



Drighlington Primary School Teaching and Learning Policy July 2017

Introduction

Teaching and Learning are the key functions of our School. At Drighlington Primary School we provide high quality learning experiences within all we do in the curriculum, in the school environment and the interactions between all members of the school community.

We believe that we teach the children through all that we do: through the implementation of the policies, systems and practice that determines the curriculum and school day; Teaching and Learning should not just be seen as an isolated activity that happens in a classroom.

We believe that:

1. Learning should be a rewarding and enjoyable experience for everyone i.e. learning should be fun and enable children to make expected or accelerated progress;
2. Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future;
3. High quality teaching and learning experiences support children to be able to lead happy and rewarding lives, now and in the future;
4. High expectations of learning behaviours are evident through explicit teacher modelling.

Aims

To ensure all staff, children, parents/carers and Governors are aware of the aims for Teaching and Learning at Drighlington Primary School and that these are consistently applied in order to:

- Promote high quality teaching and learning across the school;
- Raise standards by ensuring consistency and continuity of teaching and learning;
- Ensure all children are included, motivated and engaged by their learning;
- Promote high quality learning experiences that focus on the development of skills, knowledge and understanding;
- Promote the idea of lifelong learning for all members of the School community: children, parents/carers, staff and Governors.
- Promote positive relationships between all members of the School community including: children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Provide a secure, stimulating environment where all children are supported in responding to the challenges involved in moving towards their full potential;
- Provide a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of the children;
- Provide the skills which encourage children to become confident, independent learners.
- Ensure children attend school regularly and on time with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn;
- Enable children apply skills and knowledge in new contexts; persevering with their learning and knowing that when they find it difficult they can ask for help and take pride in their work, always trying their best and aiming to get better all the time.
- Ensure parents/carers understand and support our aims in Teaching and Learning
- Ensure Governors support staff and monitor pupil progress, the allocation, use and appropriateness of resources and how the standards of achievement are changing over time.
- Ensure governors visit school, including training and other related events, and talk to children about their learning experiences;
- Ensure Governors promote and support the positive involvement of parents within the school;

Philosophy

At Drighlington Primary School we believe that children learn best when they are encouraged to form positive relationships;

- Children working with adults to establish and meet rules and targets for both learning and behaviour;
- Children supporting, encouraging and praising each other;
- Children being appropriately critical of their own work and that of others, showing mutual respect;
- Children taking pride in shared and personal successes;
- Children able to work independently and in collaboration with others;
- Children able to reflect and evaluate on their own progress

At Drighlington Primary School we believe that children learn best when they have clear direction and are praised for all the good things that they do;

- Children use the learning objective (LO) and steps to success (STS) including Every Time Steps to success, in order to support them to achieve the lesson's learning; children refer to the ten features of good learners and aim to achieve them
- Children are rewarded with praise, stickers, Dojo's, certificates, Superhero awards, their work being placed on display and on online Pobble;
- Children know exactly what is expected of social and learning behaviours through Active Listening and Whole School Rules

At Drighlington Primary School we believe that children learn best when they are actively involved in their learning;

- Children enjoying their learning and allowing others to do so as well;
- Children eager to ask questions competently using whole sentences, at a variety of levels;
- Children being able to independently organise their own learning resources and quickly begin their work;
- Children making informed contributions to class discussions and shared learning experiences;
- Children learning from 'hands on' experiences; practical and appropriate activities;
- Children working on task for increasingly extended periods of time;
- Children engaged in a range of independent and collaborative tasks;
- Children keen to talk about what they have been doing and what they have learned;
- Children gain an appreciation of learning that continues to flourish as they become older.

At Drighlington Primary School we believe that children learn best when they are appropriately challenged

- Children engaged in activities which match their ability, and which challenge and extend their thinking, develop their knowledge, skills and imagination and increase their use of appropriate vocabulary;
- Children taking pride in their work and wanting to succeed in it;
- Children being involved in investigations and problem solving tasks;
- Children having the opportunity to work both within the School environment and also in alternative environments, when appropriate, during educational visits;
- Children keen to finish and improve their work and persevere with tasks which they think are difficult;
- Children being able to use oral and written feedback effectively (at the age appropriate level) in order to see gaps in their learning and what they need to do in order to make further progress.
- Children use purple pupil progress pens to respond to challenge in marking, edit and improve their work.

