

GLEN PARK PRIMARY



**Glen Park Primary School
Teaching & Learning Policy**

September 2014

Aims and Purpose

We recognise that any attempts to further raise standards at Glen Park Primary School must be focused upon the quality of teaching and learning in the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis. Across our school the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of achievement for all pupils.



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

- to ensure consistency of teaching and learning in each class room
- to enable teachers to teach as effectively as possible
- to create effective learning environments to support and facilitate pupils learning
- to give children the skills they require to become effective lifelong learners
- to learn from each other, through the establishment of an enquiry based approach to teaching and learning and a culture where opportunities for sharing good practice are in place.

The core purpose of this policy is to outline some of the key elements which we believe are key to continuing to raise standards in teaching and learning across our school. It sets out a broad structure for lessons, which is based upon best practice gathered through school self-evaluation processes and research linked to how we learn best.

We recognise that there is no single recipe for improving teaching and learning and therefore it is very important to remember that adopting a broad template for structuring lessons does not preclude the creativity, imagination and spontaneity of teachers. The policy's purpose is to ensure that there is a collective understanding across the school of consistent teaching and learning approaches that need to be in place in day to day practice to promote effective learning for our pupils.

All lessons across Glen Park Primary should include the following key elements to ensure high quality teaching and learning.



All lessons have.... *clear learning outcomes*

- Learning outcomes are shared orally and displayed
- All learning outcomes are written up and shared orally in child friendly language
- Intended learning outcomes are not muddled up with the context of the lesson
- Children write the learning outcomes in their book (in KS1 this may be recorded in printed format and stuck into children's books)
- When marking and responding to children's work, the main focus will always be upon how successful the child has been in meeting the intended learning outcomes of the lesson.

All lessons have.... *well planned success criteria*

- All children are clear about how they will achieve the intended learning outcome
- Toolkits are displayed (in literacy and numeracy lessons) for the children to follow or drawn up with the children during the lesson
- Weekly planning includes success criteria for each intended learning outcome
- Children use the criteria outlined within toolkits to self-assess their own and their peers work
- Teachers ensure that the success criteria outlined within toolkits are revisited regularly throughout the lesson to remind children
- Teachers may refer to individual children's work during lessons to illustrate examples of good practice and successful use of success criteria

All lessons are *clearly differentiated to meet the needs of different groups of learners*

- All groups of learners are challenged appropriately in lessons
- Lesson planning shows clear differentiation
- Intended learning outcomes are the same for all children. This is to ensure that all our pupils are able to access the same learning. It is the responsibility of the class teacher to differentiate tasks through the use of resources/materials.

All pupils are *actively engaged in their learning*

- Pupils are actively engaged during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are not sitting passively for long periods.
- Through the use of Talk Partners, pupils are provided with regular opportunities to think and share ideas together to develop their learning
- Mini whiteboards are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
- Visual stimulus, artefacts and auditory input are all used creatively as a way to enhance learning.

All pupils receive regular and clear *feedback which enhances their learning*

- The schools policy for marking and responding to children's work is embedded in everyday practice and is used to support and inform teaching and learning
- All pupils are clear about what they need to do in order to improve their work
- Marking is sharply focused against the intended learning outcome and identifies next step prompts
- Pupils are given regular time to respond to marking prompts and this is built into lesson planning

Learning is enhanced through *the use of ICT*

- ICT is used to enhance learning wherever possible
- Although ICT is nearly always used at the start of lessons to engage pupils and in the plenary to consolidate learning, it is also used during lessons as an aid to learning



Learning is enhanced through *the development of key learning behaviours in our pupils*

- Opportunities to develop and promote children's learning powers (independence, enquiry and motivation) are planned for in lessons
- Learning Trees in each classroom area are used as teaching tools to promote individual behaviours



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Learning is enhanced through *the effective use of additional adults in the classroom*

- Additional adults are clearly directed to support learning
- Teaching Assistants are fully engaged with pupils during all parts of the lesson including periods of teacher input
- They are clear about their role, who they are supporting and why
- They sit next to the pupil/pupils they are supporting, quietly engaging and explaining tasks
- They are involved in assessing pupils understanding, recording observations and feeding assessment information back to the class teacher
- Planning is shared in advance of lessons with Teaching Assistants

Learning is enhanced through the use of *consistent behaviour and classroom management approaches*

Positive behaviour management systems are designed to minimise the time spent on behaviour management and maximise the time spent on learning. All our staff must consistently apply the same approaches.

- Our emphasis is always to reward good behaviour in order to reinforce and use it as a model and motivational tool.
- The adults in contact with children within our school have a responsibility to model high standards of behaviour, both in their dealings with children and with each other, as their example has an important influence on the children.
- The most sensible strategy is to put the child firmly responsible for their behaviour and in dealing with bad behaviour it should be made clear by every adult that it is the behaviour we dislike and not the child.
- Positive and simple questioning strategies should be used that are clearly understood by the child.
- The class teacher is responsible for logging all incidents of negative behaviour in the classroom in an incident log folder. These logs are used to monitor individual children's behaviour and are used as evidence when reporting concerns to parents about the progress or behaviour of children in their class.

