



Short Heath Federation

Teaching and Learning Policy

September 2018

Date Policy Accepted	
Headteacher's signature	
Chair of Governors' signature	
Date for policy review	

SHORT HEATH FEDERATION

Teaching and Learning Policy - Short Heath Junior School

INTRODUCTION

At Short Heath Federation we believe in the concept of lifelong learning and that both pupils and adults learn new things every day. Through our teaching we equip pupils with the skills, knowledge and understanding necessary to be able to make informed choices. We believe that exceptional teaching and learning experiences, which are rewarding and enjoyable for everyone, help pupils to lead happy and rewarding lives.

AIMS

We aim to provide a rich and varied learning environment that allows all pupils to develop their skills and abilities to achieve their full potential, irrespective of socio-economic background, ethnicity, gender or creed.

Through our teaching we aim to:

- enable pupils to become confident, resilient, resourceful, enquiring, independent and reflective learners;
- develop pupils' self-respect and encourage pupils to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable pupils to understand their community and help them feel valued as part of this community grow into reliable, independent and positive citizens.;

PLANNING THE CURRICULUM

The process of planning; whether it is long term, medium term or short term, ensures that our curriculum has breadth and depth and is implemented in a cohesive, progressive manner. Documentation provides a record of what has been planned and enables others to understand and deliver learning to any group of pupils. Our curriculum is based around a creative curriculum.

Long and medium-term planning will:

- clearly outline the programmes of study/milestones to be taught
- identify themes to be studied over the course of a year
- show progression across years, terms and weeks of study
- demonstrate the range of contexts used to teach programmes of study
- incorporate a wide range of stimuli and opportunities, which reflect our community and support tolerance and mutual respect

The short-term planning process begins with dialogue during year group PPA time:

- planning will follow the objectives set out by the new national curriculum and careful assessments made in daily AFL or end of half termly tests to plan for purposeful learning, relevant and specific objectives
- ensure learning is engaging, well-resourced and responsive to pupils needs (hooks into learning)
- ensure progression and continuity
- identify an appropriate level of challenge and differentiated support for all pupils
- ensure independent learning is extending and moving learning forward
- make learning behaviours specific
- identify the context for learning, connections, key questions and overarching themes

- describe how social, moral, spiritual and cultural (SMSC) outcomes can be promoted
- provide opportunities for evaluating and reflecting on the process of learning through marking or verbal discussions
- describe how outcomes will be recorded/recognised
- describe how additional adults will be included and supported to be effective
- be dated and state clearly year group and term

All planning will be available in digital format and saved appropriately on to our staff drive.

Each term, we enhance our curriculum through planned events - a sensational start, a memorable middle and a fabulous finish', such as an educational visit, visitors to the classroom, drama production either by them or performed to them, etc.

We ensure that pupils have regular opportunities to apply their English and maths learning in all areas of the curriculum, where subject specific language, ideas and skills can be practised, revisited and applied.

We continually evaluate the impact of our curriculum through SLT, subject leaders, and year group planning meetings to ensure engagement, attainment, progression, challenge and coverage for each cohort, enabling pupils to meet and exceed targets.

Our curriculum is guided by:

- The New National Curriculum (2014)
- Thinking Skills Approaches / TASC
- SMSC outcomes
- NCETM/White Rose (Maths)
- The use of engaging and quality texts
- Chris Quigley Teaching for Depth and Mastery
- The agreed Walsall RE syllabus

THE QUALITY OF TEACHING AND LEARNING

Teaching is characterised by:

- Highly focused lessons with challenging learning objectives and engaging activities which develop skills across the curriculum
- High expectations of pupil involvement and engagement with their learning
- High levels of interaction for all pupils where praise and timely feedback is provided

Teachers reflect on and evaluate the level of impact their teaching is making on the learning of all pupils in their care. Effective learning takes place when teachers have high expectations of all their pupils and:

- offer an engaging curriculum with opportunities for 21st century learning skills to be developed across all subjects
- plan and prepare thoroughly considering individual needs within the cohort of pupils for which the learning is intended
- create a safe, secure and stimulating environment where pupils can think creatively, enquire and take risks
- teach lessons where pupils' previous learning and interests are built upon
- identify pupils' strengths through observations and assessments
- enable pupils to apply skills and knowledge in different situations

