



Teaching and Learning Policy

ABSTRACT

Outlines the school's approach to teaching and learning including what it considers to be the key principles of a successful pupil - *'Thinking, independent, resilient learners.'*

APPROVED	Chair / Headteacher
POLICY DATE	Autumn 2021
REVIEW	September 2023

Aims

The aims of this policy is to provide a clear statement of the principles and practice of teaching and learning at Grange. 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.

Planning

Lesson planning is integral to a teacher's role in ensuring that effective teaching and Learning takes place within the classroom.

Core subjects

All teaching staff complete weekly plans for both English and Math's on the agreed format.

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
- clear outcomes that match the learning objectives
- success criteria that clearly demonstrate expectations for all children
- a summary of teacher input and modeling using '*I do, we do, you do*'
- teaching and learning activities planned to challenge children of all abilities including those who are more able and those with SEN
- Key questions, which are to include hinge questions and vocabulary.
- annotations as evidence of AfL
- maths and English planning is saved on the school's network every Friday by 4:30pm
- All resources to be used in lessons are saved to the school's network.
- there is **no requirement** to make flipcharts for core subjects
- concrete apparatus are used daily in maths lessons in EYFS/KS1 and as deemed appropriate in KS2

Foundation subjects

- Curriculum lead provides a long-term overview detailing the topics to be taught throughout the year. Together with the literacy lead, they work cooperatively to identify and include links between literacy and the foundation subjects
- The foundation topics are taught using Cycle A and B
- Teachers are expected to complete a medium term plan, which includes the learning objectives for the half term. This information is obtained both from the long-term overview and the lesson plans available for each foundation subject
- Teachers should enhance the learning experience for their class by making use of the topic boxes for the lessons they are teaching
- The curriculum overview should also detail any topic homework and educational visits where appropriate
- There is **no expectation** for teachers to produce a detailed lesson plan for individual but should adapt the planning and resources to meet the needs of the learners in their class

Planning is available and saved on the school system by 4:30pm every Friday. Staff who are absent should arrange for their plans to be emailed to the Standards Leader for their phase, who will save them on the system and make them available to the Supply teacher.

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 is attractive, appealing and well organised, creating a learning community of which all adults and children working within it feel proud.

Our learning environment is:

- clean and tidy
- welcoming and safe
- includes vocabulary and prompts that promotes and fosters independence
- organised, vibrant and stimulating
- a celebration of each child's effort
- a reflection of the current topics being taught
- accessible, with working walls that are relevant and promote independent learning
- inclusive of vocabulary prompts for each area of learning with a focus on tier 2 vocabulary
- a celebration of our commitment to raising the attainment of reading (reading areas/reading for pleasure/D.E.A.R – class teacher)
- a reflection of our school's ethos and values (including SOLO & the school mantra)
- accessible to all and reflective of our school community (cultural diversity)
- a place where displays are interactive, questions stimulate thought, discussion and promotes learning
- resources are clearly labelled and accessible to children

What does good learning look like at Grange Primary School?

Through effective, deliberate and purposeful learning opportunities, we aim to:

- enable children to become learners who are independent, resilient thinkers - confident to tackle challenges both within and outside of the classroom
- foster children's self-esteem and help them to build positive relationships with others
- develop children's self-respect and encourage all to respect the ideas, attitudes, values and beliefs of others by promoting British Values
- 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 are learning 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
- promote equality of opportunity for all
- actively promote the love of reading, teaching children to develop secure reading skills so that they can become competent, lifelong readers
- encourage pupil voice as a tool to build confidence, encourage clear and thoughtful articulation of ideas, promote democracy and to monitor the effectiveness of their daily teaching experience

Who is responsible for leading Teaching and Learning at Grange Primary School?

At Grange Primary, we recognise the need for the entire community to take responsibility for the application of this policy at varying levels.

Teachers/Support Staff

Should follow the principles and guidance set out in this policy since they are fundamental to the progress that children make.

Teachers are accountable for standards attained by all the children they teach and they are expected to plan appropriate, measurable interventions if children are underachieving. They should contribute to their own professional development, identifying individual areas of need and seeking opportunities to address these, including the coaching process.

