



"Where learning is alive"

Minworth Junior & Infant School

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TEACHING AND LEARNING POLICY

RATIONALE

We at Minworth Junior and Infant School acknowledge that children learn in different ways, through a variety of experiences, and we therefore recognise the need to develop strategies that allow all our children to learn in ways that best suit them.

Teaching and Learning is central to life at Minworth. We acknowledge that quality of teaching has the greatest impact on our children's learning and the standards that they attain. This is, therefore, a key policy for our school. We also recognise that best practice in teaching and learning is something that evolves regularly and as a result, it is intended that this policy will be reviewed and updated on a bi-annual basis.

AIMS

The aim of this policy is to provide a clear statement of the principles and practice of teaching and learning at Minworth. This statement represents our agreed view of what best practice in teaching and learning currently looks like and how we intend to encourage and support all of our children to enable them to have the best chances of success in their learning. It provides a framework which enables teachers and support staff to be confident in developing their own practice and ensures that we are consistent in the way we work with our pupils.

What does good teaching look like at Minworth?

It is our vision that all teaching and learning at Minworth Junior and Infant School is to be at least good over time. To this end, any teaching graded as less than good will be supported intensively until the school's expectations are met or formal proceedings regarding managing performance are implemented.

We believe that teaching and learning is most effective when the following key components are planned for and delivered in every lesson:

Clear learning objectives and outcomes

- The learning taking place in lessons should be clear and contain achievable learning objectives that are understood by all children.
- There should be clear learning outcomes that are tiered to address the needs of all children.
- Work completed in children's books should be explicitly matched to the intended learning objective.

Excellent pace

- Teaching and learning will be pacy achieved through the use of enthusiastic and energetic delivery and effective questioning.
- Teaching and learning will be well organised and managed, particularly during transitions within lessons, with children being given clear expectations that are consistently applied throughout.

Effective Questioning

- Questioning will play a leading role in the pace of the learning.
- Questions will be thoughtfully planned with key questions identified in planning.

- A range of question types will be used with no over-reliance on either open or closed questioning.
- Questions will be appropriately differentiated to the needs of the children within the class and *all* children will be given the opportunity and expectation to answer them. There will be no reliance on a 'hands-up' approach to answering questions.
- Children will be given the opportunity to respond individually or in pairs/small groups to questions asked.
- Questioning will demonstrate progression within the learning taking place during lessons/sequences of lessons.
- Children will be given the opportunity and encouragement to think in response to questions and ask further questions of their own.

Effective modelling/scaffolding

- Modelling will be integral to the learning taking place in all lessons.
- Modelling will identify how children are expected to learn and will identify which and how resources are to be used.
- Scaffolding will be progressive and will identify the next steps in children's learning in addition to being deployed as a method of intervention where and when required.

Appropriate pitch / differentiation

- Teachers will use assessment for learning to ensure lessons are appropriately pitched/adapted to meet the needs of all children with no over-reliance on purchased schemes of work.
- Planning will identify that consideration has been shown for all learning groups and that work is appropriate to their abilities and needs.
- Sequences of lessons will be progressive and purposeful with children able to identify their current knowledge and understanding relative to their starting points.

Clear lesson structure

- Planning will demonstrate a clear lesson structure with each aspect carefully planned for a considered purpose/to meet a particular objective.
- Lessons will be well organised and transitions between lesson phases will be carefully planned to ensure there is no 'lull' in the learning taking place.
- Assessment checks will be deployed to ensure children are on route to meeting the intended learning objective.
- Careful consideration will be given to the grouping of children and these will be regularly monitored, reviewed and altered as appropriate to the learning objective or task.
- Planned learning activities will always be explicitly linked to the learning outcomes they are intended to produce.
- Plenaries will feature in all lessons and will serve as to review the learning that has taken place.

Appropriate resources (including other adults)

- Resources will be used appropriately and purposefully to enable intended learning outcomes to be achieved.
- Resources will be identified within planning and accessible to all learners.
- Where possible, ICT will be used to enhance learning.

