

Stratford-sub-Castle Church of England VC Primary School

Life in all its fullness

Teaching for Learning Policy #3

The *Teaching for Learning Policy* was reviewed. This document is the result of that review.

DATE AGREED BY FULL GOVERNING BODY:	19.06.17
REVIEW DATE:	June 2019
AUTHOR:	Mrs Kay Bridson & Miss Hannah Crook
HEADTEACHER:	Mrs Kay Bridson
CHAIR OF GOVERNORS:	Miss Angela Britten
SIGNED:	
TO BE READ IN CONJUNCTION WITH:	<i>Aims of the School Pupil Premium Strategy Curriculum Policy Planning for Learning Policy Marking for Learning Policy Home-Learning Policy Online Safety Policy Assessment for Learning Charging & Remissions Policy Handwriting Policy Relationship & Sex Education Policy Presentation Policy Home-School Agreement</i>

Stratford-sub-Castle Church of England VC Primary School

Our mission is to promote LIFE IN ALL ITS FULLNESS

Our values are PEACE, LOVE and JOY

Our commitment to learning is to make it ACTIVE and RELEVANT

Teaching for Learning Policy #3

Within each classroom, teachers have the autonomy to be inspirational, reflective and creative practitioners. This policy sets out our minimum expectations that will lead to consistently high levels of pupil achievement and motivation; ensuring that all teaching meets the needs of pupils every day.

As a Church of England school we acknowledge that each child is created in the image of God and is therefore unique and precious. The Christian faith provides the basis from which we learn how to treat each other and be a community.

Purpose

- to fulfil the aims of the school through a consistent approach to teaching and learning
- to deliver the requirements of the National Curriculum and Foundation Stage
- to provide wide and effective learning experiences for all our pupils
- to raise standards of attainment and ensure all pupils make rapid progress

Implementation

The day-to-day implementation of this policy is a shared responsibility by all members of the teaching staff.

Aims

The teaching at Stratford-sub-Castle Primary School aims to make pupils **active learners**. We aim to 'fuel' and sustain each pupil's learning journey by fostering the learning process: **DOING/THINKING/UNDERSTANDING**.

Statement of Principles

We are committed to helping each pupil **learn** in a happy, safe and stimulating environment. By the end of their time at Stratford-sub-Castle Primary School, we want each pupil to be 'launched' into the 'Big Wide World' as a confident and inspired learner, eager to continue their learning journey.

We believe:

- we are role models; we are all learners
- every part of the school day provides an opportunity for learning
- every pupil is an instinctive learner and naturally curious
- that positive-self esteem and self-belief lie at the core of learning and that the motivation and commitment of learners cannot be taken for granted
- in promoting positive self-image and high esteem
- in engaging positive emotions and that 'healthy learning' leads to positive mental health outcomes
- learners need to be 'let into the secret' and provided with the appropriate building blocks to progress their learning
- that individual learners have legitimately different learning and behavioural needs
- that school should be supportive and safe; an environment where 'put-downs' from staff and peers are not accepted.

Curriculum

The Curriculum Map has been formed by looking at the requirements for each year group and key stage in the National Curriculum. The curriculum is underpinned by the values that we hold at our school. These include Christian values and British values. The curriculum is the means by which the school achieves its objective of educating pupils in the knowledge, skills and understanding that they need in order to lead fulfilling lives both now and in the future.

Further details are outlined in the *Curriculum Policy*.

Planning

The WHAT/WHY/HOW form the basis of our planning.

- **WHAT (WALT):** the learning objective for the lesson
- **WHY:** the reason for the learning
- **HOW:** the success criteria. The success criteria is differentiated into 4 different levels: moon, sun, star and shooting star

Planning is differentiated so that work is inclusive and meets individual needs using clear objectives with challenge. Teachers plan learning objectives and success criteria to meet the end of year expectations of each year group as appropriate. Activities support learning to meet the HOW. It demonstrates continuity and progression across the short, medium and long term. Throughout the lesson there is a focus on the learning outcome which includes a range of questions to achieve this. Learning outcomes secure progression in specific aspects of the subject and are linked to subject standards.

Further details are outlined in the *Planning Policy*.

Assessment

Short-term (daily) Assessment

It is crucial that day-to-day assessment helps to inform and improve future teaching and learning. The gathering of day-to-day assessment information, while often informal, unrecorded or quickly noted supports and guides longer-term assessments.

