

Church Aston Infant School



Teaching and Learning Policy

March 2018



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INTRODUCTION

'Every member of school staff has an important role to play in ensuring that pupils and students get an excellent education.' *'The Importance of Teaching, The Schools White Paper' 2010.*

AIMS

This policy aims to clarify for all practitioners the school's expectations of provision and practice, for planning, monitoring and evaluating the quality of teaching and the effectiveness of children's learning and through this improve outcomes for all our children. It reflects the ongoing changes and developments to improve teaching and learning and to accelerate children's attainment in all aspects of the curriculum.

This document consists of 6 sections:

1. Rationale
2. Creating the conditions for learning
3. Planning for learning
4. Organising learning
5. Monitoring and evaluating teaching and learning
6. Parents and carers

1. RATIONALE

At Church Aston Infant School we believe that all adults and children are learners, for whom learning is a lifelong process that takes place when:

- there is an acknowledgement and understanding that parents/carers are the first and most enduring educators of their children
- there is a clear context to support a learning dialogue
- learning is given time and planned within consistent policy and practice frameworks
- the learner is actively involved and real life situations, both local and global, are used to give learning a purpose
- planning recognises that learners learn in different ways
- the next steps in learning build upon what the learner experiences, knows and understands when there is a clear pedagogy of learning through observing, questioning, modelling, demonstrating and challenging
- learners are given the opportunity to choose to work independently, with partners and in groups
- learners are not afraid to make mistakes and are encouraged to learn from them
- prior achievements are recognised and new achievements celebrated

2. CREATING THE CONDITIONS FOR LEARNING

There are three elements in creating the conditions for learning. These include:

- a) Relationships
- b) Quality of teaching
- c) The learning environment

These 3 elements operate at a whole school level, within and around the classroom, including the playground and at a group and individual level.

If we are successful in creating the right conditions for learning children will:

- use their initiative
- have a positive self-image as learners
- organise their learning for themselves
- make choices, interpret information, ask key questions and hypothesise
- set their own success criteria and goals
- collaborate and negotiate with others
- positively listen and value each other's opinions
- have a purpose for their learning

a) Relationships

Positive working relationships are established when:

- everyone is treated with kindness and respect
- individuals with different needs are recognised
- everyone is treated fairly
- an emotional environment is created that is welcoming, safe and where children can take risks
- children are motivated, inspired, engaged and challenged as learners
- achievements are celebrated
- a nurturing curriculum exists that builds self-esteem and encourages children to value each other as learners
- a learning community is established that raises aspirations for lifelong learning
- teaching is conducted in an atmosphere of trust and respect for all
- children are supported to talk about feelings and relationships

b) Quality of teaching

In order to ensure that all children make good progress teachers:

- use assessment for learning to identify where children are in order to move them on in their learning
- plan lessons that take into account different learning styles and is appropriately differentiated

- plan a sequence of lessons that develops children’s conceptual understanding, knowledge and key skills
- encourage exploration, collaboration, reasoning and the transfer of key skills across the curriculum
- give learning a purpose by contextualising and relating to the bigger picture
- allow children to have a voice and steer the learning taking place
- make learning exciting, fun and challenging

The quality of teaching and learning is monitored on a regular basis. Staff receive feedback on strengths and areas for development and use this to create an individual action plan. This forms the basis of a continuous cycle of improvement, identifying next steps for whole school development and Continued Professional Development.

c) The learning environment

School provides a stimulating learning environment, which is safe, clean, well-organised and resourced. Resources are deployed effectively and are:

- accessible to promote independent learning
- matched to the individual needs of the children
- well-organised and displayed in clearly defined areas
- appropriate to the learning focus

Displays and Learning Walls should be updated on a regular basis and be related to the current curriculum targets and units of work being taught. They should be interactive to model, demonstrate and support good practice and celebrate children’s achievements.

3. PLANNING FOR LEARNING

Curriculum leaders are expected to stay abreast of developments in their subject in order to lead their subject and adjust documentation in line with KS1 and Foundation Stage requirements.