The Senior Leadership Team/Governors

Are responsible and accountable for overall standards in the school through carefully planned monitoring, pupil progress meetings and application of performance management 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
- Monitor the different groups to ensure that they are making progress and take immediate robust action to address underachievement and raise attainment quickly
- Monitor the effectiveness of quality first teaching and learning strategies in terms of raising pupil attainment
- Ensure that the classroom environment and spaces around the school are best used to support successful teaching and learning
- Ensure that staff development and performance management policies promote good quality teaching, by monitoring and evaluating teaching and learning strategies- ensuring that staff are supported quickly with developmental points, and revisits to check that these have been applied and improvements are made.
- Monitor the effectiveness of the school's teaching and learning policy and practice through the self-evaluation process
- Provide all staff with good CPD as part of growing and learning together
- Use the information collected from the monitoring to develop a picture of the impact of teaching and learning over time
- There are some occasions when monitoring will be unannounced to ensure that there is a clear picture of usual classroom practice that will form judgements of teaching over time
- We plan learning and teaching with a view to enabling each child to seek the highest level of personal achievement.
- We regularly monitor the actions we have taken, so that we are in a position to make a judgement about how effective these actions have been. This gives us information on which we can base future decisions about the development of the school
- We ensure that a consistent approach to teaching and learning is developed and maintained through excellent classroom practice

Children

Are expected to follow school rules and demonstrate positive learning behaviours such as listening, being attentive, thinking and having a go.

Parents/Carers

Are encouraged to take an active role in their child's learning through such means as attending regular parents' evenings; commenting on annual written reports, monitoring

their child's progress at home; attending curriculum meetings and workshops so that they are able to support their child at home.

Furthermore, to support children to make the best possible progress, parents/carers are encouraged 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 attendance, 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 set out therein

Monitoring and Evaluation

Monitoring and Evaluation in our school is part of a planned process and involve a range of different people, together with strategic and senior leaders, subject leaders should carry out learning walks, book monitoring and pupil voice.

We follow a planned cycle of monitoring and evaluation, the focus of which will be influenced by the School Development Plan. This ensures that the most prevalent aspects of the school's performance is systematically and regularly reviewed as part of an annual cycle.

Monitoring is the means by which we gather information. We do this systematically across a range of activities within our school to include:

- book/planning scrutiny
- pupil progress meetings
- learning walks / teaching overtime
- team teaching
- pupil voice
- performance management
- pupil progress meetings
- standards meetings

Roles and Responsibilities

Senior Leadership Team

Ensure that the Leadership Team, all staff, and the Governing Board understand the purpose of monitoring and evaluation by

- identifying areas that need to be monitored
- delegate monitoring and evaluation activities with the appropriate level with clarity of expectations and outcomes to be achieved
- to carry out monitoring and evaluation activities which cannot be delegated and are the responsibility of the Leadership Team (e.g. performance management.)
- to ensure that the data generated from monitoring and evaluation is collated, analysed and used to review progress, recognise achievement and inform future planning
- report to the appropriate audience, including the Governing Board, on what the monitoring is showing and how the information can be used to best advantage
- ensure that pupil performance outcomes are collected, analysed and informs target setting

Monitoring and Evaluation

It is the responsibility of the SLT to monitor and evaluate standards in teaching and learning at Grange Primary School. This will be undertaken through such activities as:

- regular learning walks, book monitoring, pupil voice and lesson observations e.g. pupil premium, boys and girls
- half termly pupil progress meetings
- monitoring the progress of different groups
- monitoring of books to ensure pitch, coverage and progress

TLR Post Holders

- Ensure that colleagues understand that the purpose of monitoring and evaluating is development and recognising achievement
- To be pro-active in the undertaking of monitoring and evaluation activities outlined in the Monitoring Calendar relevant to their area of responsibility
- To ensure that the data generated from monitoring and evaluation activities, relevant to their area of responsibility, is collated, analysed and is used to review progress, recognise achievement and inform future planning
- Report to the appropriate audience, including the Governing Board, on what the monitoring is showing and how the information can be used to best advantage
- To adopt a robust approach to setting the expectations for their subject, monitoring and evaluating the impact of on teaching and learning in their subject

Subject Leaders

Carry out those monitoring and evaluation activities that are delegated to them as part of their roles and responsibilities.