The marking and assessment of written work is viewed as a crucial part of this process. (See *Marking for Learning Policy*) Brief lesson evaluations are recorded. Common errors and misconceptions are identified and future plans adapted accordingly (see *Planning for Learning Policy*). As part of the marking and assessment process, pupils are encouraged to participate by regularly responding to feedback in order to ensure they take responsibility for their own learning (see *Marking for Learning Policy*).

Medium-term (weekly) Assessment

It is crucial that medium term assessments hold pupils accountable for their own learning and progress. By setting weekly targets, pupils are encouraged to take responsibility for the pace at which they learn their spellings, number facts and practise reading (see *Home-Learning Policy*). Accountability helps pupils to be involved in the setting of appropriate targets and to be appropriately challenged.

Longer-term Assessment

Effective longer-term assessment includes:

- **analysing** work, reporting to pupils and guiding their improvements
- **testing** pupils and giving quick feedback
- **engaging** pupils in the assessment process.

It is crucial that longer-term assessments involve pupils in their own learning and allow teachers to track the progress of each individual pupil. Assessment and Feedback Week takes place in the penultimate week of Term 1, 3 and 5.

We follow the NAHT end of year expectations (<http://www.naht.org.uk/welcome/news-and-media/key-topics/assessment/naht-assessment-framework-materials/>). Pupils are assessed against the expectations throughout the year.

See *Assessment for Learning Policy* for further information.

Teaching for Learning in the Classroom

Classroom Ethos

Teachers are expected to develop a positive classroom ethos where:

- **high expectations** are set for all pupils. This means all pupils are **DOING/THINKING/UNDERSTANDING** in all lessons
- **subject knowledge** and use of appropriate **vocabulary** is demonstrated
- the **language of learning** is modelled (*'Building Learning Power'*)
- **learning opportunities are maximised** (*'Wring out the learning'*; link the learning and use the *'killer'* question)
- a **range of teaching and learning styles** are used to engage all children.
- **resources**, including adults, are deployed effectively
- pupils know the **'Big Picture'**. (timetable for the day, overview of topics)
- pupils are encouraged to:
 - be **independent** (independent learning and independent thinking)
 - achieve genuine **success**
 - **enjoy** learning
 - have **high expectations of themselves and are self-motivated**. They know what *'good'* looks like and are motivated to be *"the best that I can be"* and resilient enough to *"feel the fear"* during challenging learning activities.
 - **self-evaluate** and reflect
 - use the **language of learning**.

Individual Lessons

In a lesson, teachers are expected to:

- provide adequate time for **'Response to Marking'**
- set **clear expectations** for the outcome of learning for each year group, with pupils, at the start of lessons including:
 - learning objective (**WHAT**)
 - reason for the leaning (**WHY**)
 - success criteria (**HOW**)
 - amount of **time** available
- **display** the WHAT/WHY/HOW so that pupils may refer back to them
- use **'pit-stop' plenaries**; to assess for understanding of the WHAT/WHY/HOW, deal with **misconceptions** and provide include timely and accurate **feedback**
- use **effective questioning** to assess learning and promote greater understanding
- provide **learning activities** where pupils are active learners by **DOING/THINKING/UNDERSTANDING**
- **differentiate** learning as appropriate (generally ability groupings in Mathematics and English. Phonics is streamed across KS1 and EYFS where appropriate)
- provide pupils with appropriate **scaffolding** (resources i.e. dictionaries, Maths Packets, Writing Packets, Topic Word Bank, Marking Key, displays/working walls)
- implement the **'Three Before Me'** strategy (*Brain, Book, Buddy, Boss*) and to display prompts
- **'wrap-up'** a session with a **plenary**, including:
 - a **summary** of the session, including what the teacher has noticed about the pupils learning and the future direction of learning
 - a **final assessment** question (e.g. *'Exit Pass'*, *'Whiteboard Flash'*, *'Walking Gallery'*)
 - an opportunity for pupils to **self-assess** and reflect on their learning

Learning over Time

We believe a sequence of learning activities should:

- allow learners positive and varied opportunities to **practise, improve** and **consolidate**
- provide opportunities for learners to use, develop and identify the full range of **Learning to Learn Muscles**
- provide opportunities for learning for understanding through performance of **high challenge, low stress, open-ended tasks**
- provide opportunities to develop **confidence** and **mastery**
- allow for **hands on / first hand** learning
- link (**cross-curricular**) and link (to **previous learning**)
- maximise opportunities for **oracy**
- be enhanced by the use of **technology** and the **environment/locality** (our grounds, visits and visitors)
- be adapted to the **interests** of our pupils and **responsive** to their enthusiasms and interests.

