adults will model learning and expected behaviour for children; the children will be treated with kindness and respect with encouragement and praise for all. Our school will provide a calm, safe learning environment where everyone feels valued. The policy identifies our beliefs about what constitutes quality teaching which will promote learning and raise standards throughout the school. The school's governors will provide a supportive role in monitoring the Teaching and Learning Policy by making regular visits as a 'critical friend'.

#### **Teaching and Learning**

**As an Achievement for All School, the teaching and learning in Deerhurst and Apperley is underpinned by Quality First teaching together with targeted intervention for groups of pupils including pupils identified with SEND in accordance with the SEND Code of Practice.**

At Deerhurst and Apperley we believe children learn best when:

- They are positive, are self-motivated, happy and have the confidence to take risks.
- They feel that they are all treated as equals.
- They are spoken to appropriately.
- They acquire mutual respect and value the work of others.
- They have clear expectations of work and behaviour.
- Lessons are stimulating, exciting and engaging – having purpose and pace.
- Work is challenging, but achievable.

- The learning environment is stimulating, calm and secure with interactive accessible resources.
- They are encouraged and praised.
- They are given meaningful feedback on what they are learning and how they can improve - verbally and through the marking (refer to the school's marking policy).
- They engage in self-evaluation, making choices where appropriate and play an increasing role in organising their learning.
- They are given the opportunity to talk about and discuss their learning.
- They are able to behave responsibly and appropriately in all settings.
- They have clear targets, which they understand.
- Teaching is focused on their individual needs.
- Parents are involved and supportive.

**To allow this to happen in our school the classroom climate needs to be embedded with the belief that all pupils can learn and improve. Successful learning occurs when children understand the goals they are aiming for and when they are motivated and have the skills to achieve these goals. To ensure that this happens and to raise standards in our school at least GOOD or OUTSTANDING teaching must take place in all our classrooms.**

### **What does GOOD teaching look like?**

- The teacher demonstrates good or better level of subject knowledge
- The teacher's voice is balanced in pitch and tone and used effectively to impact positively on learning and behaviour
- Lessons are well planned and objective led with a clear learning outcome
- Lessons are differentiated to match the ability of all the children
- The learning objective is shared with the children and is referred to throughout the lesson and the plenary to assess learning
- Previous learning is reviewed (if appropriate)
- A range of teaching methods to foster different ways of learning are used ensuring a good balance between instruction, demonstration, modelling, discussion and questioning
- A range of learning styles are catered for
- Key vocabulary is displayed and used accurately
- The lessons are well paced and delivered with enthusiasm
- The method and organisation of the lesson supports the learning intention
- Teachers' planning includes details of intervention work by Teaching Assistants or other adults
- Teachers and Teaching Assistants clearly work collaboratively.
- Teachers have high expectations of all pupils achievement with clear success criteria
- Teachers have high expectations of behaviour
- Teachers make use of praise and encouragement throughout the lesson
- Teachers evaluate pupil learning throughout the lesson and modify and adapt the lesson when necessary
- Teachers use their daily assessments and observations to adapt and modify future planning and learning
- Teachers use a range of resources effectively
- Teachers use a range of questioning techniques and allow time for responses

- Children are given the opportunity to talk and discuss their learning
- Time is managed effectively
- Feedback is provided for children which is constructive and enables them to move forward
- Children can confidently ask any adult in the classroom for advice or help because all the adults are clear about the lesson's objectives and the teacher's expectations
- Teachers are aware of SEN pupil's IEP targets and reinforce these where appropriate.

### **Elements of an OUTSTANDING lesson**

- Clear Learning Objective
- Reference to targets throughout the lesson when appropriate
- Sense of celebration and achievement
- Children engaged and on task
- Lessons are fun
- 'Give it a go' ethos
- Supportive and encouraging peers
- Evidence of different ways of learning
- Opportunities to practise skills
- Children take responsibility for their own learning
- Children are challenged appropriately
- Effective use of all adults in the classroom
- Reference to working walls/previous learning
- Teacher feedback throughout the lesson
- Lots of modelling
- Children to have a sense of pride in their learning, the environment and for each other.