At Drighlington Primary School we believe that children learn best when they are working in an environment which is caring, supportive and stimulating

- Children are secure safe and happy in a purposeful environment;
- Children respect the views of others;
- Children observing the Whole School Rules;
- Children responding well to encouragement, praise and rewards;
- Children showing care and respect for each other and their own and others' property;
- Children talk confidently about Care, Think and Learn statements which are displayed and changed in line with whole school
- Children's work is displayed, celebrated and valued;
- Children access learning information from well-resourced working walls
- Children are surrounded and supported by language (written and verbal) that supports learning

At Drighlington Primary School we believe that children learn best when their learning is effectively differentiated

- Children engaged in activities which are differentiated effectively by either prescribed outcome, the support given, resources or task; or a combination of any of these, to match their needs and extend their learning.

What is 'good teaching'?

At Drighlington we believe that good teaching is when teachers plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children;

- Senior leaders develop clear and consistent structures and systems for all aspects of curriculum planning;
- Teachers and school leaders, at all levels, have an understanding of and are able to effectively utilise the complete planning process; including the use of the Year Group Plans to develop long, medium and short term plans, to inform both the construction of the curriculum and its delivery;
- All planning is suitably differentiated for all learners with clear learning objectives and steps to success in language the children will understand;
- Planning identifies a range of engaging activities to develop children's skills, knowledge and understanding;
- Planning explicitly notes appropriate subject specific language;
- Planning details resources to be used which support learning, including the strategic deployment of any other adults;
- Planning shows that the teacher has been reflective and assessed the children's work, annotating this to indicate potential next steps in the children's learning which will directly move the learning on;
- Teachers have the opportunity to plan together with their year group partner(s) at least weekly.
- Lessons are well paced, interesting and match the children's learning needs so that all children are encouraged to display good learning behaviours;

At Drighlington we believe that good teaching is when teachers (and other adults when applicable) ensure that effective direction and support is given in order that the children make good progress;

- Children's work is regularly, diagnostically assessed; verbally or in written form, clearly stating what the children have done well (green highlighting) and what their next steps in their learning are (orange highlighting);
- Teachers and children; and teachers and senior leaders, have regular discussions through Pupil Progress Meetings about the children's work which affect provision and support arising from this within the accountability process;
- Teachers and children to develop accurate and timely use of the assessment performance descriptors in line with the 2014 Primary Curriculum;
- Teachers have a secure understanding of what each child is capable of in their class and will only accept appropriate outcomes for each individual, relative to their ability and moderate work within year groups, phases and across the school in order to support accuracy and consistency;

At Drighlington we believe that good teaching is when teachers demonstrate secure subject and pedagogical knowledge;

- Teachers have a good knowledge of each subject that they are teaching and an understanding of progression of learning in that subject;
- Teachers engage children throughout the lesson by providing clear and concise explanations and expectations, a good balance of challenging and appropriate activities, questions and discussion points and opportunities to assess what has been learnt and develop considered accurate responses to the next steps in their study or learning;
- Teachers are instrumental in their own Professional Development; actively taking part in Continuing Professional Development (CPD) sessions both within school and elsewhere;
- Subject Leaders and other designated staff within the school leading CPD sessions for colleagues on areas of specific need in order to support and develop staff knowledge as required;
- Undertaking reciprocal peer observations in order to support colleagues, further enhance their own practice and develop a learning ethos across the school.

At Drighlington we believe that good teaching is when teachers develop and maintain safe, secure and inspiring classroom and learning environments;

- Senior leaders, at all levels, and all staff take time to consider both the classroom and learning environments in terms of their safety and are continually looking for ways to improve them;
- The classroom and learning environments will be managed in a way that supports the development of learning; academic, social and emotional. Features of this will include:
 - Furniture being arranged to facilitate different types of learning; through whole class teaching, group work, one to one and also to ensure inclusion;
 - High quality classroom and corridor display with good balance between the celebration of children's work and annotated with the child's name and an explanation of the work
 - Age and ability appropriate learning resources which are clearly labelled and accessible for all children as appropriate;
 - Reading areas in each classroom, encouraging children to have an interest in books and reading, researching and investigating a broad and balanced curriculum;

At Drighlington we believe that good teaching is when teachers demonstrate effective lesson organisation;

