

*Little Eaton Primary School*

2012

# Teaching & Learning Policy





# Teaching and Learning

## Little Eaton Primary School

### Our Expectations

To put **children at the centre of their own learning** and place great emphasis on nurturing skills and attitudes such as resourcefulness, resilience & co-operation.

**Every child can and must learn and make progress**, regardless of their background or origins. We will do everything we can to make learning successful. We will not make excuses for poor progress or dismiss any child as being unable to achieve.

**A rich and varied learning environment** that allows children to develop their skills and abilities to their full potential.

**Irresistible, meaningful and memorable learning.** A curriculum using a themed, experienced based approach to enable children to make connections and link ideas and areas of learning.

### This policy

Our Teaching and Learning policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement. This is at the heart of all we are doing at Little Eaton Primary School.

Through our teaching we aim to:

- promote a range of learning styles ie visual, auditory and kinaesthetic
- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens for the 21st century
- excite, inspire, motivate and enthuse children



## Effective learning results in:-

- Knowing you have succeeded
- Being inspired to find out more
- Explaining what you have learned
- Applying it to other situations
- Teaching it to someone else
- Feeling good about yourself

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

Effective learning requires effective teaching. When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We are currently developing a set of planning for themes across the school.

## Our responsibilities

We will ensure that our curriculum is irresistible, memorable and relevant. Through our planning, delivery, creative use of resources and personnel, professional development and training, we will aim to make teaching and learning at Little Eaton Primary School outstanding.

For **effective teaching** to take place there are a number of 'ingredients' that we know are needed:

- Effective prior preparation and planning resulting in a purposeful, well prepared teaching plan
- A clear learning objective shared with the children both visually and verbally [WALT] normally at the start of a lesson
- A clear link to previous and future learning
- Clear success criteria relating to what is to be achieved by the end of the lesson [WILF]
- A review of the learning at the end of the lesson [PLENARY]
- Appropriate challenge for all children [DIFFERENTIATION]
- Teacher modelling through effective use of 'teacher talk' time, shared activities, demonstration etc
- Appropriate resources, preparation and have a classroom which is set up and ready for the start of every session.
- Good questioning and discussion
- Quality Interaction between teacher and pupil and pupil and pupil
- Pace
- Enthusiasm
- Fun, memorable and irresistible delivery, content and outcome
- Involvement of all the children
- Excellent behaviour management
- Opportunities for independent learning
- Visual, auditory and kinaesthetic elements to allow different approaches to learning
- Follow up feedback through effective, interactive marking – dialogue wherever possible



## Effective teaching and learning

Our teaching is based on our knowledge of children's level of attainment and we have high expectations of all children. We take into account ability and any additional educational needs.

We set levelled targets for the children in each academic year and half termly layered targets.

Children have targets and these are displayed on the classroom walls for reference by the class teacher. Lessons are planned with clear learning objectives and we evaluate all lessons so that we constantly look for opportunities to improve our teaching. Teachers plan using a long term overview, detailed medium term plans and weekly short term plans for English and Maths.

Our teachers and support staff make a special effort to establish very good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our staff follow the school policy with regard to positive behaviour and classroom management.

We praise children for their efforts and help to build positive attitudes towards school and learning in general. We insist on good behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy. We aim to teach in an atmosphere of trust and respect for all.

We ensure that all tasks and activities that the children do are safe and risk assessed as necessary.

We deploy learning assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment, display and administrative tasks.

We do all we can to support our staff in developing their skills, so that they can continually improve their practice. Regular monitoring provides feedback and next steps to help us make teaching and learning even better.

Staff have responsibility for key areas of learning and support other staff to develop their skills in these areas.

We teach daily phonics and spelling through Letters and Sounds, Jolly Phonics and Support for Spelling.

Children sometimes work in small intervention groups outside the classroom with an adult to boost their learning.

Pupil Voice in our school is strong and we have an active School Council who are regularly consulted on school choices and decisions.



## Our Learning Environment

We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children. Our classrooms are attractive learning environments.

Each classroom has well ordered clearly labelled resources. They are easily accessed when required. We are careful to avoid waste and all users of the classroom are responsible for ensuring that materials and equipment are properly used and returned. The classrooms must be tidy and organised at the start and end of each session. It is the responsibility of the teacher to ensure that this happens and to develop good habits and attitudes in children.

We change displays regularly to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their work at some time during the year.

We aim for our school to:

- be welcoming
- be challenging and stimulating
- be peaceful and calm
- be happy and organised;
- be well resourced and clearly labelled
- make learning accessible to all
- be encouraging and appreciative
- provide for equal opportunities
- provide for a positive working atmosphere
- support the development of independent learners.

