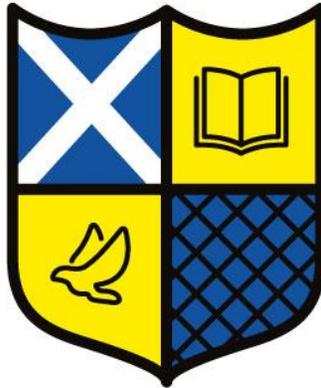


Teaching for Learning Policy

St Andrew's Primary School



Approved by: Teaching and Learning Committee **Date:** 4/2/19

Last reviewed on: February 2019

Next review due by: February 2020

Our Vision

Within a joyful, inclusive and caring Christian environment, our school family will embrace challenge, celebrate achievement, inspire a love of learning and enjoy life in all its fullness.

Our Intentions

- All children will have the opportunity to succeed; they are not labelled or grouped by ability.
- Children can select carefully differentiated activities to support their learning.
- Children deepen their understanding of a particular skill before moving on.
- Children present their outcomes to the very best of their ability.
- Children are actively engaged in the choice of activities and outcomes.
- Children's interests will influence the learning journeys/topic based approach to provide emotional connections which result in deep learning.

Curriculum/ Learning Journeys / Teaching Sequences

- Teachers plan a learning journey through a variety of exciting contexts. The learning journeys may vary in the time they take to complete. Teachers can plan contexts collaboratively whilst ensuring that the needs of individual learners are met. Teaching sequences must be newly developed and acutely matched to the needs and requests from the children. The learning journey should result in a secure understanding of a given concept or a tangible learning



outcome such as a collection of writing or art work. Teachers should start with a clear understanding of the outcome and plan the steps required to ensure all children are able to achieve the outcome to the best of their ability. Teaching sequences need to show clear differentiation, engaging activities and be linked to the National Curriculum. Open, challenging questions will form the basis of the children's narrative enquiry. The school's values ensure that children learn about diversity, compassion, tolerance and citizenship by being concerned about other human beings through their learning experiences.

Curriculum Overview – shows the subject specific coverage across the academic year. It will also detail the class texts and extended writing opportunities. This can be updated or altered as the year progresses. These are put on the website on year group pages.

Medium Term Planning / Teaching Sequences – show the Learning Objectives from the National Curriculum, proposed activities and reading/writing/speaking/design opportunities and outcomes. This may not be a termly plan as teaching sequences will vary in length. Flexibility is actively encouraged as a result of children's interests through high quality planning.

Daily Planning – more detailed plans in English and Maths show questioning, differentiation and lesson design (this may be seen in either a powerpoint format, smart notebook or written planning format – to be decided upon by the teacher). Additional adults need to have sight of the daily plans in order to prepare for the support given to particular pupils. Teachers should ensure that teaching assistants are clear about who they are working with and this may be shown through notebooks/powerpoints. Teachers may choose to write more detailed daily lesson plans or smart notebooks/powerpoints. These will show the key questions and contexts (photos, pictures) that will inspire the learning.

Planning should be useful and flexible. All planning must be saved in advance on the school system in the Planning Drive to ensure senior leaders and subject leaders have access in order to monitor coverage, expectations and challenge.

Lesson Design

Teachers start each session with a hook / stimulus / question that capture the children's imagination and set the context.

Learning intentions should be brief, clear, specific statements of what the children will be able to do at the end of a lesson as a result of the activities, teaching and learning that has taken place.

Learning intentions are introduced to the children as clearly measurable statements of the concept that the teacher wants the children to understand or the skill that the teacher wants the children to use:

'Let's learn how to add fractions with the same denominator.'

'Let's learn how to use fronted adverbials to start a sentence.'

Modelling is a crucial teaching strategy in every lesson to ensure effective learning takes place. Teachers will model reading, writing, talking, thinking, questioning and editing. They will ensure that modelling and scaffolding are precise and effective at showing what a good outcome looks like whilst allowing the children to think and learn independently. Working Walls should be used to display 'WAGOL' (What a good one looks like) to support children to understand what a successful outcome looks like and it should be relevant to the current learning.



The types of questions teachers ask need to develop children's learning and understanding. Children should be given the opportunity to reflect on the question and not be put on the spot. Questioning should encourage dialogue between the children. Targeted questioning helps to identify children who need extra support or challenge especially those with EAL and learning difficulties.

