

# Penns Primary School Teaching and Learning Policy

## Learning and Teaching policy

### What is the Purpose of this Policy Document?

To clearly communicate a shared philosophy, that underpins the Penns Primary School approach to teaching and learning.

To clearly establish the characteristics of quality teaching and learning to secure good and outstanding teaching and progress for all learners.

Our aim is to enable our pupils at Penns to become independent, confident and motivated learners.

We want our children to:

- take increasing responsibility for their own learning
- demonstrate a love of learning for it's own sake
- have a secure sense of their own achievements

Our children will be equipped with the skills to work effectively in a variety of different settings, including collaborative work with their peers.

### What Are the Principles That Underpin This Policy?

All children are entitled to achieve their full potential through high quality teaching and learning experiences.

**At Penns Primary School  
All teachers are expected to be at least good  
teachers**

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## What do we want our pupils to learn?

We want our pupils to develop their:

### Knowledge, skills and understanding:

To be literate and numerate

To apply knowledge

Problem Solving - question, research, analyse

Decision making- predict, interpret, hypothesise

Critical thinking – reflect, reason, explain and evaluate.

Creative thinking – innovate, take risks, be resourceful, imagine

Communication – listen actively, assert, persuade, adapt

Organisation – plan, prepare, be flexible

Generalise – apply, create, transfer, connect

### Personal qualities :

Independence

Empathy

Curiosity and wonder

Social skills

Cooperation

Leadership

Resilience

Responsibility

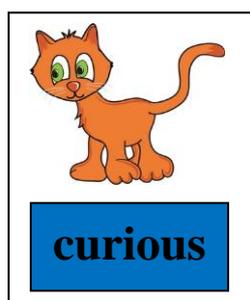
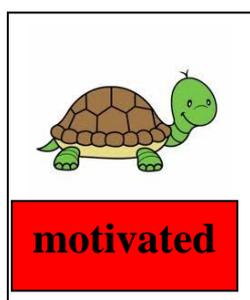
Self-motivation

Self worth

Owners of lifelong learning

Citizenship

These aspects will be achieved through the wider curriculum learning experience and recognised and celebrated through our reward system which promotes the characteristics of effective learners i.e. learners who are:



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## **The Learning Environment**

We actively teach and model the characteristics of effective learners that we endeavour to promote within our children. We strive to ensure that all learning areas help to create an optimum environment in which pupils can flourish. The learning environments at Penns:

- Reflect and support current learning through Literacy and Numeracy working walls, which include age appropriate ‘non-negotiables’
- Show a range of curriculum areas
- Celebrate pupils’ achievement
- Signal high expectations for attainment, encourage aspirations
- Reflect the school’s strong ethos, ensure pupils feel valued and safe

The learning environments are well resourced. Resources to support learning are accessible to pupils and clearly labelled and pupils are actively encouraged to make independent use of these.

## **How Do We Promote Effective Learning Here at Penns?**

We take into account the required elements of Foundation Stage, National Curriculum and Birmingham agreed RE syllabus in planning a personalised curriculum that reflects the needs, interests and uniqueness of our children, our school, our locality and the wider world.

## **Long term Planning – ‘The Curriculum Map’**

*See appendix 1 – the long term plan*

This is an agreed curriculum overview which maps out the child’s learning journey from Reception to Year 6. Mapping out the curriculum ensures continuity and progression in learning is secured. The curriculum map outlines the units of work and identifies cross curricular learning opportunities with a particular focus on giving children opportunities to practise, apply and consolidate core literacy and numeracy skills through meaningful thematic study

## **Medium term**

*See appendix 2 – the six principles*

*See Appendix 3 for a list of the essential learning and teaching resources by subject*

*See Appendix 4 for further guidance on homework and POW projects.*

Our curriculum is based on a cross curricular, thematic approach, making meaningful connections to strengthen understanding and learning. The class

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teacher further develops the planned units of work into weekly subject objectives and coverage.

The skill of the teacher is in planning stimulating, highly engaging and relevant units of work following the launch, explore, energise, celebrate model. Some elements are judged to be best taught as discrete elements.

The planned unit of work is shared with parents and pupils.

### **Short term**

*See appendix 5 for the agreed format and guidance on using success criteria*

Short term plans allow teachers to be responsive to the needs of the children on a day to day basis. Steps to success (success criteria or WILF) in all literacy and numeracy lessons are identified. Success criteria are carefully planned to enable pupils to achieve the learning outcomes lesson by lesson. To meet the range of needs within the class the teacher builds upon their knowledge of each child to plan effective differentiation to support the child's next step in learning.