**To be successful teachers we need to be able to identify and recognise learning that is taking place within the classrooms. Learning can be considered as the process by which skills, attitudes, knowledge and concepts are acquired and understood, applied and used or advanced and extended. It should not be confused with the mere completion of tasks.**

### **What does learning look like in our classrooms?**

- Children are motivated to learn and are excited about their learning
- They can talk to you about what they are learning *not* what they are doing
- Children have a clear understanding of the learning objectives and what is expected of them
- Children are on task and able to maintain concentration
- Children listen and are able to follow instructions
- Children are able to work well in a variety of ways – in pairs, groups, individually
- Children are independent learners and draw from a range of strategies when needed e.g. know what to do when they are 'stuck'
- Children use appropriate vocabulary connected with their learning
- Children ask relevant and appropriate questions
- Children are well organised with their time and equipment and are able to select their own resources when appropriate

- Children are able to take risks, they are not afraid of making mistakes and recognise that this is part of their learning process
- Children are able to use success criteria to evaluate their work
- Children show pride in their work and in the presentation of their work
- Children are allowed to be creative.

**To enable good teaching to take place the teacher must be organised and well planned.**

**Effective planning will include:**

**Long term planning** – giving a clear overview of subjects and year groups to ensure coverage of the National Curriculum, a progression in skills, continuity and securing a broad and balanced curriculum.

**Medium term planning** – drawn from the long term planning. A termly breakdown of objectives to be taught into key questions in each subject area; identifying skills and the learning outcome. **The activities should focus on learning through key experiences and aim to be exciting and engaging.** They should identify opportunities for children to carry out their investigations, research, engage in discussion and debate, carry out observations and communicate their findings.

**Short term / weekly planning** – drawn from the medium term plans which contain key questions/learning objective, learning activities and organisation, grouping of children to include clearly identified differentiated activities to meet the needs of the various abilities in the class, assessment/evaluation opportunities.

**For subject specific guidance for English, maths and science planning, please refer to Appendix A**

### **Early Years Foundation Stage**

Within the Early Years Foundation Stage the seven Areas of Learning within the Development Matters and are used to monitor and assess the progress of each child. The three Characteristics of Effective Learning are used to support these areas.

Each area focuses on an individual's ability to be creative, think critically, and actively learn whilst participating in a range of assisted and independent tasks. These activities are designed to enhance each child's personal, social and emotional skills by relating to specific interests.

The progression of the children is depicted through adult-led and pupil-led activities during lesson time. All learning objectives are incorporated in to written subject plans and are distributed to members of EYFS staff so all lesson objective can be obtained. Each child is assessed daily through the use of pictures and observations that are displayed within their Learning Journey, these help make judgements when assessing at the end of each term. The children are also assessed within Letters and Sounds at the end of each phonics phase.

## **Religious Education**

The aims of religious education taught at Deerhurst & Apperley C of E School are to help children:

- Develop an awareness of spiritual and moral issues in life experiences
- Develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- Develop an understanding of what it means to be committed to a religious tradition;
- Be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- Develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- Have respect for other peoples' views and to celebrate the diversity in society.

### **All planning should:**

- Reflect the requirements of the National Curriculum 2014.
- Be objective driven with clear success criteria and learning outcomes.
- Age related expectations / high expectations
- Build on children's previous knowledge.
- Provide a variety of teaching styles.
- Ensure the full participation of all the children.
- Provide appropriate challenges for all children through differentiation.
- Show that assessment and evaluation has been reflected in future planning.
- Show a sequence of learning and progression.
- Include a balance of activities differentiated by task or differentiated by outcome to meet the needs of a range of abilities within the class.
- Promote cross-curricular links so that English, maths and computer skills are embedded into other subject areas
- Identify key questions to be asked in the lesson
- Identify key vocabulary to be used in English, maths, science and computing
- Inform Teaching Assistants and other adults in the class of their roles and expectations
- Should be shared and discussed with Teaching Assistants and other adults in the class at the beginning of the week
- Ensure all ability groups benefit from direct class teacher involvement during the week.  
i.e. Teaching Assistants are not routinely assigned to work with the lowest ability group.

## **Learning Environment**

**The classroom environment has a great impact on the children's learning. To support them effectively in their learning journey we must create stimulating and interactive learning environments which are accessible throughout all sessions. We must ensure that there is continuity and consistency across the school so that we are sharing and setting the same high expectations for our children. The classroom**

**environment should meet the children's basic physical needs; their need to feel safe and secure and their need to feel personally valued and cared for.**