Teachers should plan meaningful and engaging contexts for the children to practise the skills or use the knowledge acquired. 'Steps to Success' summarise the main ingredients needed to achieve the learning intention. They are most effective if children have been involved in generating them.

They must be visible throughout the lesson so children can check on their own progress.

Clear steps to success allow children to:

- Know how success can be achieved
- Self-evaluate against the criteria
- Have the vocabulary necessary to discuss learning

Clear steps to success allow teachers to:

- Plan in a more focused way on the learning intention rather than the activity

The learning needs of each child must be met through careful differentiation. Children are not grouped into ability settings as this will put a ceiling on their learning. Teachers should offer a range of activities to support the learning. In maths lessons, teachers differentiate using 'Practice', 'Challenge' or 'Super Challenge' activities in Key Stage 2 classes. In Key Stage 1 classes teachers use 'Chilli 1', 'Chilli 2', 'Chilli 3'. The children can then select the activity they feel will enable them to make the most progress. The teacher will ensure that on each level of activity there are opportunities to deepen the learning of all children. All children must have opportunities to explain and articulate their reasoning.

Children will also be supported through the use of scaffolds and teaching aids where appropriate and especially EAL pupils. In English lessons, children should have word banks, scaffolds, specialised software and differentiated questions in order for them to access the activity.

Adults in the room will support the children to become independent learners and will ensure they do not encourage learnt dependence. TAs and INAs are in class to support the children; they should ensure that all children have the necessary resources in order for them to complete the task. Teachers should ensure that they are working with the most vulnerable groups on a regular basis.

Plenaries (or mini-plenaries) can be used at any point in the lesson to provide children with an opportunity to reflect on and extend their learning.

Active Learning

Teachers must ensure that children are active and participatory learners throughout the lesson as well as ensure that the pace of the lesson continues to engage pupils and is appropriate to the task. They should be given opportunities to ask questions, discuss and demonstrate skills from the beginning of the lesson. During whole class reading, active reading should take place with the children given structured questions to think through as the text is read if this is deemed appropriate by the teacher. The use of mini whiteboards provides an opportunity for immediate engagement. Teachers can then give instant feedback and address any misconceptions. During maths lessons, all children must have access to appropriate manipulatives in order to support learning. This is in line with the CPA (concrete, pictorial, abstract) approach that the school is developing in order to deliver the mastery curriculum effectively.

Feedback, Marking and Assessment



Aims of marking and feedback:

- to give regular, constructive feedback to pupils, both written and orally
- to ensure pupils understand what they have been successful at and to know what they need to do in order to make further progress
- feedback should be related to the learning intention but may also be for other key learning points
- to ensure that marking and feedback process is manageable for staff and useful and accessible to all pupils
- all written feedback to be returned to the children within 5 days or sooner if it is to move the learning forward
- identifying misconceptions and giving time to feedback to a group as a whole through verbal feedback one way teachers may feedback to the children and is a key part of our feedback and marking policy.

It is important to give feedback to the children as soon as possible either verbally or with written comments. Children should be given time to respond to the feedback in order to make improvements and to extend their learning.

Maths lessons also incorporate 'live marking' where appropriate in order for the adults to check that the children have grasped the relevant concepts. Teachers can then focus on children who need more support. At the end of maths lessons it is expected that the teachers mark the work in order for the child to make any corrections or answer any questions at the beginning of the following lesson. As the books are usually marked daily, it is not expected that the teacher writes lengthy comments, however it is crucial that time is given during the following lesson to address misconceptions. (see above)

In written feedback in other curriculum areas, teachers should give positive feedback and then highlight a precise area for improvement. It could be that the teacher identifies an area that a group of children or the whole class needs to improve. There would then need to be an opportunity for this to take place in the following lesson.

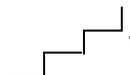
Children should be given the opportunity to self-assess work as they progress through the lesson and also to peer assess. With peer assessment, this has to be carefully modelled by the teacher to ensure it has the impact desired. At the end of a written outcome, teachers will evidence whether the children have met the success criteria. They will also provide a positive comment and a precise area for improvement

Marking

Symbols used in books

- ✓✓ - double tick to indicate good language
- ✓ - tick to mark something correct
- - dot to mark something incorrect/missing
- ^ - tent to indicate missing word

- ll - shows paragraph
- sp - shows a spelling error
- p - shows a punctuation error

 - clear way forward/improvement



Assessment

Aims of assessment:

- to ensure that we use assessment to inform teachers' planning and use this information to ensure that children make the best progress they can.
- use assessment to track pupil progress in order to raise standards but day to day formative assessment is key to establish where children are in their learning looking at the small steps of learning.
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.

