



Roecliffe Church of England Primary School

Teaching for Learning Policy

January 2017

This policy outlines the fundamental aims, which underpins all teaching for learning at Roecliffe C of E Primary School.

Non-negotiables for teachers, teaching assistants and learning support staff.

Subject overview

Planning, teaching and assessment expectations

Consistency from EYFS – Year 6



Welcome to Roecliffe Church of England Primary School.

This policy outlines the fundamental aims, which underpins all teaching for learning at Roecliffe Church of England Primary School.

1. Aims

2. School Expectations

3. Teaching

4. Planning

5. Learning

6. Curriculum

7. Assessment

1. Aims

- To ensure high quality teaching that enables the acquisition of skills, knowledge and understanding which will be of use to all future learning.
- To promote, facilitate and enable the inclusion of all children, including those from disadvantaged backgrounds, those that speak other languages, those with disabilities and those with special educational needs.
- To provide a broad and balanced curriculum which provides opportunity for; all pupils to acquire content through variation and differentiation.
- To promote a wide range of enrichment experiences which enable children to make connections between all forms of learning.
- To develop lively and enquiring minds through encouraging children to question and discuss issues, in order to make informed decisions.
- To promote positive attitudes, good behaviour and moral understanding.
- To nurture self-esteem so children are motivated to learn and to develop an ability to co-operate and work with others.

2. School Expectations

We expect all pupils to agree to, and adhere to our Home-School-Agreement, found at the front of the School Contact Book.

- Staff have high expectations of themselves and all pupils.
- Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from pupils.
- We expect pupils to make rapid and sustained progress in lessons.
- We expect teachers to systematically check understanding, intervening when needed.
- We expect pupils to be challenged and, individual needs to be met.
- We expect teachers to provide high quality marking and constructive feedback to pupils that assists in next steps, in line with the school's Marking and Feedback Policy.

3. Teaching

To ensure teaching is consistently good and outstanding, we expect:-

- Staff to have secure subject knowledge and understanding – when support is needed teachers can seek advice from Senior Leaders or subject coordinators.
- Staff to plan appropriately for all groups of children and access high quality resources.
- That every lesson has a clear learning objective which is explained to the class and which remains on display throughout the lesson (OLI).

- That all lessons demonstrate ‘characteristics of effective learning’ as outlined in Development Matters in the Early Years Foundation Stage, DfE (2012):
- That activities are varied and differentiated to ensure that children explore, develop and practice new skills/ concepts.
- That staff cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding.
- Staff to provide appropriate resources, which support learning outcomes and provide challenge for the more able.
- That staff have high expectations of presentation, quality and quantity of work.
- That staff model the school’s policies and procedures.
- TA’s to be fully involved and active in lessons.
- That all staff are familiar with the Rocliffe Planning, Teaching and Assessment Timeline and use them to guide practice.

Characteristics of Effective Learning
<p>Playing and exploring – engagement</p> <p>Finding out and exploring Playing with what they know Being willing to ‘have a go’</p>
<p>Active learning – motivation</p> <p>Being involved and concentrating Keeping trying Enjoying achieving what they set out to do</p>
<p>Creating and thinking critically – thinking</p> <p>Having their own ideas Making links Choosing ways to do things</p>

4. Planning

To ensure that planning is consistent, we expect all staff to be familiar with the Rocliffe Planning, Teaching and Assessment Timeline and use them to guide practice.

Rocliffe Planning, Teaching and Assessment Timeline		
Frequency / Timescale	What?	By whom?
Termly	By the second week of Autumn, Spring and Summer Terms, displays to inspire learning are complete throughout the school.	All designated staff
	Over the term, shared displays (in common areas, not classrooms) should be adapted and added to, and by the start of the penultimate week, should display pupils’ work that is celebrated.	All designated staff
	Each term we communicate pupil progress to parents. Any pupil in danger of falling behind will have a Personalised Learning Plan written and shared with parents. <ul style="list-style-type: none"> • Autumn Term – Parents Evening Consultation • Spring Term – Parents Evening Consultation • Summer Term – Individual Pupil Reports 	Teachers
Half-termly	At the start of each half term, a welcome / intentions letter should be written by the class teacher welcoming the class back and outlining the term ahead. To be sent home on the Friday of the first week of each half term: <ul style="list-style-type: none"> • Welcome letter, theme grid and homework grid 	Teachers
	Class displays will be ready and complete, to inspire / celebrate learning, by the end of the second week of each half term.	
	Homework grid feedback to be written in contact books.	Teachers
	Assessment to be undertaken in accordance with the assessment long-term planner, including pre and post assessments.	Teachers
Weekly	Planning should be in Class files by the start of each week. Homework will be in Homework Files by the end of each week.	Teachers
	Admin from PPA should be left in box files ready for support staff to prepare by the end of the following day.	Teachers PPA administrators

5. Expectations of Learning

When learning is effective at Roeclyffe, it will 'look' as follows:

- Pupils demonstrate high levels of engagement, commitment and cooperation within learning time.
- Pupils respond well to teachers and lessons proceed without interruption.
- Pupils respond readily to the challenge of the tasks set, show a willingness to concentrate on them, and make at least good progress.
- Work is sustained with a sense of commitment and enjoyment.
- Pupils are sufficiently confident and alert to raise questions and to persevere with their work when answers are not readily available.
- They are provided with the skills to evaluate their own work and encouraged to do this every lesson.

A 'typical' Roeclyffe C of E Teaching sequence will include *some* elements from the following:

- ☺ **Intro**; introduce learning objective and success criteria
- ☺ **AFL**; strategies used throughout teaching sequence, and may be teacher-led, independently, or with TA support
- ☺ **Direct teaching** of new learning and teacher modelling (TA active participation with pupils)
- ☺ **Interactive strategies** (think/rehearse/reflect)
- ☺ **Clear expectations** - set out expectation for end of the session
- ☺ Children **reflect** on previous learning and marking/feedback
- ☺ Children are **independent**.
- ☺ The teacher continues to teach through **focused groups**.
- ☺ Mini-plenary used within **independent learning** time to make connections /address misconceptions.
- ☺ **Skilful questioning**.
- ☺ Plenary to address **success criteria** and learning within groups - who has achieved?
- ☺ **Teacher evaluation** next step - Where do we go from here?

6. Curriculum

Our curriculum is broad and balanced focusing on depth of learning and mastery of content. This enables teachers to remain with subject/topic for longer ensuring pupils have mastered the content before accelerating into new material. We use a range of resources to support our curriculum:

- The Primary National Curriculum 2014;
- The Early Years Foundation Stage Framework ;
- The North Yorkshire Agreed Syllabus for Religious Education
- The Roeclyffe long-term curriculum planner which plots the content covered from EYFS to Year 6 for each individual year group and each curriculum area. It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.
- Assessment underpinned by 'Stat Sheffield' in reading, writing and mathematics.

7. Assessment

Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and the ongoing process of Assessment For Learning (AFL). These assessments are against National Curriculum objectives to ascertain whether children are working at age related expectation.

Each half term we have an assessment week which enables teachers to use assessments and wide a range of evidence to draw upon to develop a comprehensive picture of where the child is currently working in relation to age related expectations. We track all pupil performance and in particular identify those pupils at risk of underachievement. Additionally we also ensure that those children who have accelerated capacity or are identified as G&T have increased opportunity to succeed. We use our professional judgements to gauge whether children are working above or below age related expectations. We also use Stat Sheffield calculate progress based on age-related expectation step points over time, prior expectations and the depth of a child's learning to show simply and easily who is making the right amount of progress through the new depth-orientated National Curriculum.