**In order to support this, all classrooms must have:**

- A calm supportive atmosphere
- A welcoming 'feel' and be tidy and well presented
- A display of the learning objective in each lesson
- The room is free from clutter
- Key vocabulary displayed
- Furniture that is arranged appropriately to aid learning
- Displays to emphasise and support learning
- Working Walls for English to show progression of learning
- Maths reference points wall showing key learning prompts
- Class targets clearly displayed.
- Evidence of cross-curricular writing.
- Display of Phonemes / Key words (where appropriate).
- Number lines / Resources to be at hand.
- Learning resources accessible which the children can refer to in order to support independent learning e.g. Help Desk, Toolkits
- Ensures all the children's physical needs are catered for including access to water, adequate lighting and heating
- An interactive teaching environment. Working walls should be interactive where possible, so that children can add to them and take things from them during lesson time to help them with their learning
- Centralised resources for children to use which are of good quality
- Provides access to curricular resources which are clearly labelled and organised ensuring easy access for children
- Have attractive displays that reflect current work and a range of curriculum areas with a balance between children's work, photographs, prompts, information displayed.
- They should reflect themes and the year group
- Children can see how they are rewarded for their successes (in-class reward systems, celebrations in class of good work and effort)
- Displays class rules
- Success criteria clearly displayed for children to refer to when checking their work
- Science target board based on the unit of work
- A stimulating focal point based on the current topic
- Relevant vocabulary related to current learning
- School motto – CARE- and its meaning
- Good/outstanding learning
- Visual timetable
- Planning/assessment file
- Individual resources. KS2 children should have their own named, individual A4 plastic wallet resource pack, which should include:
  - Pen, pencil, rubber and ruler
  - Line guide
  - Whiteboard and pen
  - EYFS and KS1 resources are arranged in pots

## **Monitoring of Teaching and Learning**

**This policy will provide the framework for monitoring the quality of teaching and learning at Deerhurst and Apperley C of E Primary School.**

The Headteacher, SMT and subject leaders will regularly monitor the teaching and learning through:

- Lesson observations (See Appendix B)
- Scrutinising planning
- Work sampling
- Pupil Conferences
- Focused walks/enquiry walks
- Pupil Progress Meetings
- Assessment records

The Headteacher will also involve other professionals invited to the school to assist with the monitoring of teaching and learning.

Teachers should also see themselves as learners and have high expectations of themselves; they should constantly question how they can improve and develop their teaching.

Teachers should evaluate their own teaching performance against this Teaching and Learning Policy. This can be carried out initially in isolation and then discussed with their TA or with a teaching colleague. The self-evaluation process has the potential to identify perceived strengths and areas for development, set targets and consider how they can be achieved. (See Appendix C for Self Evaluation form for T and L).

Monitoring will provide all stakeholders with appropriate information about the quality of teaching and learning in the school. Through this process strengths and weaknesses will be identified and addressed as part of the SDP linked to the school's overall drive to raise the achievement and standards of the learners.

The information will also be used to inform the Ofsted Self Evaluation Statement (SES) – to reflect the quality of teaching and learning.

Targets will also inform the school's annual Performance Management meetings, an entitlement for all teaching staff.

## **Assessment and Reporting to Parents**

- All areas of teaching and learning are assessed from the Programmes of Study outlined in the National Curriculum 2014.
- Parents are advised of children's progress through termly written reports which inform them of current achievement and expected targets for the end of academic year.
- Extended formal Parent Consultation meetings take place twice yearly to discuss progress with informal opportunities available as the need arises.



**This policy was created by staff in January 2014 and presented and approved by governors at the meeting of 21<sup>st</sup> January 2015.**

Head teacher: Pauline McEvoy

Signed:

Date:

Chair of Governors: Jonathan Dibble

Signed:

Date:

## **APPENDIX A**

### **GUIDE TO SUBJECT SPECIFIC PLANNING – NON-NEGOTIABLES**

#### **ENGLISH**

English Planning—non-negotiables

- All planning must follow the agreed school format.
- All planning is derived from the National Curriculum 2014

#### **Long Term Planning**

- A balance of non-fiction, fiction and poetry in each term.
- Cross curricular links made where appropriate.

#### **Medium Term Planning/Teaching Sequence**

- A complete teaching sequence must be written prior to teaching to ensure progression throughout the unit of learning.
- All teaching sequences must build towards a final written outcome with clear, short-burst writing opportunities planned throughout.
- Discrete skills of spelling and sentence construction work to be applied throughout.

#### **Short Term Planning**

- Short term planning must be done one phase at a time.
- Opportunities must be planned for to support children meeting their targets.
- Each lesson must have a clear learning objective (LO) and success criteria.
- There must be clear differentiation.
- The plenary should have opportunities to consolidate and extend learning rather than just relying on the sharing of work.

#### **Phonics**

- Daily discrete lesson (time tabled slot) following Letters & Sounds.
- Teach by phase, not by age.
- Provide opportunities for the modelling and application of phonics across the curriculum.
- Assess with the appropriate assessment tools.