Effective in-school formative assessment enables:

- **teachers** to identify how pupils are performing on a continuing basis and use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.
- **Pupils** to measure their knowledge and understanding against learning objectives and identify areas in which they need to improve.

Behaviour for Learning

The classroom environment must be a place of reflection, thinking and learning. Children should come into the classes ready to learn and teachers need to establish boundaries for effective learning.

- Children come into class quietly and settle immediately
- Children start learning straight away as they respond to the lesson starter
- All contributions are listened to and valued
- Children talk quietly and don't interrupt each other or the adult if they are speaking
- There is a meaningful 'buzz' in the classroom when appropriate and the children understand when to work quietly
- Children sit up straight without fiddling with inappropriately equipment. For children who have SEND/behavioural issues etc teachers will be using discretion. Some children require an object which calms, centres or distracts.

At St Andrew's we understand that adult behaviour has an impact on the children in the class. We have a 'No Shouting' policy which applies to staff and children alike. Children should be reminded of the appropriate noise level for different activities. If children are in a calm environment then they will have the space to become completely engrossed in their learning. Teachers are expected to use different mindfulness strategies to encourage the 'right' learning environment e.g. music, breathing, calm atmosphere. Our core values (achieve, care, joy, worship) are referred to regularly.

Monitoring the teaching and learning

A termly monitoring schedule is in place which all staff must follow.

- Lesson observations evaluate the effectiveness of teaching strategies; differentiation ensuring challenge; the impact of CPD and children's attitudes to learning.
- Book scrutiny sessions are planned in order to evaluate rates of progress; levels of differentiation; quality of presentation and the effectiveness of feedback and marking.
- Learning Walks evaluate the quality of display; classroom management and the effective use of working walls.

Teaching for Learning Policy

St Andrew's Church of England Primary School



Pupil Progress meetings are an opportunity for teachers and SLT to have professional conversations about the academic and social and emotional progress of all children. Teachers and children need to be clear about next steps for the children in order for them to make progress.

Homework

At St Andrew's, teachers will usually set homework tasks once a week which include reading tasks, and spellings / phonics, a short maths task of the skills taught during the week. The home learning promotes independent learning where possible and will consolidate learning that has taken place in school.

The approximate length of time that pupils should spend on their home learning tasks is dependent on their year group:

Early Years Foundation Stage (EYFS): 20 minutes per week plus daily reading.

Year 1 and Year 2: 30 minutes per week plus daily reading.

Year 3 and Year 4: 1 hour per week plus daily reading.

Year 5 and Year 6: 1-2 hours per week plus daily reading.

Reading should be a daily activity for **all** pupils in the school in addition to any other English based task set for home learning.

N.B. Home learning will not be set over the school holiday time or in the first and last week of term. However, the expectation is that all children will be expected to continue to read daily throughout the holidays and also when home learning is not set. Teachers will usually explain what methods are used to enable parents and carers to support the homework.

Teaching for Learning Policy

St Andrew's Church of England Primary School



How parents can help with home learning:

To be effective, home learning needs to be part of a wider partnership between parents/carers and the school.

It is a fact that children develop their skills, interests and talents when parents/carers encourage them to make maximum use of the experiences and opportunities that are available outside of school.

Listen to your child read every day. Emerging readers need to be heard as often as possible and at least daily. For children who are fluent readers, monitor what they read, encourage them to read a wide range of authors and hear them read aloud several times a week.

Help your child find a suitable place to engage in the home learning tasks set by the class teacher: calm, quiet and without distraction.

When appropriate, extend the home learning tasks by using appropriate websites or library resources.

Make sure your child doesn't spend too long on a home learning task (see recommended time frames above).

Look for learning opportunities in everyday life e.g. telling the time, counting change in the shop, practising times tables in the car, reading numbers etc.

Help your child and show support. If you are unsure of the methods taught in school, please do not hesitate to consult your child's teacher.

Use your child's home learning/reading diary or the VLE as a method of communicating with the class teacher.