

Teaching and Learning Policy



Rationale

‘Children First’

Our vision is to promote a love of learning in order to maximise the life chances of every child in our Trust. Through nurturing, high expectations and skilled teaching, we will have a lasting and positive impact on our local and wider community.

This policy is an important part of the school’s overall provision for Teaching & Learning and commitment to developing a positive, purposeful and safe learning environment.

Canford Heath Infant and Junior Schools are both Level 2 Rights’ Respecting schools. Haymoor and Ad Astra are both Level 1 Rights’ Respecting schools. By becoming Rights’ Respecting schools, we have adopted a coherent values framework which shapes the ethos and curriculum of the school. In our learning, teaching, action and word, we recognise and support the rights of all children, irrespective of race, religion, ability or gender. This, and our British Values and core values of Trust, Excellence, Aspiration, Collaboration and Honesty, support us in our aim to improve self-esteem, enhance moral and academic development, improve relationships and behaviour, reduce prejudice, and develop global citizenship and aid school improvement.

Aims and purposes:

The TEACH Trust is continually striving to ensure every child meets his/her potential. Across our Trust, the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement and attainment.

**WE EXPECT EVERY TEACHER TO BE AT LEAST GOOD –
EVERY CHILD DESERVES THAT**

By adopting a whole school approach to teaching and learning in our school, we aim to:

- Provide consistency of teaching and learning across all classes in all schools
- Enable and support teachers to teach as effectively as possible
- Enable children to maximise their learning to maximise their potential
- Give children the skills they require to become effective lifelong learners
- Provide an inclusive education for all children
- Learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared
- Provide equality and excellence for all, including all cultures, in order to promote the highest possible standards.

There is no single recipe for improving teaching and learning in our Trust. However, this policy outlines some of the key elements which are vital to achieving the highest standards in teaching and learning. It also sets out a broad structure for lessons, based on best practice and research linked to

how we learn best. When reading this policy it is important to remember that adopting a broad template for structuring lessons does not preclude:

- Spontaneity
- Creativity
- Imagination
- Individuality

Key elements and principles of teaching and learning – a practical summary guide

All lessons across our school should include the following key elements to ensure high quality teaching and learning. New teachers to our Trust will receive training to ensure they fully understand these elements and to enable them to embed these strategies in their everyday practice.

All lessons have clear learning objectives

- Learning objectives are shared with the class at the beginning or during a lesson and children are often encouraged to identify the Learning objective through investigation.

All lessons have well planned success criteria

- All pupils are clear about how they will achieve the learning objective
- Success criteria is displayed for pupils to follow during the lesson or drawn up with the pupils, e.g. steps to success
- Weekly planning includes success criteria for each learning objective
- Pupils use the success criteria to self-assess or peer-assess work
- Pupils are reminded of the success criteria during the lesson

All lessons are clearly differentiated to enable all pupils to access learning

- All learners are challenged and supported appropriately
- Planning shows clear differentiation
- Differentiation is often evident from the very start of the lesson, through questioning, activities and resources used.

All pupils are actively engaged in their learning

- Pupils are actively engaged during all parts of the lesson – teachers take into account pupils' concentration span and ensure pupils are not sitting passively for any length of time.
- Opportunities for 'Think/Pair/Share' and discussion with a 'Learning Partner' are regular features in all lessons
- Mini whiteboards should only be used to assist in quickfire assessment during the lesson. They may be used for short bursts of activity, to develop understanding, to assist in assessment during the lesson and to ensure that pupils are active and engaged during the lesson
- Visual stimuli, artefacts, offsite visits, visitors, hooks and auditory input are all used creatively as a way to enhance learning and engage learners.
- Talk for Writing is used to ensure pupils understand the language features and structure of genres and through rehearsal and investigation, children rehearse what they will write before they write it.

All pupils receive regular and clear feedback which enhances learning

- AFL and effective marking is embedded in everyday practice and is used to inform teaching and learning
- All pupils are clear about how they need to improve
- Marking is linked to the learning objective or success criteria and can identify 'next steps' and feedback which must be responded to
- Pupils are given appropriate time to address issues raised in marking by responding to feedback
 - Through conferencing with the teacher, the children are able to clearly identify the next steps in their learning.

Learning is enhanced through the effective use of resources including IT

- IT is used to enhance learning, where this will improve learning outcomes
- IT is used to enhance pupil engagement
- As part of the maths teaching sequence, concrete resources are used to embed understanding
- Visual stimuli, artefacts, offsite visits, visitors, hooks and auditory input are all used creatively as a way to enhance learning and engage learners
- Trust schools make effective use of resources to enhance specialist subject provision, such as music, PE and the Arts.

Learning is enhanced through important values

- Through our teaching, pupils are taught to show trustworthy behaviours and teachers model this.
- Excellence is encouraged through consistently high expectations, quality first teaching and effective, timely intervention
- Through our curriculum, enrichment and encouragement, we support children to have the highest aspirations for themselves and for their role in society.
- Teachers' role model and encourage effective collaboration to develop children's confidence and capacity to work cooperatively.
- Teachers promote, encourage and expect the enduring value of honesty amongst all members of the school community.