Displays

Displays provide a valuable space for pupils to celebrate their work and areas with information to learn from. In every class there is:

- an English working wall
- a Mathematics working wall
- a display with pupils' writing
- a display of Right & Responsibilities
- a display of British Values
- a display of online-safety rules
- displays of the marking key
- 'Three Bs Before Me' prompt sheet
- a visual timetable of the day
- a board to write the WHAT/WHY/HOW for the session

When displaying pupils' work we ensure:

- full name is displayed (first and family name)
- the work is mounted and well-presented

All displays should include focus vocabulary clearly displayed and an appropriate WALT (learning objective). We encourage the use of a handwritten, alongside typed, display information so that pupils can see 'good' handwriting to learn from.

We ensure classroom and learning areas are tidy (including cloakrooms) and organised with resources labelled so that pupils can be independent learners and gather resources as required. We ensure classrooms are safe and risks minimised.

Books

Pupils in the EYFS have a 'Learning Journey' recording learning.

In Key Stage 1 and 2 we use different books for different areas

	Key Stage 1	Key Stage 2
English	Lined (wide)	Lined (narrow)
Mathematics	Squared (1cm)	Squared (7mm)
Topic	Lined	Lined
Sketch book	n/a	Plain
Phonics	Lined	n/a
Termly Topic	n/a	Lined (Y4 – 6 only; other year groups optional)

Pupils in Key Stage 2 also have a Grammar Punctuation & Spelling Workbook published by CGP.

The front of each book includes:

- Pupil's full name (first and family name)
- English/Mathematics/Topic Book (as appropriate)
- Class name
- Month and year book started
- An appropriate image/piece of work for the front

Each book is covered in sticky back plastic.

Teaching Assistants

We value the impact teaching assistants can have on pupils' lives. We ensure teaching assistants are deployed to gain the maximum benefit for pupils. Teachers carefully plan for teaching assistants to:

- support groups within lessons
- conduct intervention programmes
- conduct activities on individual pupil's PLPs

Teachers, along with the Senior Leadership Team, regularly review the work of teaching assistants and will redeploy as required.

Home-Learning

The main focus of home learning is reading, practising spellings and learning number facts. The '*Termly Topic*' set by the Head teacher will be compulsory for Y4, Y5 and Y6 and optional for all other year groups. These are completed in books provided by the school.

See *Home-Learning Policy* for further information and details.

Parents/Carers

At Stratford-sub-Castle CE Primary School, we value working with parents/carers in order to provide the best possible outcomes for each pupil.

Written Report to Parents

Written reports are provided to parents twice a year. A short Mid-Year Report is provided to co-inside with the Parents' Evening in March and Annual Report is sent to parents in July. Each pupil's 'Annual Learning Review' forms part of the Annual Report.

Parents' Evenings

Parents' Evenings are held at the end of September, March and July.

Parent & Teacher Discussions

Parents may meet with the class teacher or Headteacher at any time. Parents can see class teachers before or after school for short discussion. If a parent want to discuss a matter in further detail, parents may make an appointment to discuss any particular concerns. Similarly, the Headteacher / class teacher will contact parents should any particular need arise.

Teaching and Learning Monitoring and Review Evaluation

Formal lesson observations take place a minimum of three times a year - this is to ensure a consistent whole-school approach to teaching for learning. These are usually conducted by the Headteacher or Deputy Headteacher.

The Curriculum Leader and Subject Leaders:

- monitor lesson plans
- conduct audit of work for curriculum coverage
- moderate pupils' work
- interview groups of pupils
- conduct learning walks in order to support their self-evaluation of their subject

- share the outcomes of their monitoring with staff and governors
- provide training, support to colleagues and to identify next steps for improvement.

The Head teacher is responsible for the monitoring of teaching and learning at our school.

The governing body is responsible for monitoring the way the school curriculum is implemented. The governors determine, support, monitor and review the school policies on 'Teaching and Learning' through classroom visits. Delegated governors, for specific subjects, liaise with the subject leader to monitor their identified actions and impact of these on the quality of learning, teaching and provision in the subject. The Curriculum & Standards Committee focus on monitoring and evaluating the milestones of the School Improvement Action Plan, as well as reviewing reports from governors on subject visits.