Classrooms are organised to ensure that the children have the opportunity to learn in different ways. These include:

- investigation and problem solving
- research and finding out
- group work
- paired work
- independent work
- whole-class work
- asking and answering questions
- use of ICT
- fieldwork and visits to places of educational interest
- creative activities
- watching television and responding to musical or tape-recorded material
- debates, role-plays and oral presentations
- designing and making things
- Participation in athletic or physical activity.



## Achievement

We take every opportunity to celebrate achievement through

- verbal or written praise by teachers, peers, Head teacher and parents
- displays of work
- opportunities to perform or share
- positive comments to parents, notes, phone calls
- certificates and rewards

## The Role of Governors

Our governors determine, support, monitor and review the 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
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensure that staff development and performance management policies promote good quality teaching
- monitor the effectiveness of the school's teaching and learning policies. This includes discussing reports from Subject Coordinators, Key Stage Leaders, the Deputy Headteacher, Headteacher and LA.

## The Role of Parents and Carers

We believe that parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- sending home a termly topic newsletter at the start of each topic to encourage children and parents to tell us what they already know and what they would like to find out.
- holding parents evenings to share their child's targets with parents and to discuss progress
- Sending end of year reports to parents in which we explain the progress made by each child and indicate how the child can improve further
- explaining to parents how they can support their children with homework.



# Appendix A

## What do we mean by success?

Success manifests itself in many different ways and in many different forms.

Success involves wanting to learn now, and wanting to carry on learning in the future.

It is about being successful in learning, being confident, being a good citizen and being able and willing to contribute.

To achieve this, all children need to be safe, well looked after, healthy and active. They need to be treated with respect, to be included, to be helped to achieve and encouraged to act responsibly.

Success is about realising potential, about achieving.

Achievement is not about soft options, it is about:

- becoming fit and healthy and feeling good about yourself, about learning to achieve in sporting activities.
- developing creative skills: in problem-solving, in technical activities, in music, art, design, media and drama.
- being enterprising, about becoming productive.
- learning to work effectively on your own or with others in groups.
- learning to express yourself, becoming confident and assured, believing that the contribution you make to society is valuable and will be valued.
- Making thoughtful decisions and choices.
- Feeling included and responsible for yourself and for others and about learning to care about other people.
- Learning to care about the world and wanting to make it a better place now and for future generations.
- High attainment levels - attainment is important for all young people. It can have a significant influence on the 'life chances' of our young people. It opens doors.



- Being more engaged and involved, learning to live and work with others.
- Being well prepared for the next stage of learning.
- Being well prepared generally, for example, by parents who can help by making sure that their children are well cared for, and are happy and ready to learn.
- Progress. With growing success comes growth in self-esteem. The pace of children's progress may be faster or slower, depending on the stage they have reached, their history of success in learning, the skills, abilities and talents they bring with them into the learning process and the range of barriers and challenges they face.

Achievement depends crucially on the quality of learning and teaching they experience.

What is certain is that every child can learn.

It is up to the people who support them through the learning process to strive to ensure that each and every one of them learns at the pace that is most appropriate for them, and to meet their needs in the best possible way.



## Appendix B

### What is 'learning'?

There are many theories of learning. New evidence beginning to emerge from the neurosciences, adds to the complexity.

At a very basic level, learning is a change in a person resulting from interactions with the environment. That change takes place most significantly in the hugely complex pattern of connections that form and re-form in the brain. This notion of a person being unique, adapting flexibly to his or her environment throughout life is underlined by evidence of the enormous plasticity and capacity for change in the brain.

Young learners have a great capacity for such change. It lasts throughout life.

Since the learner has to engage directly in a process through which he or she is physically, emotionally and mentally changed, it is clear that some teaching can take place without resulting in learning because the learner has not actively engaged with the experiences provided for him or her.

Learners also engage through curiosity and personal motivation and interest. They gain sudden insights and want to know more. They both build on what they already know and use the 'scaffolding' which others provide.

And as learners encounter new ideas or ideas that conflict with what they have previously learned – what they 'know' – their learning is gradually built up, by exploring these new ideas and conflicts. An ideal way of doing this is through talking and listening – and other forms of communication.

A vital part of improving learners' experiences is increasing thinking time, and time for dialogue. For example, really good dialogue is encouraged when the teacher poses open questions, questions that challenge learners to engage, to explore, to think, to understand, and to learn. Great teachers ask great questions.

What might prevent the learner becoming actively engaged? Most teachers, and parents, will be familiar with the commonsense responses of being 'well fed and watered', rested, safe, happy, interested and motivated.

All of these are true. Children will not learn effectively if they are hungry or dehydrated. They will not learn if they are stressed, resentful or anxious, so emotional and physical well-being and the development of positive relationships and a climate for learning across the school are vital. They will get 'bored' if they don't see the relevance of what they are learning. They won't learn if the activities they are engaged in take too little account of where they are now, or of any individual barriers they face.