### **Key Principles of Teaching and Learning**

All lessons should include the following key elements to ensure high quality teaching and learning. New teachers to our school will receive training to ensure they fully understand these elements and to enable them to embed these strategies into their every day practice.

### **Excellent teacher knowledge** **See Teacher Standards**

- of the relevant content, skills and attitudes to be taught, in order to foster and maintain pupils' interest in the subject, and address misunderstandings
- of the prior attainment of groups of pupils and individuals within the class;
- of the links to prior learning and bridging to future learning are made explicit so that children are aware of the BIG PICTURE.
- of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English
- of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those

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with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## All lessons have

### Clear learning objectives

- Learning objectives are shared orally and displayed.
- All learning objectives begin with WALT 'We are learning to'
- All learning objectives are written up and shared orally in child friendly language. They are generic (ie not content specific) for example We Are Learning To: Write a newspaper report rather than We Are Learning To: Write a newspaper report about the Great Fire of London
- Learning objectives do not refer to the content of the lesson but rather the skills, processes and attitudes to be developed
- Every piece of work will have the learning objective displayed on it (this does not need to be written by the child).
- When marking children's work the main focus is on meeting the learning objective.
- The learning objective is the same for all children.

### Success Criteria (for literacy and numeracy as a minimum)

#### *See appendix 5*

- Steps to Success/I will be successful if I/WILF statements are shared orally and displayed
- All success criteria are written up and shared orally in child friendly language. They relate to the learning objective and break the learning down into smaller, measureable, often sequential steps.
- Every piece of literacy and numeracy work will have the success criteria displayed on it as a book insert, using the agreed format.
- When marking children's work the success criteria are marked in pink and green in line with the school's feedback and marking policy.
- The success criteria form the basis of the children's self and peer assessment, with them single/double ticking or dotting to indicate their judgement against each statement.
- The list of success criteria can be the same for all children but they should be hierarchically arranged (for example using must should could tags or having essential steps in bold, challenge ones in italics) so that

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they can be differentiated to meet the needs of individuals or groups within the class.

- The same success criteria may apply to a short series of lessons if they are focussed on gaining mastery of a particular area of study

## **Regular opportunities to reflect and give timely intervention during the lesson**

This gives opportunities throughout the lesson for the teacher and other adults

- to assess progress towards the learning objective, to deal with misconceptions and introduce challenge through timely interventions
- This allows the children time to focus back in on the success criteria, to identify any areas they feel they need additional support in achieving, to identify any steps they still need to address in the remainder of the lesson
- This allows time to share exemplar work/teacher modelling

## **Differentiation and challenge**

- Activities are differentiated to meet the needs of the core (MA), support (LA) and extension (HA) groups within the class, with additional consideration being given to the specific needs of SEN children, pupil premium children and other vulnerable individuals or groups
- Challenge activities and questions are included for all abilities, allowing them to extend and apply the class learning or be introduced to the next step in the learning journey
- Differentiation of the success criteria and use of resources, including additional adults will help support and scaffold for different groups within the class.
- Where appropriate, children will be allowed to choose their own 'entry point' into an activity, with flexible grouping being employed in order to match accurately to the needs of individuals on a lesson by lesson basis.
- Timely intervention by all adults within the class will ensure work is appropriately matched and facilitate challenge as well as deal with misunderstandings and misconceptions

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## **Effective deployment of additional adults**

The class teacher is responsible for:

- The deployment and management of all additional adults
- Ensuring that the teaching assistant/additional adults are working with the full range of ability groups within the class, depending upon the specific needs and demands of each lesson. They are clear about who they are working with and why. This should be clearly identified in the planning.
- Ensuring that the deployment of additional adults is flexible throughout the lesson, with them managing different groups at different points depending on need.
- Ensuring that teaching assistants/additional adults actively manage their group, including timely intervention, feedback and marking in line with school policy and formative assessment that will inform future planning.
- Ensuring that the teaching assistant/additional adult is clearly directed to support learning – that they are, at all times within the lesson, fully engaged with pupils and not undertaking administrative tasks.
- Ensuring that the teaching assistant/additional adult is, wherever possible, closely involved in the planning in advance of the lesson.