- Lessons are well structured to include appropriate time for an introduction, independent or collaborative tasks and for a plenary or series of mini-plenaries with ample opportunity for teacher/child interaction, in order to discuss, enhance, reflect and further develop the children's learning;
- Teachers provide clear direction to ensure children know what they are doing and how to do it including the modelling and demonstration of key elements within lessons, working with a guided focus group when appropriate using the day-to-day assessment of the children's progress.
- Teachers apply the most appropriate classroom organisation, both in terms of the physical environment and also how the children are organised, in order to match and contextualise the children's learning;
- Opportunities are available for children to engage in practical activities, investigations and problem solving;
- Teachers provide opportunities for children to practice and reinforce skills learnt and appropriate extension and challenge activities;
- Teachers use appropriate resources, including the use of ICT to support and extend children's learning;
- Teaching Assistants are well deployed, optimising all learning opportunities and throughout their conduct in school set high expectations of themselves and the children.

At Drighlington we believe that good teaching is when teachers effectively assess and monitor children's progress in order that they can affect children's learning both within individual lessons and over time;

- Senior leaders, at all levels, and all teachers maximise the opportunities to impact on children's learning through self-evaluation structures, the School's 'Accountability' structure and on-going classroom assessment and feedback. This will involve senior leaders, at all levels, and teachers engaging in the following activities and affecting practice accordingly;
 - The analysis of statutory assessment data to evaluate individual, group and cohort standards and achievement;
 - The regular assessment and tracking of children's standards and achievement in Reading, Writing and Mathematics in years 1-6 in relation to individual targets set;
 - The regular evaluation of progress shown by all children through discussion between senior and middle leaders;
 - The regular monitoring of progress in Foundation Stage, establishing provision targets for individual, group an

cohorts of children against assessment criteria within the Foundation Stage Profile;

- Class teachers regularly assessing children's understanding and progress both within lessons, at the end of lessons and over time in order to quickly recognise children's barriers to learning and moving swiftly to overcome them and using these assessments to inform the next stage of learning and the planning process;
- Teachers ask a range of questions (comprehension, knowledge, application, analysis, synthesis and evaluation) to children in order to check understanding and move their learning forward; and increasingly expect the children to ask such questions themselves using the appropriate language.
- Teachers providing encouragement, praise and rewards for the effort, outcomes and progress children make;
- Teachers use diagnostic feedback to children; either verbally or in written form, which can be used by the child to improve their learning with the child becoming increasingly active within this process;
- Children becoming increasingly involved in assessing their own and others learning and taking appropriate actions to develop this e.g. self-assessment against the lessons learning steps to success.
- Teachers liaising with the School's SENDCO in the formulation and implementation of any intervention programme and evaluating the impact of these on the children's learning.

At Drighlington we believe that good teaching is when teachers use resources effectively, including other adults, to support children's learning;

- Teachers ensure that each classroom has a basic set of age and ability appropriate resources;
- Subject or aspect leaders ensure that specialist resources are stored, maintained and audited in designated areas;
- Children are taught how to use resources correctly and safely and also to respect and maintain equipment;
- Care is taken that resources reflect the cultural and linguistic diversity of the school and that all children have equal opportunities to use these resources;
- Resources used are appropriate to the task and age of children in supporting and engaging them with their learning;
- Other adults are deployed effectively to work with individual children or small groups of children both within the classroom and in intervention activities to maximise learning opportunities.

What is a good lesson?

At Drighlington Primary School we believe that a good lesson should comprise of the following elements;

- Planning – Before the lesson
- Introduction to the lesson
- Main teaching
- Group teaching and independent activities
- End of the lesson; plenaries and/or mini plenaries within the lesson
- Use of assessment and evaluation – before, during and after the lesson.

Planning (always kept updated, kept in school and stored in yellow files) - Before the lesson teachers will:

- Use formal and on-going assessments in order to determine where the children are in their learning and their next steps;
- Establish a clear learning objective in 'child friendly' language and steps to success that will enable the children to achieve the learning;
- Plan an appropriate structure of differentiated activities that will enable the children to engage in their learning and meet the learning; including the use of other adults and the timings of the lesson; ensuring maximum learning opportunities and catering for all learning styles.

