



Teaching and Learning Policy

This Teaching and Learning Policy outlines the ways in which we deliver a broad and balanced curriculum which stimulates all children to reach the highest standards of personal achievement. This policy is under-pinned by our School Principles.

Outstanding teaching is:

- **Well planned** – each lesson has a clear learning intention which is developed through clear steps in learning
- **Interactive** – pupils are all involved in their learning
- **Motivating** – pupils are all enthused by the subject matter in the lesson
- **Differentiated** – to meet the needs of all groups of pupils
- **Informed** – by pupils' prior knowledge – what they know, understand and can do
- **Challenging** – pupils are challenged throughout the lesson.

Outstanding teachers recognise that:

- Learning is more effective in a safe and secure environment in which good relationships and a sense of belonging to the school community are fostered.
- Each learner is unique and learns in a variety of ways.
- Building and maintaining the self esteem of the learner optimises learning
- Learners make progress in an environment rich in language and interaction
- Learners progress by the setting of appropriate learning goals which are reviewed regularly.
- Learning is more effective when there is a variety of short, structured tasks and where there are learning choices.
- Formative assessment is an essential part of teaching and learning.

Planning

Year Group teams plan together and teachers annotate plans to ensure they are relevant to the needs of the children in their class.

The curriculum is planned as follows:

Long term plans

- outline the curriculum content for each term in each of the four academic years
- include national curriculum links
- state expected level of attainment
- note Literacy, Numeracy, ICT and thinking skills foci
- include other cross-curricular themes

Medium term plans

- outline the context free learning intentions to be covered each week in each unit
- give detail of the steps in learning
- include success criteria structured as either 'remember to ...' or 'choose from ...'
- outline resources
- note differentiation
- include assessment opportunities

Short term plans

- Literacy weekly overviews detail the learning intentions of the lessons, main teaching strategies to be used, activities for differentiated groups and notes for future planning.
- Numeracy weekly overviews detail the learning intentions and main teaching strategies to be used in the mental and oral work and the main teaching activity, activities for differentiated groups and notes for future planning
- Short term planning grids are used for the remaining subjects. These outline each subject's learning intentions, resources, activities, differentiated tasks, use of teaching assistants and notes for future planning.

When planning, teachers set high expectations and provide opportunities for all pupils to achieve. Teachers are aware that pupils bring to school different experiences, interests and strengths that will influence the way in which they learn. Teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.

Lesson structure

Each series of lessons should be organised to ensure that pupils have opportunities to work in pairs, groups and individually. The emphasis should be on children being actively engaged in their own learning rather than passively listening to the teacher or taking part in whole class question and answer activities for extended periods of time.

At a sensible point in the lesson, a context free learning intention should be introduced together with context free success criteria. The learning intention should be phrased 'To learn how to ...' and success criteria should take the form of 'Remember to ...' or 'Choose from ...' Frequent reference should be made to the learning intention and success criteria throughout the lesson so pupils are clear what they are trying to achieve and how they will be able to do this successfully. Neither of these is a task - the task simply provides the context through which the children will demonstrate what they have learnt.

Equality of opportunity

Teachers create effective learning environments in which:

- every pupil's contribution is valued
- Stereotypical views are challenged and pupils are encouraged to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.
- boys and girls are able to participate in the same curriculum
- a range of activities and contexts for work are used to take account of the interests and concerns of boys and girls.
- Gender stereotyping is avoided when grouping pupils
- Pupils' specific religious and cultural beliefs are respected and taken account of (e.g. representation of ideas/experiences, use of particular equipment)
- Pupils with disabilities or particular medical needs participate as fully as possible in all subjects and positive role models are offered.

Differentiation

Outstanding teachers employ a variety of strategies for differentiation which include:

- **task** – matching the task to pupils' abilities
- **outcome** – providing an activity that all pupils can access but the quality/quantity of pupils' work will differ depending on their ability. Expectations will be shared clearly.
- **support** – allocating teacher's own support, teaching assistant help and parent helpers support to maximise the pupils' learning. Also providing support for the task through writing frames and notes.

- **materials** – using different levels of books, texts and ICT.
- **language** – using differentiated levels of vocabulary, sentence structure and questioning to make the teaching and learning accessible to all.
- **success criteria** – ensuring all children understand what is expected of them in the lesson and how they should complete their work in order to be successful.

Use of Language across the Curriculum

Pupils will be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding. Since Standard English, spoken and written, is the predominant language in which knowledge and skills are taught and learned, pupils will be taught to recognise and use Standard English.

In writing, pupils will be taught to use correct spelling and punctuation and follow grammatical conventions. They will also be taught to organise their writing in logical and coherent forms.

In speaking, pupils will be taught to use language precisely and cogently.

Pupils will be taught to listen to others, and to respond and build on their ideas and views constructively.

In reading, pupils will be taught strategies to help them read with understanding, to locate and use information, to follow a process or argument and summarise, and to synthesise and adapt what they learn from their reading.

Pupils will be taught the technical and specialist vocabulary of subjects and how to use and spell these words. They will also be taught to use the patterns of language vital to understanding and expression in different subjects. These include the construction of sentences, paragraphs and texts that are often used in a subject.

Use of ICT across the Curriculum

Pupils will be given opportunities to apply and develop their ICT capabilities through the use of ICT tools to support their learning in all subjects.

Pupils will be given opportunities to support their work by being taught to:

- find things out from a variety of sources
- develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy
- exchange and share information,
- review, modify and evaluate their work

Health and Safety

This statement applies particularly to science, DT, ICT, Art and PE.

When working with tools, equipment and materials in practical activities and in different environments, including those that are unfamiliar, pupils will be taught:

- about hazards, risks and risk control
- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- to use information to assess any risks
- to manage their environment to ensure the health and safety of themselves and others
- to explain the steps they take to control risks

Monitoring and Evaluating

The Senior Leadership Team and subject managers will carry out monitoring and evaluation activities in the following areas as outlined in the Monitoring and Evaluation Policy.

June 2012