Being or feeling excluded, or having insufficient opportunities to be active in their learning also makes it difficult for children<sup>8</sup>. In other words, schools need to have a readiness for learners, a readiness for learning. In dealing with these challenges and barriers, parents, carers and residential care staff are essential



partners. While there is a high correlation between a learner's home background and success, excellent schools succeed in taking all children's learning well beyond what may seem to some to be predetermined by socio-economic factors.

Not all learning takes place in the classroom. Much learning takes place in school but beyond the classroom or playroom – through visits and activity weeks, social interactions, breaktimes, experiences in clubs, school council and school plays.

All such activities and interactions are opportunities for learning, and the more schools plan such experiences for all learners, and the more diverse they are to attract all learners, the better.

These social interactions are all the more productive in the context of positive relationships. In developing positive relationships and interactions in every aspect of its life, the school is developing learning – learning for children and young people and learning for the whole school community.

Children need to experience high quality learning regularly, and in all classrooms and across all aspects of school life. Excellence should not be reliant upon particular individuals, although they may give the necessary lead.

Sustainability of excellence is key. Excellence involves the whole school community and ensures excellence for everyone in that community.

Children and young people are only in classrooms for a portion of their lives. They construct their views of the world from a number of diverse sources. And they will carry on doing this for the rest of their lives.

Much learning takes place beyond the school gate and the school day. It is a wider social activity which takes place within families, within the care aspects of early education and residential settings, in activities out in the wider community.

School, however, is a place of accelerated learning via highly structured interactions with others and with new ideas. It is vital that all this school time is maximised, inside and outside the classroom. Every minute is a learning opportunity, and every minute counts.



# Appendix C

## Great teaching and learning

For children and young people to become:

- successful learners,
- confident individuals,
- responsible citizens
- effective contributors.

To achieve these outcomes, we need successful learning and teaching.

Successful learning and teaching depends on two particular features being in place:

- teachers creating the highest quality learning experiences;
- both learners and teachers focusing rigorously on the achievement of learning outcomes.

This involves young people knowing what it is they need to learn.

And staff getting to know learners well as individuals, and discovering exactly what their learning, and other, needs are, and how they learn best.

That may sound obvious. But not only do learners need to know where they're going, they also need to know when they've got there.

In other words, they need to know what the teacher is looking for.

Even very young children can benefit from this process if given careful and sensitive support.

Assessment is for Learning asks us to consider:

- whether learning outcomes are made clear to learners, in a format which they find accessible
- whether we continue to give learners a clear indication of what it is they are aiming to learn as work continues
- how to stimulate children's thinking and confidence as learners;
- the amount and quality of feedback we give to learners on their progress, 'quality' meaning the extent to which feedback focuses on what the learners need to do next to achieve the outcomes, and, as part of this, finding out what learners already know and building on it;



- how to develop children's own awareness of, and reflection on, their learning – their approaches to it, their successes, their needs and how to get help.

Assessment for learning is not new, and it's not that complicated

There is a clear link between expectations and success. In order to set expectations at the highest appropriate level, schools need to know how well their children are doing and that's where comparisons with the success of others come in.

It is vital to know:

- how well groups of pupils are doing compared with other similar groups
- how pupils in one curricular area are doing in comparison with how the same pupils are doing in other curricular areas
- how well children are doing compared with previous children
- how the school is doing in comparison with other similar schools

### **What about teaching itself?**

It almost goes without saying that the whole point of teaching is to make learning happen. High quality teaching is a key factor in achieving successful learning and a vital context for the journey to excellence.

In excellent schools, teaching involves skilful organisation of the classroom or playroom which enables all children to learn and develop, and to build on and sustain their learning. Such teaching employs a variety of carefully

planned teaching approaches, well matched to the different learning needs and stages of development of individual children. It gives children choices about tasks and activities, where these would help them to learn.

We know

that young people learn best when their teachers provide clear explanations, which build on what they already know and lead them to deeper understanding.

Excellent teaching ensures that children and young people are knowledgeable about their own strengths and needs and clear and confident about what they need to do to improve.

In excellent schools, teachers are aware of different kinds of questioning and select the most effective from their repertoire to meet the needs of the learners, the topic and the learning activity.

Great teachers ask great questions. They observe how children respond and adapt their teaching accordingly. Such schools encourage children to be active in their learning, to debate with and challenge the views of their fellow learners and their teachers. They have teachers who share their enthusiasms and insights with children and create a rich, challenging and supportive climate for learning. They have teachers who share their



enthusiasms and insights with each other, who engage actively in their professional development, and who apply what they have learned.

Excellent schools are very successful in developing and nurturing productive and constructive relationships between all members of the school community, and particularly between teachers and learners.