Learning is enhanced through the effective use of additional adults

- Additional adults are clearly directed to support learning in and outside the classroom
- Teaching assistants are fully engaged with pupils
- They are clear about who they are supporting and why
- Planning is shared in advance with teaching assistants

Learning is enhanced through the effective use of the learning environment

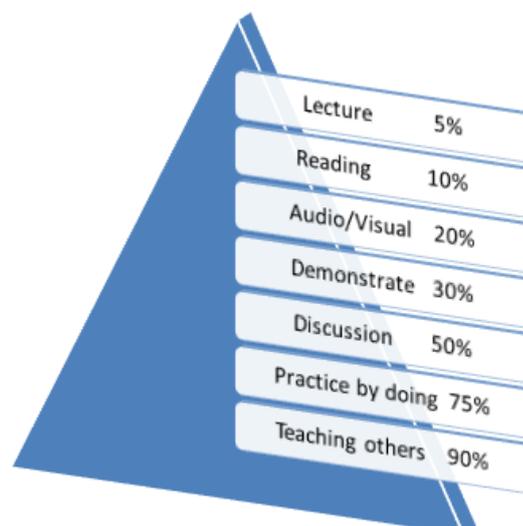
- Classroom and learning environments will display scaffolding, vocabulary and support to learners appropriate to their age and abilities – this should be useful and therefore referred to by pupils in lessons
- Previous learning will be celebrated and displayed in all classrooms and in corridors and the use of bubble ups will be annotated to explain what makes it successful and how it can be improved
- Working walls support development and independent learning
- An ethos of trust and respect ensure that resources within the learning environment are used effectively

Approach to Teaching and Learning - The Diet for Learning

Teaching and learning are not the same thing. Encountering information is not the same as understanding it. While the stages are inextricably linked, they are separate processes. This must be reflected in the lesson.

Lessons might include a mixture of; whole class teaching, cut-away groups, mini plenaries and 'pit-stops'. How we teach will determine how much our pupils learn. The emphasis is on our pupils developing understanding, skills and knowledge, and on remembering it and applying it to a range of situations.

Teachers understand and apply the principles of how learning is most effective, as modelled by the diagram below. They use a range of these strategies to good effect which ensures pupils learn well and make at least good progress.



The most successful teachers:

- *Know their pupils*
- *Know what they want them to learn*
- *Facilitate the learning (teach them)*
- *Review and assess individuals' learning*

KNOW THE CHILD

This includes:

- Use of a variety of techniques to assess prior learning and abilities
- Use of data from tests and planned assessments
- Quality questioning
- AfL from prior learning and marking of work
- Awareness of children's individual learning styles
- Awareness of children's pastoral and/or SEN needs
- Knowing the children's capabilities and setting challenging targets for them.

KNOW WHAT THE CHILD NEEDS TO LEARN

This includes:

- Knowledge of the National Curriculum AND School Local Curriculum
- Planning teaching sequences that support and challenge
- Use of learning objectives and success criteria
- Use of progression documents
- Use of assessment frameworks to guide targeted next steps

FACILITATE LEARNING (QUALITY TEACHING)

This includes:

- Promoting good progress and outcomes through effective planning
- Effective questioning, including open ended
- High quality timely marking and feedback
- Teaching others - encouraging child involvement and independence
- Discussion – quality interaction between children and staff
- Use of appropriate resources, including literature and IT
- Encouraging risk taking
- On-going reviews within the lesson – AFL which lead to adapting the lesson to meet the needs of children
- Modelling, scaffolding and challenge of tasks
- Investigation, research, enquiry, reasoning and application of skills
- Appropriate pace / independent learning opportunities

REVIEW AND ASSESS INDIVIDUAL LEARNING

This includes:

- Conferencing 1:1 with the teacher
- Quality timely marking and feedback which is responded to
- Peer and self- assessment
- Use of data and tracking
- Use of formative and summative assessment
- Question level analysis

PARENTAL INVOLVEMENT

We believe that parents have the responsibility to support their children and the school in implementing school policies. Parents are asked to:-

- Ensure that their child has the best attendance record possible
- Ensure that their child is equipped for school with the correct uniform and PE kit
- Do their best to keep their child healthy and fit to attend school
- Inform the school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- Promote a positive attitude towards school and learning in general
- Fulfil the requirements set out in our Home School Agreement

In addition to this, the school will keep parents informed about their child's learning by:

- Informing them every term of their child's progress either through written or verbal reports or meetings
- Inviting parents to consultation evenings twice per academic year
- Providing topic by topic information about the curriculum and homework via the school website and email
- Communicating with parents for example through a Homework /Communication diary
- Being available to meet with parents in a reasonable timescale, as requested
- Providing training and advice about teaching and learning to parents throughout the year, e.g. reading and maths workshops.

Our Trustees determine, support, monitor and review school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are best used to support successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations
- Develop and follow a programme of scrutiny to monitor how effective teaching and learning strategies are in terms of raising pupil attainment and achievement
- Ensure that staff development and performance appraisal policies promote good quality teaching
- Monitor the effectiveness of the school's teaching and learning policy through school self-evaluation processes. These include reports from School Improvement Partners, Subject Leaders, Year Leaders, the Headteacher's report to Trustees as well as a review of CPD sessions attended by staff.

Policy written: February 2018

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