A detailed guide to our lesson structure at Glen Park Primary



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; share intended learning outcomes.
- ✚ **Phase Two;** pupils receive new information; instruction/exposition
- ✚ **Phase Three;** pupils make sense of information; processing; understanding
- ✚ **Phase Four:** review information and plan next steps

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. Teachers may well scroll through the phase more than once during the lesson. The phases are not always sequential. Review, for example, is not confined to the end of the lessons.

Phase One – Overview

Creating a positive and purposeful learning environment

We use a range of approaches to ensure that an appropriate climate conducive to learning is in place.

- Creating classrooms that are organised and visually stimulating each containing learning trees and writing and numeracy working walls
- Ensuring that resources to support planned activities are ready and organised on tables
- Other adults in the classroom are used to support pupils to ensure that they are engaged and ready to learn.

Linking the lesson to prior learning

Linking the lesson to prior learning (through reviewing previous lessons).

- *Think about the most important three things that you learnt in the previous lesson*
- *In 30 seconds I am going to ask you what you learnt in the last lesson. Share your thoughts with a partner*
- *Today we will be leaning about the Egyptian pyramids. Jot down on your whiteboards what you already know about the pyramids.*

Sharing intended learning outcomes with pupils

At Glen Park Primary we use a variety of approaches to ensure that pupils know exactly what they are going to learn. These include:

- Avoiding saying 'Today we are doing' and instead moving towards 'By the end of today's lesson you will be able to/understand...'

- Using child friendly language to ensure that they understand
- Ensuring the intended learning outcomes are clearly referred to at the start of lessons and returned to regularly through the lesson.

Guiding pupils to look out for key learning points in the lesson

We understand that pupils are more likely to notice things if we have primed them to look for them. When we begin a lesson teachers may look to trigger them to look out for key learning points. For example:

- *I am going to read you a story; I would like you to listen really carefully to see if you can identify any powerful adjectives that are used to describe the setting.*

Phase Two – Receiving New Information

Providing Pupils with new Information or Skills

This is the teaching phase. Although it is our intention for pupils to understand the information as they encounter it, the emphasis within this phase is upon providing the new information.

The quality of the input at this stage will clearly have a large bearing upon the extent to which the children understand information that they are given.

At Glen Park Primary we use a range of techniques to try to ensure that the input is of high quality on a daily basis.

Periods of input are short

We recognise that children have limited concentration spans particularly those in the younger year groups. Periods of input are therefore kept short and punctuated by regular breaks or activities. *Research shows that significantly more learning takes place when new information is shared in shorter bursts of 10 minutes rather than extended periods of time.*

The input is punctuated with questions

children's understanding and learning.

- Closed questioning is used to assess children's understanding and provides teachers with instant feedback.
- Opportunities to ask open questions before and/or after an input are planned for. 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 deepen understanding.



Key learning points are clearly modelled

The input phase is punctuated through clear modelling of whatever it is that we want the children to be able to do. Opportunities for modelling key learning points are carefully considered in every lesson and clearly outlined within lesson planning.

Through ensuring periods of input are followed by practical activities, teachers ensure that children are given opportunities to apply and deepen their understanding before the lesson moves on.

For example, a teacher might be modelling how to use embedded clauses within sentences. She might ask the children to work with a partner to construct a sentence together on a whiteboard before continuing with further instruction.

New information is presented in different ways

At Glen Park Primary we understand that children prefer to receive information in different ways. We recognise that it is important for information in this phase to be delivered to meet the needs of different learners.

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 Key Phase)

The emphasis in this phase is:

- **Developing understanding**
- **Demonstrating understanding**
- **Assessing understanding**

At Glen Park Primary we understand that it is adults who help children make sense of information. Therefore the frequency and nature of the interactions between teachers, teaching assistants and children is highly important. We aim to develop our children's understanding by:

- Using open ended questions

- Providing children with 'wait time' (children need time to think their answers through before responding)
- Allowing children to explore and articulate their thinking by giving them time to discuss their responses with a talk partner or in groups. Children then respond with '*We think that...*'
- Ensuring that children fully understand the question by asking them to say it back or rephrase it
- Extending and deepening thinking by asking questions such as '*Why do you think that?*'

Phase Four – Review Learning

The emphasis in this phase is:

- **Reviewing what has been learned**
- **Reflecting on how and why it has been learned**

Review is key to memory and we understand that it is important not just to confine it to the end of the lesson. At Glen Park Primary we recognise that good teaching requires teachers to constantly refer back to the success criteria outlined within lesson toolkits throughout the lesson and reinforce prior learning. This is a very important aspect of the lesson and the learning process in general as large amounts of information can be forgotten quickly by children.