## **Opportunities to develop self-esteem and promote the school's identified characteristics of effective learners**

- Children's achievements are publically and privately celebrated
- Rewards are linked to children demonstrating the desired characteristics of effective learners

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## **Active and engaged learners**

- Teachers will plan opportunities for pupils to be actively engaged in their learning at all points of the lesson. This is particularly pertinent during whole class exposition.
- Teachers will demonstrate awareness of how children learn and the range of learning styles/multiple intelligences within the class.
- Teachers demonstrate knowledge of the personal, social and intellectual needs of the pupils in their class and any barriers that may exist. They adapt learning in response to these.
- Planned opportunities for talk/discussion/reasoning etc where children demonstrate active listening skills (*see appendix 6*)
- Quality resources well matched to help children meet the lesson criteria are evident and well managed/organised. Resources include; people, equipment, time, space and furniture.
- IT enhances learning – it is used to engage children, to consolidate learning and as an effective learning and teaching tool.
- Effective use of questioning will be evident – questioning will be used to deepen thinking by allowing children to respond in depth and at length, to challenge misconceptions, elicit explanations, justify responses, apply reasoning and to assess progress against the success criteria (hinge questions)
- Teacher knowledge of the hierarchy of questioning, eg Bloom's taxonomy, shallow, deep, profound thinking is evident in the range of planned key questions. Questions are differentiated and targeted towards particular groups or individuals (*see appendix 7*)
- Thinking time is inbuilt allowing children time to process their understanding and mentally rehearse their responses

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## Pace and Structure

It is the responsibility of the class teacher to select the lesson model that best meets the needs of the learners in a particular lesson.

Some example lesson models are outlined below. Timings of each part of the lesson need to be considered in order to ensure good pace, particularly during teacher exposition times.

### The 4 part lesson plan

**Part 1 – Starter** Appetiser; Prepare for learning

**Part 2 – Introduction** Big picture; Recap; Agree learning outcomes

**Part 3 – Development** Exposition; Question & Answer; Active Learning; Introduce; Present new information; Construct meaning; Apply to demonstrate understanding

**Part 4 - Plenary** Check learning; Summarise; Bridge; Review

### The Accelerated Learning 7 Stage Cycle

Pre Stage – Create the supportive Learning Environment

Stage One - Connect the Learning

Stage Two – The Big Picture

Stage Three – Describe the outcomes (Learning Objectives)