The Governing Board

Agree, in consultation with the Head Teacher, the areas, which need to be monitored and evaluated

- Support and reinforce the view that the purpose of monitoring and evaluation is to enable the school to develop, recognise achievement and sustain continuous progress
- Receive monitoring and evaluation data at the agreed times and in the agreed format in order to review the information and consider its implications
- Use a summary of some of the monitoring and evaluation data to inform parents about The school's progress and performance
- Ensure that monitoring and evaluation are used to establish realistic targets for continuous improvement and school development

Principles of Excellence.

Grange Primary places high value on the importance of personal development and self-evaluation. In order to have an accurate understanding of the school's strengths and weaknesses, teachers are assessed against the teacher's standards including leadership targets that have been set.

All teaching staff and support staff need ongoing constructive progression feedback so that they see the impact of their practice on standards, the children and their own development, so that good practice is shared across the school. To make a secure judgement about the quality of teaching and learning, it is important to gather a range of evidences about the teachers so that sustained improvement can be seen.

These principles will support:

- Demonstrating an ambitious vision, having high expectations for what all children can achieve and ensuring high standards of provision through teaching, learning, marking and feedback
- Improve and maintain staff practice across school linked to performance management and

appropriate professional development for all

- Continuing to monitor through self-evaluation so that there is continuous capacity for sustainable long-term improvement
- Provide a curriculum that is specifically tailored with breadth, challenge and depth so that it meets the statutory requirements, as well the needs and interest of children, staff and all stake holders
- Actively promote equality and diversity, tackle bullying and discrimination and underperformance to narrow gaps in achievement between different groups.
- Display an open culture that promotes all aspects of pupil welfare and learning about how to stay healthy (emotional and mental health), safe, developing positive relationships and how to prevent misuse of technology.

Learning Walks Policy

Learning Walks are a regular part of school self-evaluation.

Learning walks should:

- have a clear focus
- be linked to the school development plan
- wherever possible include discussion with pupils, with questions linked to the focus of the walk
- provide a snapshot of 'what is on offer' on a daily basis
- provide feedback and any issues that need to be resolved

Frequency & notice of learning walks:

- daily
- The focus of the learning walk will be written on the monitoring cycle or referred to in briefing
- There will be no formal notice given of learning walks

Talking to children in lessons

Can they:

- talk about what they are learning
- explain how this links to previous learning
- discuss how they are supported in lessons
- what they do when stuck or if work is too easy
- identify a piece of work they are proud of
- share what they need to do next to improve

Marking and assessment:

- Do children know how well they are doing?
- Do they know how they might improve?
- Are there any next steps?
- Is their work marked regularly with them or at a distance?
- Is the marking helpful?
- Do they get time to read the comments in their marking? When does this happen? Do they respond?
- Is there evidence of the marking codes being used?
- Is SOLO Taxonomy used by children to identify where they are on the learning continuum?
- Is there verbal feedback (VF) with an annotation of what the child must improve or do immediately?

TEACHING AND LEARNING POLICY IN EYFS

Aims

The aim of this policy is to provide a clear statement of the principles and practice of teaching and learning in EYFS at Grange. It provides a framework, which enables teachers and support staff to be confident in developing their own practice, and consistent in how they work with pupils, under the guidance of the EYFS Lead and the DHT for teaching and learning.

RATIONALE

At Grange, learning in the early years is celebrated and promoted as a profoundly important stage of a child's life when vital emotional, social, physical, and intellectual development takes place.

We believe that from birth, children are strong, competent, motivated and confident learners who explore and test their ideas, solve problems and try to make sense of their world. We recognise that learning needs to be firsthand, experimental, and active; it should promote children's independence and autonomy, encouraging them to take responsibility for their own learning – initiating and making decisions. Learning needs to take place in the social context and we believe *'talk'* is central to the learning process we also understand that learning cannot take place unless child's emotional needs are met and they feel safe and enabled to take risks.