Curriculum planning must be based upon the children’s own experiences and have a purpose that is meaningful to our children, offering practical experiences that stimulate ideas and questions. It should promote pupils’ spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

Through the planned curriculum, our children should:

- read for a variety of purposes and convey their meaning accurately and appropriately through speech and writing for a variety of purposes
- think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data
- develop an enquiring mind and scientific approach to problems
- solve problems using technological skills
- use ICT as a tool for information gathering, communicating, problem solving and presentation

- communicate their knowledge and feelings through various art forms including art/craft, music, drama and acquire appropriate techniques which will enable them to develop their inventiveness and creativity
- know about geographical, historical and social aspects of the local environment and the national heritage and be aware of other times and places and recognise links among family, local, national and international events
- have some knowledge of the beliefs of the major world religions
- acquire a set of moral values, e.g. honesty, sincerity, personal responsibility, on which to base their own behaviour
- make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources
- develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way
- develop agility, physical co-ordination and confidence in and through movement
- apply the basic principles of health, hygiene and safety

English and mathematics are taught as discrete areas of learning, but curriculum planning must ensure there are planned opportunities to extend, use and apply those discretely taught skills, knowledge and understanding, in order to link to other areas of the curriculum.

Computing is integrated across subjects to develop skills, knowledge and understanding through practical application.

Medium term plans identify the progression in key skills and the ways in which different subject areas are developed across the term and how links can be made between subject areas. They sequence a series of lessons with identified learning intentions and success criteria and show how these are differentiated to match the needs of groups and individuals. Teachers also plan in assessment for learning opportunities and use developmental questioning to check on, consolidate and extend learning.

4. ORGANISING LEARNING

The planned curriculum must be organised in order to give every child appropriate opportunities to access learning. This demands a range of contexts relevant to the children and a range of teaching styles in order to personalise learning.

Quality first teaching is expected to take place with the whole class on a daily basis. Groups of children will receive additional support within the lesson during the course of the week.

Quality first teaching:

- incorporates different learning styles i.e. visual, auditory or kinaesthetic;
- allows pupils to work both independently and collaboratively
- uses positive behaviour management and encouragement for pupils to achieve, including praise and rewards appropriately
- uses themes which are relevant and extend pupils' experience

- is appropriately differentiated to challenge, extend and support all children, including children with special educational needs and children identified as gifted and talented

Teachers make on-going assessments of each child's progress, and they use this to inform subsequent lessons.

Planning for effective learning and teaching

The following agreed format encourages opportunities for good teaching and learning. This is a flexible framework which staff can manipulate for the most positive effect.

The start of the lesson aims to stimulate and enthuse children through using targeted questioning, talk partners to support discussions and principally engage and involve all children.

During the lesson introduction and before the independent/partner/group session there will be a discussion about the learning objective and context. This is linked to the bigger picture of the unit coverage so that children understand the place of today's learning within the context of the whole unit, the purpose of the learning taking place and how it will support the achievement of the lesson objective.

The main teaching involves opportunities to model, question and assess children. Children's feedback individually, in pairs or in groups gives indications of their understanding, which teachers make use of to shape the next steps in learning and teaching.

The task is explained and the teacher or the children will summarise and agree the key points to remember, these are the success criteria. The success criteria may be teacher given or child agreed. The success criteria are always related to the learning objective and should reflect the knowledge, conceptual understanding and skills e.g.

Year 1

Learning Objective: Identify the main events and characters in stories

Success criteria:

I understand that a traditional story contains good and bad characters.

I know how to complete my story plan.

I can identify and plan for a main character, setting and event in my traditional story.

This enables the children to have

- a clear understanding of the objectives and expectations of the lesson
- clear steps to support the achievement of the lesson objective
- challenging but achievable tasks

- motivation by and interest in the subject
- an awareness of the outcomes

Guided group work

This enables the teacher to tailor the teaching to the needs of the group. The focus group will either be a Guided Teach or a Guided Reason.