#### **Guided Reading**

- All children are entitled to a weekly Guided Reading session with the teacher.
- GR must be outside of the English lesson.
- GR must be timetabled, planned for and objective driven by need.
- Structured five part session.
- Range of texts—fiction, non-fiction, poetry and ICT.
- Planned from the Primary Framework and assessed using AF criteria.

#### **Target Getting**

- Target getting activities to be planned for every week.
- Sessions to be pacy and interactive with all children involved at all times.
- Model the application of the targets in shared and demonstrated writing.
- Include the target as part of the success criteria.

#### **APP for Writing**

- All writing for assessment purposes must be completed at a distance from the teaching.
- A minimum of three pieces of writing to be used for assessment.
- The evidence range must include fiction and non-fiction.

#### **MATHS**

All planning to follow the school agreed format.

- Mathematics to be taught daily.

- Mental maths and times tables tests to be used as a starter (not as a main lesson).
- Target getting activities to be planned every week (can be as an OMS or plenary).
- Only one unit to be planned at a time.
- Professional judgment to be used as to when to move onto the next unit.
- Plan opportunities for APP.
- The weekly planning must be individual to each class to meet the needs of all the children.
- Each lesson to have a clear learning objective (LO) and success criteria.
- There must be clear differentiation.
- Always plan extended activities.
- The plenary should consolidate and extend learning, rather than just the sharing of work.

## **SCIENCE**

- Programmes of Study to be identified on Topic Webs and Medium Term Planning.
- Planning to be annotated.
- Undertake at least 2 experiments/investigations per unit of study (One must be written up; the other may be other forms of evidence eg visual).
- Graphs/drawings to be completed in pencil.
- All equipment to be prepared and checked before the session.
- Children are not to be responsible for collection/return of equipment.
- Breakages/damage to be reported.

## **Computing**

- Programmes of Study to be identified on Topic Webs and Medium Term Planning to include the computer science, information technology and digital literacy.
- Planning to be annotated.
- Opportunities for application of computing skills to be planned outside of discrete computing lessons.

## **APPENDIX B**

### **LESSON OBSERVATIONS – NON NEGOTIABLES**

#### **The teacher:**

- sets clear learning objectives and success criteria
- learning objective shared with children
- learning objectives referred to during the lesson
- there are high expectations of all children
- uses a range of teaching styles / techniques
- actively involves children during the lesson
- balance between teacher and pupil talk
- uses a range of questioning - extend learning, assess
- uses subject specific vocabulary.
- Manages behaviour well of all children including statemented pupils.

#### **Planning:**

- clear objective / learning outcome / success criteria
- age related expectations / high expectations
- clear teaching sequence
- shows how learning will be evaluated
- links to previous / future learning
- identifies role of teacher and teaching assistant
- identifies type of differentiation and justifies this choice.
- evaluation and assessment used to inform future planning

#### **Teaching Assistant: (Refer to job description for details)**

- is clear of their duties / children's tasks
- is actively involved in all parts of the lesson
- sits in appropriate place
- refers to objective during the lesson
- deals with/pre-empts low level disruption to allow teacher to carry on teaching
- uses initiative
- encourages children's independence i.e doesn't do it for them.
- doesn't always work with the SEND group
- shares the responsibility of hearing readers with the teacher.

#### **Children:**

- motivated to learn
- on task quickly (transition period)
- actively involved in their learning
- can talk about their learning
- can discuss their targets
- can access resources
- can work independently
- work at a good pace
- behave appropriately

#### **Classroom:**

- tidy, attractive working environment
- resources available for children
- resources presentable
- targets displayed
- learning objectives clear
- subject specific vocabulary displayed
- is appropriately arranged to meet the needs of children with physical difficulties.

**Displays:**

- evidence of children's work
- balance between children's work, photos, prompts, information
- information etc. displayed is relevant to the children's learning
- reflect theme
- are organised and presentable
- reflect the year group

## APPENDIX C

### Deerhurst & Apperley School's Self Evaluation of Teaching and Learning

Use the lists below to evaluate where you consider your practise to be. (1 equals always/excellent, 5 equals poor/needs attention) This can be done on your own, with your TA or with another teacher or member of SMT. Then consider what you need to support/help you with any areas that need developing

Teaching	1	2	3	4	5	Comments/action to be taken
Good or better subject knowledge of the teacher						
Lessons are well planned and objective led with a clear learning outcome						
Lessons include a balance of activities differentiated by task or differentiated by outcome to meet the needs of a range of abilities within the class.						
The learning objective is shared with the children and is referred to throughout the lesson and the plenary to assess learning						
Previous learning is reviewed (if appropriate)						
A range of teaching methods to foster different ways of learning is used ensuring a good balance between instruction, demonstration, modelling, discussion, questioning						
A range of learning styles are used						
Key vocabulary is displayed and used accurately						
The lessons are well paced and delivered with enthusiasm						
The method and organisation of the lesson supports the learning intention						
Teachers' planning includes details of intervention work by Teaching Assistants or other adults.						
Teachers have high expectations of all pupils achievement with clear success criteria						
Teachers have high expectations of behaviour and take full responsibility for managing the behaviour of <u>all</u> children in their class, including statemented pupils.						