Excellent subject knowledge

- Teachers will be confident with the content they are delivering.
- Knowledge and understanding will be taught through interesting, appealing and challenging methods.
- Misconceptions will be appropriately addressed.

Catering for learning styles

- Lessons will be planned and taught to cater for a range of learning styles with teachers aware of those favoured by children and groups within their class.

Clear purpose maintained throughout

- Learning will be pacy with all questioning, activities and tasks planned to contribute towards meeting the intended learning outcomes.
- Wherever possible, there will be a real-life context to the learning and children will recognise the significance of it.

Active and engaging

- Teachers will endeavour to plan learning that will be enjoyed by children.
- Through appropriately deployed behaviour management strategies, teachers will ensure that children remain on task throughout their learning.
- Children will be encouraged to react positively to challenging learning and demonstrate resilience where difficulties arise.
- Children will be encouraged to make their own learning choices.

Excellent behaviour management

- Behavioural expectations will be clear and consistently applied in keeping with school policy and practice.
- Positive discipline will be used effectively to help foster and promote positive learning behaviour by all children.
- Individual children's needs will be considered with teachers showing awareness of IBP targets and acting on advice given from external agencies where appropriate.

Effective use of assessment for learning

- Prior learning will be considered and built upon when planning and delivering lessons.
- Children will understand their learning targets and will be offered regular opportunities to help address these.
- Children's work will be marked thoroughly in accordance with the school's assessment and feedback policy.
- Assessment checks/mini-plenaries will be used to assess children's understanding and ensure they are on route to achieving the intended learning outcomes.

PLANNING

Lesson planning is integral to a teacher's role in ensuring that effective teaching and learning takes place within the classroom. When planning lessons at short, medium and long term, it is expected that teachers at Minworth Junior and Infant School give consideration to the following:

- Continuity in pupils' learning from lesson to lesson and throughout the year;
- Pace which both challenges pupils, and enables them to make progress;
- That pupils are sufficiently challenged, so that they achieve the highest standards possible;
- That a variety of learning styles are addressed;
- That pupils demonstrate high quality outcomes relevant to their ability.

In order for these expectations to be met, the following '*planning non-negotiables*' are to be adhered to by all teaching staff:

Foundation subjects;

- All teaching staff are to complete a topic grid (long term planning) detailing the topics and subjects that are to be taught throughout the year and in which term these will be taught in.
- For each topic, teachers are to complete a topic web detailing the subjects and themes to be addressed within that topic, with explicit national curriculum links recorded for each subject.
- After completion of the topic web, teachers are to complete more detailed planning on the agreed pro-forma for each topic. This planning will detail the teaching sequence for that topic and will be divided into lessons or stages, as appropriate. Within each lesson or stage, teachers must evidence the learning objective, key vocabulary, key questions designed to elicit children's understanding, the teaching and learning activity to include appropriate differentiation, resources and tiered learning outcomes/success criteria.
- Planning should also detail topic related wow days and educational visits where appropriate.
- It is expected that for sustainability purposes, medium term planning for topics must be sufficiently detailed that it could be reasonably followed by non-specialist teachers and/or teachers new to that year group.
- There is **no expectation** for teachers to produce detailed short term planning for individual lessons.

Core subjects;

- All teaching staff are to complete medium term planning for both English and maths on the agreed planning pro-forma.
- Medium term planning should be completed either half termly or termly and should detail unit titles/themes, the intended learning objectives for that unit and which strand/s from the national curriculum programme of study are being addressed.
- Medium term planning should be regularly amended and adapted to meet the needs of the children as identified through assessment for learning.
- For each unit, teachers are expected to complete a weekly plan detailing the following key components of effective teaching and learning:
 - clear learning objectives appropriate to the level children are working at
 - tiered learning outcomes/success criteria that clearly demonstrate expectations for all children
 - teaching and learning activities planned to challenge children of all abilities including those who are more able and those with SEN
 - resources
 - key questions and vocabulary.