- develop shared learning skills and success criteria
- plan for open ended tasks
- provide opportunities for review and reflection
- allow thinking time before answering questions
- give developmental feedback and constructive criticism of pupil's work, both verbal and written
- provide clear expectations of what pupils are expected to achieve and their next steps in learning
- ask open-ended, probing, challenging and targeted questions
- provide appropriate challenge to support the learning of all pupils
- provide opportunities for basic, advancing and deep learning through careful differentiated tasks
- opportunities for mastery discussions, activities, challenges or tasks
- engage pupils using ICT/Computing
- accept and value gender equality, cultural and social diversity
- treat pupils fairly and with respect
- use the behaviour policy and its rewards and sanctions fairly
- use other adults to support pupils' learning effectively
- reflect on their impact
- develop their practice through continuous CPD

Additional adults

- Additional adults are clearly directed to support learning.
- Teaching assistants are fully engaged with pupils on the carpet and tables during lesson times. They are not photocopying work, sharpening pencils or sticking work in books during learning time!
- They are clear about who they are supporting and why.
- Planning is shared in advance with teaching assistants.
- They sit next to the pupil/pupils they are working with, quietly engaging the pupils, explaining the task or using other resources, e.g. number line to facilitate learning.
- They are involved in assessing pupil's understanding and feeding back to the teacher.

Language of Learning

At Short Heath we use the "language of learning" to ensure that our pupils can understand and articulate the knowledge and skills of metacognition (learning to learn) that span all areas of the curriculum.

- Challenge (blue deepening/depth)
- Remember To / success criteria
- Independent learning – through choice and application of tasks
- CPA - Concrete Pictorial, Abstract
- Themes/topic
- Growth mindset
- Targets
- Taxonomies
- P2Th (Pink to think) marking (action for pupils to do)
- 'BAD' verbs for learning objectives and tasks (Basic, Advancing, and Deep learning)

In our planning and delivery of learning we ensure that we make these explicit, so that our pupils develop an awareness and understanding of “how they learn” to enable them to become independent, resilient and hardworking learners with a growth mind set.

STRUCTURE OF LESSONS

- Lessons will start promptly
- Resources should have been planned and prepared before the lesson
- The WALT and success criteria/Remember Tos should be displayed in the classroom, and referred to at least at the start and end of the lesson
- The lesson will normally be linked to previous learning or teaching
- The teacher will use enabling questions to motivate, stimulate, assess and keep pupils on task
- The lesson should have a good pace and structure to it; activities will vary to respond to pupils’ different ways of learning
- Where possible, pupils’ work will be marked with them.
- Pupils’ work will be assessed regularly to inform short term planning and pupil progress
- gaps in knowledge will be addressed by support staff during the afternoon as appropriate - Gimme 5
- Pupils will be discouraged from leaving the room to visit the toilet during lessons

INCLUSIVE TEACHING

We will ensure a consistent maintained approach by including the following good practice as and when suitable:

- Use Quality First Teaching
- Lesson chunking to maintain pace, understanding and engagement
- Buff paper and books for our dyslexic pupils
- Frameworks to support independent learning for our less able
- Words to enable independence
- Differentiation at all levels to personalise and challenge
- Mixed-ability groupings when appropriate to value oral cognitive ability
- Use of auditory processing techniques to help learning and instructions to be internalised
- Learning journey milestones so pupils know how to make excellent progress
- Assistive technology to help all pupils access learning opportunities

Expectations Around Differentiation and Challenge

- Quality first teaching in guided groups will facilitate this
- A range of differentiation will be evident: by task, by success criteria, by activity, by adult input or by use of resources (e.g. frameworks for SEN).
- Mixed ability groupings
- Challenge is provided as part of the universal provision which is derived from the elicitation task. In addition, there will sometimes be opportunities for pupils to experience extra challenge e.g. using greater depth challenges.

Pupil Grouping

All classes are mixed ability. To meet the learning objectives and learning needs and provide appropriate challenge and support for all pupils, teachers use a range of grouping options across the year group and within their classes.

- mixed ability partner work
- mixed ability groupings

- ability groups across the class or year group
- skills based grouping (guided reading/writing)
- paired work (learning partners) to facilitate discussion
- individual work
- whole class groups

Personalised Curriculum

In personalising the curriculum, we aim to find appropriate challenges for pupils and address their needs so that they may all have an equal opportunity to succeed. We provide opportunities for pupils to be able to use their literacy and numeracy skills in other subjects.

We aim to cater for the needs and interests of a full range of all learners including:

- gifted and talented
- learners with learning difficulties and disabilities
- learners with English as an additional language
- girls and boys
- looked after pupils
- learners with social, emotional and behavioural difficulties
- pupils from a Forces family

ASSESSMENT (see Assessment Policy)

Assessment identifies progression, attainment and next steps in learning. It drives learning across and within lessons. Assessment enables teachers to formulate how pupils can make progress in their learning. It also informs other stakeholders about the progress and attainment of the school.