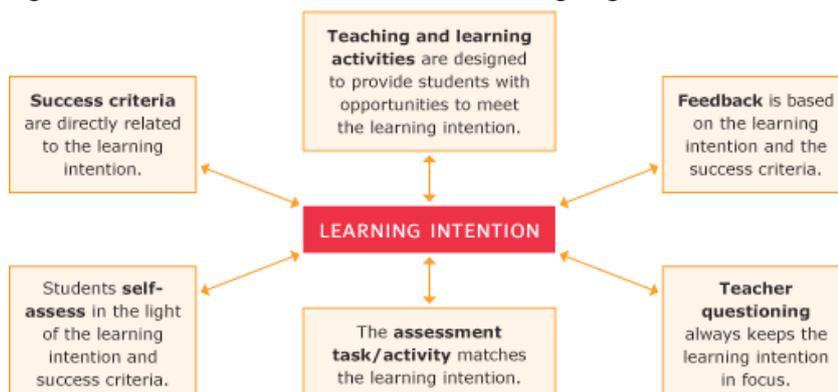
Pupils are actively involved

We recognise that when teachers summarise what has been learned, the effect on children's memories can be restricted. However, when the children are involved in identifying what they have learned in the lesson, their memories will be significantly boosted.

Always refer back to the intended learning outcomes and toolkit criteria

At Glen Park Primary we actively encourage children to reflect back on what they have learned and what has helped them to learn in the lesson. To achieve this we use prompts such as:

- 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 to change one thing that you did today what would it be?
- If you had to give some advice to someone else who was going to do the task, what would it be?



Classroom Environments

The surroundings in which children learn can greatly influence their academic performance and wellbeing in our school. The better the school looks, the more it inspires the people inside it. A well cared for and organised classroom and school can make pupils feel that they want to achieve and how they themselves are perceived is important.

At Glen Park Primary we believe that classrooms should be bright, well organised learning spaces. Pupils need to know how to access resources and respect the classroom environment. Different teachers have likes/dislikes about how to organise their classrooms. However, to ensure a sense of consistency across the school the following points below need to be taken on board in each classroom.

- Golden Rules displayed in each teaching room
- A writing wall under the headings: Exploring, Building and Inventing (see appendix 1)
- The four pillars of calculation are displayed
- Classrooms are tidy, labelled and organised. Pupils take responsibility for ensuring their classroom is a pleasant and safe place to learn.
- Pupils are taught to respect equipment and resources



- Blue trays are to be used for the storage of numeracy resources, yellow for literacy and green for all other resources.

The Literacy Working Wall

Exploring	Building	Inventing
<p>Immersing ourselves in the text. Understanding and gathering evidence about the text and genre. Collecting further information to support this understanding.</p>	<p>Giving children the skills to be able to write in the genre -unpicking the final tool kit. Modelling key skills. Generating and experimenting with writing.</p>	<p>Using the skills they have gathered to plan and write in the style. Using a toolkit which embraces all the skills taught through the innovation stage, the children are now able to apply this for the final piece. No modelling as this can now be levelled.</p>
<p>Reading the text</p> <ul style="list-style-type: none"> • Reading to the children • Pictures • Text on the smartboard <p>Story/Text Mapping</p> <ul style="list-style-type: none"> • Teacher created • Children’s examples • Story boards • Mind maps • Ordering and sequencing <p>Role play</p> <ul style="list-style-type: none"> • Freeze framing • Hot seating • Conscience alley • Photographs to evidence • Puppets • Videoing <p>Using the environment for imagination</p> <p>Pictures stimulus</p> <p>Music stimulus</p> <p>Other texts on the same theme</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Wow words • Technical vocabulary • Genre specific • Magpieing • <p>Language games</p> <p>Book Talk</p> <ul style="list-style-type: none"> • Children’s responses to the text • <p>Collecting Information</p> <ul style="list-style-type: none"> • Note taking • Data capture 	<p>Boxing up the text/genre</p> <p>Creating a class toolkit</p> <p>Modelling</p> <p>Shared writing</p> <p>Text Shape</p> <ul style="list-style-type: none"> • Pictures • Investigating the structure of the text • Comparing openings • Comparing endings • Identifying the build up • Changing the atmosphere • Developing and describing settings and characters • Non-fiction – writing introductions, summaries, headings, sub-headings etc. <p>Sentence Structure</p> <ul style="list-style-type: none"> • Lengths – simple, complex, compound, embedding clauses. • Connectives and conjunctions • Sentences for effect <p>Developing Vocabulary</p> <ul style="list-style-type: none"> • Adjective • Adverbs • Adjective and adverbial phrases • Synonyms and antonyms • Changing word order <p>Punctuation Development</p>	<p>Stimulus</p> <ul style="list-style-type: none"> • Picture • Title • Question • Word bank <p>Teacher Example</p> <p>Genre specific tool kit</p> <p>Individual Planning</p> <ul style="list-style-type: none"> • Story map • Boxing up • Planning grid <p>Independent application</p>