Teachers are expected to save a copy of all planning on the shared staff common drive (Q:Drive). This planning will be routinely monitored as part of the school's monitoring and evaluation cycle.

ASSESSMENT

We at Minworth Junior and Infant School recognise and acknowledge the fundamental role of assessment in the teaching and learning process. Assessment for learning (formative assessment) is employed effectively on a daily basis and leads to teachers amending planning and learning opportunities to ensure they are relevant and purposefully adapted to meet the needs of all children. Teachers are expected to employ the following assessment for learning strategies:

- Written feedback through daily marking of books
- Oral feedback delivered during or after the lesson
- Peer and self-assessment
- Relevant and appropriate learning targets for all children
- Regular completion of APP sheets for children or groups of children
- Administering and marking more formal assessments, i.e. end of year key stage SATs, QCA tests etc.
- Reporting to parents through both verbal and written reports of children's progress
- ½ termly assessment of foundation subjects through work completed in golden books

Successful assessment for learning ensures that children are directly involved in the teaching and learning process, and that wherever possible, they are aware of where they are in their learning, where they need to go and how best to get there.

Assessment will be monitored and tracked by senior leaders at the school and pupil progress will be reviewed with the class teacher on a termly basis for the majority of children, and more frequently for those who have SEN or are deemed 'vulnerable.'

For more detailed information relating to the assessment procedures undertaken at Minworth Junior and Infant School, refer to the assessment for learning policy.

LEARNING ENVIRONMENT

We believe that a stimulating learning environment sets the climate for effective teaching and learning and that this starts in the classroom. It is our expectation that each classroom provides an attractive and appealing learning environment and it creates a micro-community of which all adults and children working

within it feel proud. Classrooms are expected to be well organised and should have interesting and appealing displays that:

- children are able to talk about and share;
- reflect the topic being taught that term making it clear and explicit to visitors what that topic is;
- are changed regularly to ensure they are relevant to the children's learning;
- offer the opportunity for children to show case their 'best' work or act as a point of reference for current or future learning;

Resources in classrooms should be well ordered, clearly labelled and accessible to children. All classrooms should also have an appealing reading area that is used and updated on a regular basis.

We at Minworth Junior and Infant School recognise that the learning environment does not stop at the classroom door and we therefore aim for our learning environment throughout the school and its grounds to:

- be safe and well organized;
- be welcoming;
- be challenging and stimulating;
- be calm and purposeful;
- make learning accessible;
- provide equal opportunities for everyone;
- be something of which we are proud.

What does good learning look like at Minworth?

We acknowledge that different children learn in different ways and we recognise the need to develop strategies that allow all children to learn in the most effective ways for them. In recognition of this, we endeavour to provide the following learning opportunities throughout individual and series of lessons:

- investigation and problem solving
- research and enquiry
- group work
- paired work
- reciprocal teaching
- independent work
- whole class work
- support / extension provided by other adults
- purposeful use of ICT
- out of classroom learning and educational visits
- creative activities
- decision making and independence
- enrichment activities and extra-curricular clubs

Intertwined throughout our curriculum, children at Minworth are taught and encouraged to meet the values outlined in the Minworth Jigsaw.

Through the effective, deliberate and purposeful provision of the above mentioned learning opportunities, we aim to:

- enable children to become confident, resourceful, enquiring, resilient and independent learners;
- foster children's self-esteem and help them build positive relationships with others;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and beliefs of others;
- show respect for and a healthy interest in all cultures;
- enable children to feel valued within their community and understand the benefits of this;
- enable children to be motivated, reliable and independent learners who can explain what they have learned and apply their learning elsewhere;

- ensure children use language and number securely and effectively, as a foundation for all learning, and to feel confident in all areas of the curriculum;
- support children in acquiring the necessary skills for learning, now and in the future, by developing lively, enquiring minds and the ability to question, share ideas and work co-operatively;
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Who is responsible for effective teaching and learning at Minworth Junior and Infant School?