Learning happens best when it exercises and challenges the learner's capacities, we believe young children need time and space to become resilient lifelong learners.

Through effective teaching and learning opportunities, we will ensure that all children are enabled to grow the seeds for lifelong learning.

THE ROLE OF THE PRACTITIONERS IN EYFS

- To have high expectations of behaviour and learning outcomes
- To have a firm understanding of child development and an awareness of age appropriate needs, behavior and learning
- Be attuned to individualised feelings, needs, fascination and lines of enquiry
- Be attentive to any patterns of play that may be emerging or reflecting and emotional need
- Encourage children to communicate in a variety of ways and value home languages and cultural heritage
- Develop themed planning that is personalised, challenging yet achievable
- Ensure quality interactions which scaffold and prompt thinking, building on the child's Interests, strengths and questions
- Encourage and support child's interactions with other children and adults.
- Model feelings and Characteristics of Effective Learning
- Model language of learning and exploration of emotional well- being
- To be attentive to the 4 principles of Assessment for Learning : learning objectives, feedback, questioning and self-evaluation/challenge
- Support children to become thinkers - to ask questions, take and evaluate risks, develop resilience and have ownership of their learning

- To ensure the environment is safe, calm, purposeful, challenging and supportive.
- To provide inspiring learning experiences and provocations in which children can become the leaders both in the classroom and outdoors
- To teach through focus activities, being a play partner and through personalised learning opportunities
- To follow the EYFS statutory framework
- To ensure all learning inside is replicated outside

THE ENABLING ENVIRONMENT

- The daily routine is structured to include time for personal exploration, small, large group sessions, and social experiences.
- The routine ensures time for children to repeat, revisit and reflect on their previous experiences.
- The routine is always consistent, thus ensuring children feel secure and are able to operate independently within the elements of the daily routine.
- Varied and enriching experiences are planned to maintain and stimulate children's attention and learning.
- Boundaries are clear and consistent across the setting, with school rules and a school zone board used for behavior management (refer to whole-school Behavior Management Policy)
- Children have continual, free flow access to environments both inside and outside at all times
- Planning for the environment is informed by children's interests, their learning styles and preferred ways of communication
- Resources are easily accessible, plentiful, well maintained and organised and appropriate – with an emphasis on open ended exploration and collaborative learning

TEACHING AND LEARNING

Classrooms

Each classroom should be **tidy and well** prepared for the children.

Teachers are required to have the following in place:

- Weekly planning overviews to be displayed and uploaded onto the schools network.
- Visual timetables
- Stimulating book/reading corner
- Positive learning environment – displaying pupils work
- Display boards – some to be used as a working wall
- Behavior board

Stimulating and interactive displays in the classroom and around the school is an important way of providing an environment conducive to motivated learning. Teachers are responsible for creating and organising such displays.

Curriculum Planning

The class teachers are required to outline the areas of learning information for their class in a 'curriculum letter' that is sent to parents on the first week of each half term. Please refer to teaching and learning policy for further information on planning or meet with the Deputy Headteacher responsible for teaching and learning for further information.

Teachers plan together in phase groups and PPA time will be allocated to accommodate this. The curriculum map for

the foundation subjects is planned over a two-year cycle except for science.

The first consideration for pupils is whether they have adequate and equal access to the whole curriculum. This is guaranteed through comprehensive policies and principles which when implemented determine the rights and experiences of all pupils.

For everyone irrespective of race, sex, disability, age and class, to ensure the highest level of pupil achievement.

All staff should have the same attitude about the expectations of girls' and boys' ability, behaviour, interests and achievements.