Guided teaching consists of:

- specific concepts and skills using models and images and interactive resources
- opportunities for consolidation and practice
- providing a challenge to extend the learning
- addressing misconceptions

Guided reasoning consists of:

- open ended tasks and opportunities to apply newly learnt skills in order to develop reasoning and enquiry
- questioning to promote dialogue to develop talk for learning

Children are reminded throughout the lesson to use the success criteria. This can be done through a mini plenary that reminds and refocuses the child's attention to the task in hand. This will support the child in deciding where they are doing well and where they need help either from each other or from an adult.

During the mini plenary and plenary the children are asked to identify where they have met the learning objective using the success criteria and then identify a part to be improved or developed. Self-assessment or peer discussions are used as the vehicle for this assessment and improvements are either made there and then or used as a focus for the next learning step.

The plenary, can be used to discuss the learning developed in the lesson. Children are encouraged to make an overall self-evaluation about the success and improvements needed. This is done by ensuring that the children can identify examples of evidence in their work to show that they have achieved those success criteria. The teacher might use a child's piece of work to model this.

The lesson ends with a recap of the learning which has taken place in the lesson and identifies what progress has been made. The plenary may include a question to encourage children to use and apply a new skill in a context, explain and celebrate an achievement, or to take the learning onto the next identified steps.

The teacher considers the outcomes and decides on the appropriate form of feedback.

We believe that school self-evaluation is the key to improvement in order to identify priorities for development in line with the cycle of whole school improvement planning.

It is the responsibility of all staff and pupils to evaluate their own performance. By knowing and understanding how staff and pupils are performing, staff at all levels can enhance and share strengths and identify potential for improvement. They can ensure other staff, volunteers or students are clear about their role in the lesson and are used effectively to support learning and progress according to their experience.

5. MONITORING AND EVALUATING TEACHING AND LEARNING

The school uses the outcomes from monitoring teaching and learning and data from assessment to:

- develop a half-termly plan that prioritises areas for development
- provide curriculum targets for writing and numeracy for all children in each year group, these targets are clearly identified in the children's books and referred to whilst working
- carry out day to day assessments giving feedback to improve work and 'close the gap' between the original work and the expected work
- assess at the end of each half term in order to track children's progress in terms of the curriculum targets as well as National Curriculum levels of attainment
- use assessment data to inform pupil progress meetings so that appropriate support is identified and planned

The curriculum and its planning is systematically monitored and evaluated through:

- half termly observations with an agreed teaching and learning focus by subject leaders and the senior leadership team
- half termly book scrutiny for English and mathematics
- moderation of assessment judgements
- half termly assessments collation and analysis of data
- half termly pupil progress meetings
- learning walks by the attached advisor, senior leaders and Governors
- Governor informal monitoring visits
- opportunities to observe good practice in other colleagues
- interviews with children
- questionnaires completed by staff, children and parents to identify areas for development
- SATs analysis to identify strengths and weaknesses
- Phonic assessment and analysis

The Role of Governors

Our Governors determine, support, monitor and review the school's approach to 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 used optimally to support teaching and learning;
- seek to ensure that our staff development and our appraisal both promote good-quality teaching;

- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include termly reports from the head teacher, and a review of the in-service training sessions attended by staff

6. PARENTS AND CARERS

Parents and carers have a fundamental role to play in helping children to learn. The school informs parents about what, and how, their children are learning by:

- inviting parents to consultation meetings to discuss progress
- informing parents, at the start of each half term of their child's targets for reading, writing and mathematics and progress towards achieving these targets through the home/school diary
- using the school website to inform them about what their child will be studying during that term at school;
- providing annual reports for parents in which we explain the progress made by each child, and indicate how the child can improve further
- advising parents on how they can support their children with homework, and suggesting, for example, regular shared reading and support for projects and investigative work
- welcoming parents to work in partnership with the school to support learning