Teachers make use of praise and encouragement throughout the lesson						
Teachers evaluate pupil learning throughout the lesson and modify and adapt the lesson when necessary						
Teachers use their daily assessments and observations to adapt and modify future planning and learning						
Teachers use a range of effective resources						
Teachers use a range of questioning techniques and allow time for responses						
Children are given the opportunity to talk and discuss their learning						
Time is managed effectively						
Feedback is provided for children which is constructive and enables them to move forward (see marking policy)						
Teachers ensure that hearing readers is a shared responsibility with their Teaching Assistant.						
Teachers ensure that their Teaching Assistant is not always working with the SEN group.						
Teachers are aware of SEN pupil's IEP targets and reinforce these where appropriate.						

<b>Learners – state how you know</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments – how do you know /actions</b>
Children are motivated to learn and are excited about their learning						
They can talk to you about what they are learning <i>not</i> what they are doing						
Children have a clear understanding of the learning objectives and what is expected of them						
Children are on task and able to maintain concentration						
Children listen and are able to follow instructions						
Children are able to work well in a variety of ways – in pairs, groups, individually						
Children are independent learners and draw from a range of strategies when needed e.g. know what to do when they are 'stuck'						
Children know they can ask any adult in the class for help because all the adults know the objective and expectations of the lesson.						
Children use appropriate vocabulary connected with their learning						
Children ask relevant and appropriate questions						
Children are well organised with their time and equipment and are able to select their own resources when appropriate						
Children are able to take risks, they are not afraid of making mistakes and recognise that this is part of their learning process						
Children are able to use success criteria to evaluate their work						
Children show pride in their work and the presentation of their work						



<b>Planning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments/actions</b>
Be objective driven with clear success criteria and learning outcomes.						
Identify key questions to be asked in the lesson.						
Identify key vocabulary to be used.						
Build on children's previous knowledge.						
Provide a variety of teaching styles.						
Ensure the full participation of all the children.						
Provide appropriate challenges for all children – differentiation.						
Reflect the requirements of the national curriculum and the schools subject policies.						
Show that assessment and evaluation has been reflected in future planning.						
Show a sequence of learning and progression.						
Identify opportunities for oral language.						
Includes type of differentiation to meet the needs of the range of abilities, with justification.						
Promote cross-curricular links so that Literacy, numeracy and ICT skills are embedded into other subject areas.						
Provide your weekly timetable and planning for TAs at the start of the week.						
With your Teaching Assistant you always discuss your planning/share ideas/consult on how best to meet a statemented pupil's needs in your planning.						
<b>Learning environment</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments/actions to be taken</b>
Has a calm supportive atmosphere.						
The classroom is welcoming tidy and well presented.						
Displays the learning objective in each lesson.						
The room is free from clutter.						
Key vocabulary is displayed.						
Furniture is arranged to aid learning.						
Displays emphasise and support learning.						
Working Walls for Literacy						
Target Boards for Numeracy						
Evidence of cross-curricular writing.						
Display of Phonemes / Key words.						
Number lines / Resources to be at hand.						

Scaffolds / prompts.						
Ensures all the children's physical needs are catered for						
Having an interactive teaching environment with clear objectives displayed.						
Has centralised resources for children to use which are of good quality.						
Provides access to curricular resources which are clearly labelled and organised ensuring easy access for children.						
Has attractive displays that reflect current work and a range of curriculum areas with a balance between children's work, photos, prompts, information displayed.						
They should reflect themes and the year group.						
Key questions for topics – provided by children.						
Children can see how they are rewarded for their successes (in-class reward systems, celebrations in class of good work and effort).						
Displays school/class rules.						
Key display information supporting literacy/numeracy – number lines / shape and space / time – clocks to refer to // non-fiction/fiction/chosen author.						

**Areas for development:**

**Name:**

**From your evaluation choose 4 areas that you will work on this term.**

<b>Target / area for development</b>	<b>Action to be taken (how will you address this target?)</b>	<b>Success criteria (how will you know you have achieved it?)</b>	<b>Evidence of achievement</b>

**Achievement to be monitored by:**

**Date of targets:**

**Date of review:**