Teachers assess progress to inform school improvement, pupils, parents, governors, the Local Authority and other stakeholders. Achievements, effort and the quality of work are discussed with pupils as feedback.

Summative Assessment

Individual pupils' progress is tracked, together with that of cohorts and specific groups throughout the school. We use a range of systematic and accurate assessments including formative teacher assessment (against NC and small step descriptors) and test results. We combine all these assessments to support our judgments when assessing without levels to ensure that high expectations lead to deep learning.

- Strengths and areas for development are identified to inform planning, set challenging tasks and to implement intervention programmes as appropriate. High quality, constructive feedback is shared frequently between teachers and pupils enabling pupils to understand how to improve their work.
- Pupil progress is managed through whole-school School Pupil Tracker Online (SPTO).
- The following codes will be used: E (EMERGING), D (DEVELOPING), S (SECURE), ARE (achieved ARE) and #3/4 (greater Depth). Note: ARE stands for Age Related Expectation and this is what pupils are expected to achieve; this is considered the 'norm'.
- Pupil progress is discussed regularly at SLT meetings to identify strengths/weaknesses in performance and/or identify CPD requirements.
- Pupil Progress, attainment and well-being are monitored through half-termly pupil progress meetings with class teachers and the Head of School to ensure pupils are making the best possible progress and that suitable interventions are put into place.
- Pupil voice is central to the review of performance and target setting.

- Parents/carers receive regular updates on their child's progress so that they can provide support/encouragement as appropriate.
- SLT and subject leaders monitor pupil progress through lesson observations, pupil interviews, book and planning analysis, parent questionnaires/interviews.
- Moderation within schools and between schools is an important quality control part of this process.
- Quality assured exemplification materials will be used to inform teachers' assessments
- Triangulating judgements is an important part of quality assurance and monitoring i.e. progress seen in books is cross-referenced to pupil interviews and test results.

Formative Assessment (AFL)

At Short Heath we use formative assessment during individual lessons and weekly planning to evaluate the impact of teaching and learning through:

- the provision of effective feedback to pupils
- the active involvement of pupils in their own learning
- adjusting teaching to take account of the results of assessment
- a recognition of the profound influence assessment has on the motivation and self-esteem of pupils, both of which are crucial influences on learning
- the need for pupils to be able assess themselves and understand how to improve

QUESTIONING

- Questions will be asked to assess learning, challenge and deepen thinking and understanding.
- The range will include open/closed; higher and lower order (e.g. Bloom's Taxonomy)
- Will be differentiated
- Using lolly-lotto pupils will be asked randomly
- Opportunities will be planned for pupils to develop their own questions and questioning

HANDWRITING AND PRESENTATION (see English Policy)

- There will be high expectations.
- Handwriting will be taught in a dedicated session – at least x2 15-minute sessions per week.
- There will be a special Assistant Head Teacher Award.
- The best examples of work will be displayed in the school hall.
- Kinetic Letters will be used across the school.
- All dates and titles will be carefully underlined with a ruler
- In writing, the long date will be written
- In maths, the short date will be written

ENGLISH (see English Policy)

We use a cross curricular approach to embed English skills across the curriculum in every lesson we teach. Based on a class text we teach one week of reading skills and one week of writing skills. The text types to be covered each term are identified on long and medium-term planning to ensure all pupils have a wide range of experiences and knowledge. The pupils are expected to apply these skills, with increasing levels of independence, across all curriculum subjects. Year group expectations set out in the new curriculum should inform teaching. Teachers complete an assessment grid on a half termly basis for pupils in their class following the half termly writing assessments; these are kept in pupils individual writing files. Reading is continually assessed during reading sessions. Reading comprehension skills are also tested more formally once a term using Rising Star assessment papers in Years 3 to 6.

SPELLING (see English Policy)

- Pupils are taught statutory word lists and spelling patterns from the English Appendix 1 Teach, apply, assess is the process used for teaching spelling
- Pupils are taught strategies to help learn spellings e.g. speed spell, LSCWC
- All pupils have at least 1 session of spelling a week,
- Three spellings will be corrected in a piece of writing.
- Corrections will be signalled by highlighting round the incorrect part within the word or asking the pupil to find the incorrect spelling on the page
- Key spellings will be sent home linked to pupils' ability e.g. by phonic phase with parental guidance.
- Parents will be given written and verbal guidance on how best to support their child with spellings.