Introduction to the lesson – A good introduction to a lesson will include:

- Recapping on prior learning, allowing time for the children to look at their feedback from the previous lesson;
- Sharing the learning objective and lesson's steps to success with the children so that they know exactly what they need to do in order to achieve the learning
- Introducing subject specific language which is modelled by the teacher during the session with an expectation that the children will correctly use the vocabulary in their verbal and written responses;
- Putting the learning into context; explaining to the children why they are learning what they are learning;
- Ensuring there is a good balance between teacher and child talk and that all children are actively involved, engaged and challenged in meaningful activities;
- Teacher modelling the process and task which is expected of the children;
- Using resources which stimulate, sustain and support children's learning;
- Appropriately differentiated questioning;
- Good pace to the lesson; ensuring that it is not too quick that children are not understanding their work and are being left behind; but pacy enough that children remain engaged;
- Secure subject knowledge demonstrated by the class teacher;
- All children actively involved and engaged in their learning;

Main part of lesson - group teaching and independent activities – A good lesson will include:

- Differentiated activities through prescribed outcome, support, resources, etc which match the learning and steps to success;
- Opportunities provided for the children to talk about learning, experimenting with concepts, asking questions and learning in preferred learning style;

- The teacher normally teaching a focus group; moving that group's learning forward and maximising all opportunities for learning;
- Flexible organisation of ability and mixed ability groups in response to learning needs
- High expectations of children both in terms of their work and their learning and social behaviours;
- Praise for the children when they do the right thing, achieve well and make progress;
- Effective use of other adults both class based TAs and Learning Support, in order to support learning and/or move it forward;
- Mini plenaries, where appropriate, to either move learning on, consolidate learning or address misconceptions;
- Children receiving positive and diagnostic feedback about their effort and their learning;
- Time reminders to indicate to the children how long they have left to complete activities;
- A purposeful learning atmosphere dependent on the task the children are completing.

End of the lesson – A good plenary or series of mini plenaries will include:

- Reference to the learning that has taken place and steps to success;
- The use of a range of assessment strategies; allowing children time to reflect on their learning, checking to see if they have met the lesson's learning using the lesson's steps to success;
- Children receiving positive and diagnostic feedback about their effort and work;
- Consolidation on the lesson's learning, reflecting on whether the steps to success have been achieved, moving learning forward, addressing misconceptions, further peer or teacher modelling of work, making links to future learning.

Assessment and evaluation – after the lesson good assessments made by the teacher will include:

- Evaluating whether all the children or groups of children achieved the learning and met the lesson's steps to success, and whether the children's learning moved on and if it didn't, why not?
- Reflecting on which parts of the lesson went well, which parts were the children most engaged in; and which parts of the lesson did not go so well and why;
- Reflecting on whether the work needs to be revisited at the start of the next lesson or does the learning objective need to be completely revisited again;
- Diagnostically marking the children's work, clearly stating what they have done well and what the next stages in their learning are (using the School's marking codes);
- Using assessment to inform future planning and next steps in learning and the assessment performances descriptors for Reading, Writing and Mathematics to regularly moderate and ascertain whether the child is at national standard and what is needed in order for them to achieve this.

Curriculum Planning

Drighlington Primary School's planning is based on the following requirements:

- The new Primary National Curriculum 2014;
- The Early Years Foundation Stage Framework ;
- The needs of the children we are teaching.

Long Term Planning

- Our 'Whole School Curriculum Map' plots the content covered from reception to year six 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.

Medium Term Planning.

- For English and Mathematics we use the planning provided by the National Curriculum Programme of Study for each subject, although we alter sections in order to meet the needs of our own children.
- For mathematics we use Maths AET scheme which has been developed in line with the expectations set of the 2014 Primary Curriculum
- In the Foundation Stage, our medium term plans are based on guidance within the Foundation Stage Profile.

Short Term Planning

- Planning will follow the school format for English and Maths

The Role of Teaching Assistants

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- To support the teaching; either through direct delivery or by enabling access for identified children; □ Supporting a small group within the classroom;
- Delivering intervention groups; □ Carrying out assessments;
- Preparing resources;
- Supporting children with IEPs / Individual Behaviour Plans (IBPs) or statements of special educational needs.

Monitoring and Review

The Head teacher, Deputy Head Teacher and Assistant Head Teachers will monitor the effectiveness of this policy throughout the academic year. The Head Teacher will report to the Governing Body on the effectiveness of the policy annually and, if necessary, make recommendations for further improvements.