Teaching and Learning Non-Negotiables

1. There must be a clear **learning objective in the form of a WALT (What are we Learning Today?)** that relates to the learning journey and National Curriculum expectations.
2. There must be a clear Success Criteria, with age appropriate steps that supports pupils with how to meet the learning objective. These must be stuck in maths and English books for each lesson.
3. There must be **links to previous and future learning** in order for children to make sense of their learning, without this, children will simply not understand.
4. **Modelling learning** – Showing children what you would like them to achieve including the presentational features; demonstrating your thought process while working through the activity. *'I do, we do, you do.'*
5. **Challenge for all** - throughout the lesson, including the academically more able and pupils with special educational needs and disabilities. This can be achieved through questioning, varied fluency activities etc. Children should be encouraged to make links between concepts, asking why, how? Explain.
6. **Thinking time** – children are encouraged to jot down their ideas before an answer is expected of them. Teachers should allow sufficient **waiting time** before expecting an answer
7. **A range of scaffolded strategies** - to support all groups of learners
8. All lessons must be **well paced. In addition, provide sufficient time for pupils to complete the work set.** Reduce teacher talk to a ratio of 20:80 (20% teacher talking, including giving instructions, demonstrating etc.) to 80% children working)
9. Concepts must be taught using a **variety of strategies**, kinesthetic, visual and auditory questions
10. Development of **core skills** (basic skills, reading, writing and maths) when teaching non-core subjects. Always seek opportunities to remind children of the basic skills.
11. Opportunities for **assessment** (confirms ongoing formative assessment. What are the barriers, next steps and how do I know? What strategies do I use to move learning on? Is feedback instant? How do pupils know if they are doing well?)
12. Opportunities for **Review** (mini plenaries throughout the lesson to check understanding). Plans are annotated as evidence of AFL.
13. **Plenary** – used to summarise the learning, check understanding, use SOLO (quiz), introduce a concept to be explored later, etc.

FACE

Lessons must provide the opportunity for:

- F**eedback
- A**utonomy
- C**hallenge
- E**valuation

All lessons **must** have in them elements of the four-phase lesson structure below in order to ensure teaching is effective. Not all elements of each phase will be included in every lesson.

This **is not** a checklist but guidance on what is most likely to ensure learning takes place.



Appendix 1

Four phase lesson structure

<u>Phase One</u>
<ul style="list-style-type: none">• The teacher creates a relaxed yet purposeful atmosphere so that pupils are engaged without feeling threatened• Work from previous lesson(s) is briefly reviewed• Lesson is linked to pupil's prior knowledge• Lesson is placed in a wider context – pupils provided with an overview• Specific learning objective is shared• Pupils know how well they're doing in the lesson• Interest is generated and curiosity stimulated• There is a sense of challenge• Open questioned are asked• Problems are poised• Targets- collective and individual – are set by the teachers and generated by the pupils
<u>Phase Two</u>
<ul style="list-style-type: none">• Information is presented in short chunks• Exposition is kept brief and does not exceed pupils concentration span (2 mins in excess of their chronological age)• Teacher frequently asks (closed) questions to check for (shallow) understanding• Teacher asks open questions to help pupils make sense of the information they encounter (phase 3)• Inputs are punctuated by tasks and activities designed to help understanding• New information is delivered in a variety of ways, to suit the pupils visual, auditory and kinesthetic learning preferences• Teacher uses the appropriate technical language• Teacher checks that all pupils understand technical language and subject specific terms all
<u>Phase Three</u>
<ul style="list-style-type: none">• Frequent teacher-pupil and pupil –pupil interaction• High proportion of open questions• Time allowed for pupils to think about and discuss their response to questions• Supplementary questions to extend understanding• Questions that encourage students to reflect on their thinking• Opportunities for pupils to generate questions• Pupils fully engaged in their learning• Task that require pupils to think• Tasks that develop understanding• Opportunities for pupils to demonstrate their understanding• Tasks that enable the assessment of understanding• pupils given the opportunity to process information in their preferred style• An emphasis on pupils re-creating rather than reproducing information
<u>Phase Four (includes mini plenaries)</u>

- Sufficient time devoted to reviewing what has been learned
- Pupils actively engaged in the review process
- Explicit reference made to learning objectives
- Pupils encouraged to reflect on how they have learned
- Information provided in order to stimulate thought before the next lesson