GRAMMAR (see English Policy)

- Coverage and expectation will be taken from the curriculum.
- Grammar teaching will be an essential part of English teaching and will also have at least a dedicated session in every lesson and evidenced in English skills books.

MATHS (see Maths Policy)

- To deepen understanding and apply learning such as to prove their answer to a friend or the teacher.
- Being able to do the following will help to make their mastery ability clearer:
 1. Contextualise it,
 2. Link it to another area of Maths,
 3. Write own problem.
- When appropriate there will be a regular lesson dedicated to learning about reasoning
- Similar topics will be taught at the same time e.g. while Y3 are working on finding 10 or 100 more or less, Y4 are working on finding 1000 more or less.
- Nrich can be used to stretch the learning and provide opportunities for pupils to work independently so that teachers can focus on individuals and groups.
- Generic greater depth extension prompts will be used as appropriate to enable the more able to work independently on deepening their learning. This could be an opportunity for the teacher to work with other key pupils.
- Resources will be taken from NCETM, White Rose and Chris Quigley.
- Use a poker face when questioning pupils to encourage their independent thought process!

SCIENCE

Pupils will be assessed on the two distinct areas of the National Curriculum - 1) Their skills of 'Working Scientifically' and 2) Their knowledge and understanding of each 'Programme of Study' taught:

- Before embarking on a new Programme of Study unit, from SNAP Science, the pupils will complete an elicitation task to show what they already know. Teachers will assess understanding and use this information to adapt planning of the unit. At the end of the unit they will complete a final task that has a similar format to the elicitation task; this will demonstrate what they now know and the progress they have made with their knowledge and understanding. Tasks will be filed in their individual science books.
- Teachers will use SPTO for each unit to record a child's achievement.
- In addition to ongoing Assessment for Learning of each child's skills of 'Working Scientifically', their knowledge and understanding of the content of the unit will also be assessed as an

integral part of their learning cycle. This may be through focused assessment tasks or through the activities generated by the work in the Programme of Study.

- Working scientifically skills will also be recorded in their science assessment books.
- To track progress, assessment judgements will be recorded half-termly.
- Pupils identified as gifted and talented scientists will be given opportunities to develop their skills as opportunities arise.

THE CLASSROOM ENVIRONMENT

Classrooms will be furnished appropriately for the age of the pupils and maintained for health and safety. Class teachers are responsible for the organisation of furniture and resources in their own classrooms. We expect that all classrooms will be tidy so that pupils can work effectively and in comfort.

Classroom environments will support learning and showcase achievements through:

- Resources which are child-friendly, labelled and readily available
- Dynamic use of models and exemplars of what has been learned
- Records of key ideas and thinking
- Vocabulary lists, e.g. conjunctions, synonyms to support the EGPS curriculum etc
- Working walls showcasing different learning journeys - providing scaffolding
- Best pieces showcased to share achievements and publishing skills
- Number lines
- Timelines (yellow with Makaton signs and words in black)
- Examples of calculations and problem solving - in line with the calculation policy
- Modelled current learning from flipchart teaching
- Golden Rules
- Federation Ethos
- Federation Prayer
- Good to be Green chart
- House points
- Clock - analogue and digital
- Fire Drill/Evacuation
- Staff responsible for first aid
- Attendance daily %
- Standardised room identification will indicate class name, name of teacher & TA

Classrooms will also contain displays based on our values and notice boards detailing timetables and events. Display boards will be maintained and changed regularly. They will be organised to promote active learning and independence. Pupils will be encouraged to take responsibility for their environment and take care of resources. In shared areas, display boards will be maintained by allocated year groups and updated regularly to reflect learning in a range of curriculum areas. Files of the following to be kept on a classroom shelf: - Individual pupil writing files which are updated each half term; a class file and a SEND/Inclusion file.

THE ROLE OF ICT

ICT should be planned in two ways. One is in the teaching of ICT skills, such as using search engines or word processing software. The other is where ICT is used to enhance the teaching of other subjects, such as putting in data to produce graphs in maths lessons or using PowerPoint to present information in history.

ICT is used to track pupil progress, to enhance work for display, for writing reports, producing

worksheets, research and for bringing the outside world into the classroom.

