



Albrighton Primary School

Teaching and Learning Policy

Our Aim

At Albrighton Primary our aim is to deliver an outstanding curriculum with consistently good and outstanding teaching, resulting in good/outstanding progress and high achievement.

We aim to provide the foundations for our pupils to become high achieving adults in the wider world. To facilitate this, we need to create pupils who build upon skills learned. Using and applying these skills in a wide range of contexts, will enable them to become problem solvers and independent learners.

We want to achieve fully rounded, confident individuals who have a high sense of self-worth. We want our pupils to possess speaking and listening skills which give them the confidence to contribute their perspective in discussions, as well as show respect for the opinions of others.

Our Vision

At Albrighton Primary school, the children are at the core of everything we do.

Parent and pupil views were sought, and staff and governors collaborated to decide on our school motto and vision.

We want to achieve:

- Pupils inspired to fulfil their maximum potential academically, socially and emotionally.
- Happy, confident individuals who believe in themselves and respect others.

We believe:

- 'Only our best will do!'

What do we stand for?

- It doesn't matter what your starting point is, it's where you finish that counts.

High Expectations

Our mantra, 'Only Our Best Will Do!' applies to all areas of the curriculum. In order to achieve our aims and vision, staff, governors and pupils must have the highest of expectations. This policy outlines what those high expectations are.

Teaching and Learning Model

At Albrighton Primary, we use the educational model DR ICE, taken from the Good and Outstanding Teacher Programmes.

In order to achieve good/outstanding lessons we aim to include the following elements in every lesson:

Deepening Thinking - creating a questioning environment, where a wide range of open questions and activities are designed to extend thinking.

Role of the Adults - modelling and guiding by **all** adults in the classroom, enabling independent learners.

Impact on learning and progress - What do the children know by the end of the lesson that they didn't know at the beginning? Focussed learning objectives, clear success criteria and work matched to pupils' individual starting points enable children to make good/outstanding progress.

Challenging Expectations - challenge matched to ability should be integral to each lesson. Adults will use assessment for learning within lessons to extend questioning, and move children's learning on as knowledge and understanding becomes embedded.

Engagement of Learners - pupils are motivated and enthused to learn. A range of practical resources, problem solving activities, investigations and collaboration opportunities should be incorporated into daily teaching. Lessons should have pace and rigour.

Teaching Standards

Teachers are bound by the teaching standards, outlined below, which they are judged against via a triangulation of evidence which includes formal lesson observations, learning walks, 'drop-ins' book and work scrutinies, planning scrutinies, attainment & progress data and pupil interviews.

- 1.Set high expectations which inspire, motivate and challenge pupils
- 2.Promote good progress and outcomes by pupils
- 3.Demonstrate good subject and curriculum knowledge
- 4.Plan and teach well-structured lessons
- 5.Adapt teaching to respond to the strengths and needs of all pupils
- 6.Make accurate and productive use of assessment
- 7.Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

In addition to this, teachers are also judged against OFSTED criteria in formal lesson observations.

It should be noted that teachers will not be graded as good or outstanding on lesson observations alone. The triangulation of evidence detailed will need to also be judged as good or outstanding.

Continuing Professional Development will be put in place to support any teachers to meet the teaching standards. If the standards are still not met however, this may result in more formal appraisal procedures (see appraisal policy).

Non-Negotiables

In order to ensure a consistency in standards in teaching and learning across school we have non-negotiables which staff are expected to follow.

Non-Negotiables for the classroom environment

At Albrighton Primary School, we want to provide a positive and welcoming environment for children to work in, promoting and aiding learning.

- **Working** walls/interactive displays
- Maths prompts/resources to aid independent learning (Number lines as appropriate)
- Children's work displayed (high standard of writing/presentation)
- Bright Displays - changed regularly
- Vibrant Reading area/corner

- Rewards visible
- Classroom rules
- Tidy, clutter free classrooms
- Resources labelled and well cared for

Tables should be arranged in groups to accommodate collaborative work and guided group practice.

Non-negotiables related to Maths

Teaching and Learning

- Number and calculation will account for 75% of maths teaching and learning. Other maths strands; measures / shape etc will provide contexts for number and calculation teaching.
- Teachers will focus on what children are learning and not what children are doing.
- In KS1 all children will have apparatus available to them in all maths lessons.
- In KS2 concrete images will be used to support maths teaching and when appropriate children will have apparatus available to them.
- Children need to be given the opportunity to use and apply skills taught through a wide range of contexts, problem solving and investigations.

Planning

- For long term planning teachers refer to the Albrighton Primary School teaching sequence which ensures coverage of all the required areas of work for their year group.
- For short term planning teachers record daily lessons on the Albrighton Primary School weekly planning document.
 - Daily ten activities will be recorded to ensure the teaching of mental arithmetic.
 - Lesson evaluations will be recorded on the weekly planning.
 - Teachers will adapt future lessons in light of lesson evaluations and record these responses on the weekly planning.

Assessment

- All teachers should refer to progression papers (footprints) for their year group to support the planning of differentiated activities. Each half-term teachers should

highlight in a different colour on their electronic copy of the progression papers in order to evidence achievement and show progress.

- Whilst we are still reporting achievement using levels, alongside the progression papers, teachers refer to APP documents to support a 'best fit' judgement of current attainment.
- On a termly basis teachers in Y3 - Y5 (Y6 have different arrangements) teachers will deliver a test paper to support their judgements. Findings from these should also help to inform future planning.

Calculation Policy

Teachers must ensure consistency of approach through the school by referring to the 'Bright Pi' calculation policy that we have adopted. This ensures clear progression of calculation methods throughout the school, as well as placing an emphasis on the use of concrete objects and visual representations of these.

Mylos (My Learning Objectives)

- Teachers should lift statements from the progression papers to ensure activities are differentiated for their class.
- These statements will provide the children's learning objectives for the lesson and be presented to them as a 'Mylo'.
- Objectives are colour coded; red (LA), blue (MA) green (HA) and these colours must be adhered to. Teachers will allow for 'fluidity' between objectives ie; a child may start the lesson working on the red objective but move onto blue.
- Mylos must be stuck in books for the start of each lesson
- Children must self- assess against their Mylo, using a coloured pencil to match the objective they have worked on.
- In KS2 children must record a written comment on their achievement within the lesson.
- Teachers must allow at least five minutes at the end of a maths lesson for reflection and completion of the mylos.

Marking

- Teachers must follow the agreed marking code.
- All work will be marked by an adult
- Where possible, teaching staff should mark in front of the children during the lesson, giving them immediate feedback.
- Level of support will be identified on all work and where applicable, resources used to support.
- Teacher comments related to number and calculation should focus on how children have calculated to find their answer.

- Marking code/Responding to Marking
- Literacy
- Learning environment
- Parents