We at Minworth Junior and Infant School recognise the need for the entire learning community to take responsibility for the application of this policy at varying levels.

- **Children** are expected to follow school rules and demonstrate positive learning behaviour in accordance with our Minworth Jigsaw.
- **Parents/guardians** have a fundamental role to play in supporting children in their learning. As such, we endeavour to involve parents/guardians in their child's learning through such means as holding regular parents' evenings to report progress; sending written reports detailing children's progress and next steps in their learning and hosting regular parents' workshops detailing how parents can support their child's learning. It is our expectation that parents take advantage of these opportunities and we will endeavour to ensure that this occurs. Failure of parents to attend such occasions will result in further correspondence from the class teacher and if further action is necessary, parents/guardians will be contacted by the school's leadership team. Furthermore, in order for children to make the best progress we encourage parents/guardians, wherever possible, to:
 - ensure that their child has the best attendance possible;
 - ensure that their child is properly equipped for school and the full-range of learning activities that take place within it;
 - inform school if there are issues or matters outside of school that are likely to affect their child's learning behaviour or physical/mental well-being at school;
 - promote a positive and supportive attitude towards school and learning in general;
 - fulfil the requirements set out in our home school agreement, supporting their child in applying the principles outlined in our Minworth Jigsaw.
- **Teachers/teaching support staff** are expected to follow the principles and guidance set out in this policy. We at Minworth Junior and Infant School recognise that class teachers and support staff are fundamental to the progress that children make.

"Perhaps nothing has more direct impact on pupils than the quality of teaching and learning in a school. No matter how effective other aspects of a school's provision might be it's what is delivered in the classroom that really matters." (Ofsted 2011)

Through their purposeful planning, consistently 'good' teaching and thoughtful employment of effective behaviour management strategies, teaching staff endeavour to ensure all children make the best progress possible. As detailed in teachers' performance management, teachers are accountable for standards attained by all the children they teach and they are expected to plan appropriate, measurable interventions where children are underachieving. Teachers are also expected to contribute to their own professional development, identifying individual areas of need and seeking opportunities to address these.

- **The Senior Leadership Team/Governors** are responsible and accountable for overall standards in the school. Through carefully planned monitoring and evaluation procedures and the application of appraisal procedures for all teachers and teaching support staff, the SLT endeavour to determine, monitor, review and support school policies and practice in teaching and learning. In particular, they:
 - support the use of appropriate teaching strategies by allocating resources effectively;

- ensure that school buildings and premises are best used to support successful teaching and learning;
- monitor and evaluate teaching and learning strategies in light of health and safety regulations;
- monitor the effectiveness of teaching and learning strategies in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policy and practice through the self evaluation process.

Monitoring and Evaluation

As described above, it is the responsibility of the SLT and extended leadership team to monitor and evaluate standards in teaching and learning at Minworth Junior and Infant School. This will be undertaken through such activities as:

- lesson observations
- learning walks
- pupil progress tracking
- children's books/work scrutiny
- planning scrutiny

As outlined in the monitoring and evaluation policy, the SLT will share constructive feedback shortly after monitoring activities are undertaken, the purpose of which is to identify strengths and highlight areas that need improving with regard to teaching and learning. Monitoring and evaluation activities will also contribute evidence towards teachers meeting the professional standards required of them.

In order to get a fair and rounded judgement of the standards in teaching and learning within specific classrooms, and subsequently the performance of individual teachers, through the aforementioned monitoring and evaluation activities the SLT will apply an Ofsted style grading to various aspects of teacher's work in order to give as accurate a picture as is possible for teaching and learning overtime.

How and when these monitoring and evaluation activities are undertaken will be determined, wherever possible, at the beginning of the academic year and will be detailed in the monitoring and evaluation cycle. Grading will be against the criteria outlined in the school's teaching and learning expectations – see Minworth Teaching and Learning Expectations.