PRESENTATION OF WORK (see Presentation Policy)

Books should be neatly presented and must show the following:

- Kinetic Letters is the school's chosen font.
- All work must be marked, and pupils must be given the opportunity to respond to 'Pink to think' improvement tasks that the teacher has set them when marking the books and apply to future learning.
- There must be a high quantity of work that reflects day-to-day learning.
- Books must reflect progress in learning over time.
- There should be written evidence in the pupils' books from most sessions.
- Pieces of writing exist across the curriculum and therefore might not appear in a child's English skills book.
- Marking follows the school's policy (see separate policy)

WORKING WITH PARENTS

We believe parents have a fundamental role to play in helping their pupils to learn. We establish supportive, positive relationships by creating opportunities for communicating and sharing successes and concerns. These opportunities include:

- KIT (Keeping in Touch/parents' evenings (Autumn and Spring terms)
- The Year Ahead meetings in September to share the learning and expectations for that year group
- Year 6 SATs information evening
- induction and transition meetings (when pupils move into school and across Key Stages) celebration assemblies
- encouraging parent volunteers and visitors into school
- open door policy for Head of School and senior staff
- class teachers available at beginning and end of day and by appointment
- 'Seeing is Believing' tours of the school
- Subject information evenings
- termly curriculum overviews
- regular newsletters
- school website
- twitter
- text messages
- electronic communication system for parents who prefer email
- a detailed report in the summer term outlining their child's progress and achievements

HOME LEARNING (see Homework Policy)

We believe that learning at home is a very important and useful way to consolidate and develop pupils' skills and understanding. It also supports the collaborative relationship between school and parents and enables easy communication via pupils' reading diaries. Open ended homework activities are used across the school as well as specific homework tasks.

THE ROLE OF THE CHILD

We believe that the child has a responsibility to:

- participate as fully as possible in the learning opportunities and help other pupils to do the same
- work hard and try his/her best

- behave appropriately in school according to the school's behaviour code
- be polite and helpful to other pupils and adults in school
- come to school regularly and be on time
- talk at home about what he/she has learnt at school
- take good care of the school environment
- do the homework regularly and bring it back to school
- wear the correct school uniform

ROLE OF GOVERNORS AND SLT

Governors determine, support, monitor and review the school's policies. They:
 support learning by allocating resources effectively
 ensure that the school buildings and premises are effective in supporting successful teaching and learning
 monitor how effective teaching and learning strategies are in terms of raising pupil attainment and progress
 ensure that staff development and performance appraisal policies promote good quality teaching
 monitor effectiveness through the school self-evaluation processes and school improvement planning

At Short Heath Junior School, the SLT provides imaginative leadership, encouraging everyone in the school to consider the appropriateness of the curriculum and to bring about effective curriculum change. The roles of these leaders are to:

- Ensure that the school provides a progressive curriculum which covers what is set out in the National Curriculum.
- Ensure that positive values and attitudes are embedded within the curriculum.
- Have a clear view of the school's aims, principles and values and how they are being achieved.
- Ensure that all planning is efficient and appropriate.
- Provide time and support for teachers and other staff to reflect on their practice.
- Develop the imagination of pupils set within parameters of high standards and creativity.
- Create a climate in the school which utilises the strengths of all staff, parents and the wider community to provide strong extra-curricular programmes that support their aims.
- Encourage all staff to ensure that pupils understand the nature and purpose of their learning and feel involved in it.
- Ensure that all pupils see Short Heath as 'their school' which is a place to be proud of and learn effectively.
- Be committed by providing time, energy and organisation necessary to achieve the vision of achieving the best for all pupils.
- Be aware of recent local and national educational developments and to disseminate information sensitively and appropriately to all staff.
- Provide opportunities for staff to engage in CPD opportunities.
- Provide development time for staff to perform leadership roles.
- Value all staff
- Communicate their own vision and enthusiasm to achieving high standards of learning.
- Ensure that staff and other stakeholders have the opportunity to share in the vision and contribute their own ideas, feeling ownership of both school development and their own personal learning.
- Monitors outcomes of planning and teaching.
- Set appropriate and challenging targets for staff through the appraisal procedure.
- Ensure that school reflects a culture that is continually striving for improvement, reflecting school self-review at the heart of its standards and strategy.

EQUALITY

Under the Equality Act 2010 we have a duty not to discriminate against people based on their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

MONITORING AND REVIEW

All members of staff should understand and actively reflect upon their own contribution to teaching and learning. Every teacher will be observed teaching at least three times a year as part of the school's whole school self-evaluation process and Performance Management. Observations are carried out by members of the Senior Leadership Team; they are known as a Deep Review and action plans are produced following feedback. Our staff reflect on their strengths/areas for development and their professional development needs are planned for accordingly. We provide internal and external guidance to support our staff in developing their skills, knowledge and understanding so that they can continually improve their practice. We aim to develop further links with other schools to compare best practice.

As a whole staff we commit to reviewing the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

REVIEW

This policy was reviewed in September 2018