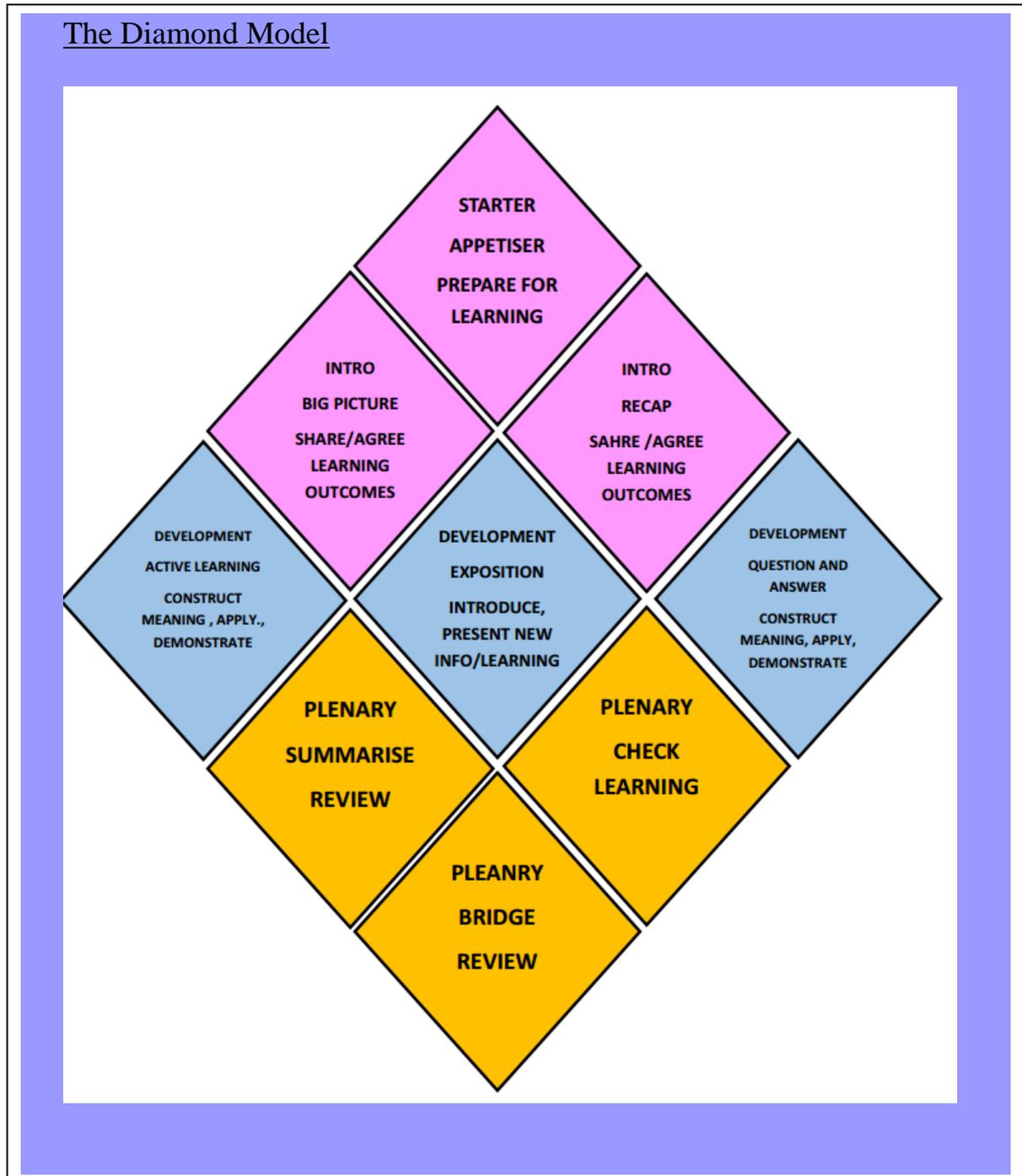
Stage Four - Input

Stage Five – Activity

Stage six – Demonstrate (Pupils demonstrate their learning)

Stage Seven – Review for recall and retention

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## **Flexible Grouping for Learning**

We are flexible in our grouping of children, employing a range of grouping strategies to suit the needs of the lessons and the pupils. We recognise that different grouping arrangements are appropriate for different tasks and pupils. All our pupils will work in different groups as identified in short term planning.

**Whole Class** – useful for teaching procedural knowledge and skills. It involves explanation, demonstration, and open questioning, with pupils actively engaged throughout.

### **Small Group Work –**

**Ability Grouping** – evidence states that high ability pupils gain the most; low ability pupils quickly gain a perception of their status and worth.

Where pupils are taught in ability groups for certain subjects, staff need to consider whether;

- The planned provision for different groups or sets matches the range of need in each.
- The placing of pupils in a group for a given subject is based on valid evidence of ability in that subject.
- Pupils can move easily between the groups if their progress indicated this to be appropriate.
- The curriculum for each group is equally well planned and resourced.
- The effectiveness of setting arrangements is regularly reviewed.

### **Mixed-ability grouping:**

Opportunities are built into the class timetable where pupils have a chance to work with pupils of different ability to themselves. Such opportunities may include:

- **Learning styles** – groupings may be of one learning style or a mix, to enable all strengths to be shared.
- **Social mix** – for example, ensure that “natural leaders” and “natural followers” have opportunities to both lead and follow.
- **Response partners** – learning partners, the “buddy” system, can help pupils to share their ideas and talk through their understanding with a trusted critical friend.
- **Expert/ Novice** – pairing with pupils acting as teachers and translators. This gives both opportunities to perform their understanding.
- **Vertical age grouping** – older pupils can model appropriate behaviour and learning, they set a challenge for younger pupils and take responsibility.

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- Friendship grouping – this creates security for some pupils, but creates dependency for others who lack confidence and are reluctant to take the lead.

### **Independent/individual work**

There are of course, opportunities in the class setting for pupils to engage in quiet, independent work, and we recognise the value of this too.

### **Effective feedback in line with the school's marking and feedback policy**

*See J:\6. Leadership\Policies\Curriculum Policies\Marking & Feedback*

- Wherever possible, feedback should be given as the lesson progresses, with the timely use of adult intervention to address misconceptions/ move the learning on
- Written feedback should be completed before the next session
- Time should be allocated for children to address gap tasks before the next lesson
- Any more significant difficulties identified during the feedback and marking process will be addressed through learning surgeries, most ideally before the next teaching session if part of a sequence of lessons.