Excellent schools know themselves well, and the people in them work together to make things better.



# Appendix D

## Prompts to support lesson observations

LEARNING	inadequate	Requires Improvement	Good	Outstanding
Engagement Motivation	<ul style="list-style-type: none"> <li>Children comply passively</li> <li>Little urgency</li> </ul>	<ul style="list-style-type: none"> <li>Most children motivated &amp; can discuss their work</li> <li>Most concentrate and complete tasks</li> </ul>	<ul style="list-style-type: none"> <li>Confident, willing learners who can identify their own progress</li> <li>Sustained concentration and effort towards learning goals</li> </ul>	<ul style="list-style-type: none"> <li>Children have infectious desire to learn and demonstrate ownership of learning</li> <li>Children work creatively and feel secure in taking risks</li> </ul>
Independence	<ul style="list-style-type: none"> <li>Children rely on teacher direction</li> </ul>	<ul style="list-style-type: none"> <li>Most can work independently and understand how work relates to prior learning</li> </ul>	<ul style="list-style-type: none"> <li>Children structure learning independently</li> <li>Apply prior learning</li> </ul>	<ul style="list-style-type: none"> <li>Children think, learn and take decisions for themselves</li> <li>They critically evaluate their learning</li> </ul>
Collaboration	<ul style="list-style-type: none"> <li>Significant number find it hard to work in pairs or groups</li> </ul>	<ul style="list-style-type: none"> <li>Most can work collaboratively and behave positively</li> </ul>	<ul style="list-style-type: none"> <li>Children work collaboratively and understand their roles</li> </ul>	<ul style="list-style-type: none"> <li>Fully participate in collaboration and can support each other's learning</li> </ul>
Skills	<ul style="list-style-type: none"> <li>Limited range of learning strategies</li> </ul>	<ul style="list-style-type: none"> <li>Children have a range of learning strategies which they apply with guidance</li> </ul>	<ul style="list-style-type: none"> <li>Children have a wide range of strategies for learning</li> </ul>	<ul style="list-style-type: none"> <li>Confidently apply a range of learning strategies</li> </ul>
Knowledge understanding	<ul style="list-style-type: none"> <li>Little progress made in devel knowledge &amp; understanding</li> </ul>	<ul style="list-style-type: none"> <li>Most are able to learn, understand and apply new knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Children are active learners</li> <li>Children assimilate/apply new knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Proactive learners, synthesising knowledge and applying it in complex situations</li> </ul>
Progress	<ul style="list-style-type: none"> <li>Insufficient progress</li> </ul>	<ul style="list-style-type: none"> <li>Progress is made as expected</li> </ul>	<ul style="list-style-type: none"> <li>Better than expected progress</li> </ul>	<ul style="list-style-type: none"> <li>High levels of progress</li> </ul>
Assessment OF learning	<ul style="list-style-type: none"> <li>Limited, narrow assessment</li> </ul>	<ul style="list-style-type: none"> <li>Information from assessment informs judgements about attainment and progress</li> </ul>	<ul style="list-style-type: none"> <li>A range of information informs judgements about attainment and progress</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and children consistently review and reflect on assessment to inform and modify future learning</li> </ul>
Assessment FOR learning	<ul style="list-style-type: none"> <li>No peer or self assessment</li> <li>Learning goals not shared</li> <li>Expectations unclear to children</li> <li>Work often unmarked or only ticked</li> <li>Few verbal responses to children's learning</li> </ul>	<ul style="list-style-type: none"> <li>Some peer and self assessment</li> <li>Learning goals are shared with children</li> <li>Children are helped to know and recognise stds they are aiming for</li> <li>Frequent verbal / written responses to learning, relates to learning intentions</li> </ul>	<ul style="list-style-type: none"> <li>Regular use of peer and self assessment</li> <li>Clear learning goals shared with children who understand when they have achieved them</li> <li>Children understand expected standards and can judge when they have achieved</li> <li>Response to learning is constructive and helpful. It always focuses on learning intentions and stimulates improvement</li> </ul>	<ul style="list-style-type: none"> <li>Peer and self assessment embedded</li> <li>Regular opportunities to set and reflect on learning goals</li> <li>Understanding of expected standards allows children to assess their work</li> <li>Detailed marking against learning intentions gives guidance on next steps</li> <li>Regular verbal / written dialogue enhances achievement</li> </ul>



<b>TEACHING</b>				
<b>Subject Knowledge</b>	<ul style="list-style-type: none"> <li>T subject knowledge weak – patchy / inaccurate coverage</li> <li>Literacy / numeracy / ICT not embedded x-curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Sufficient subject knowledge</li> <li>T enables children to apply lit and num x-curriculum and use ICT to support learning</li> </ul>	<ul style="list-style-type: none"> <li>Very good subject knowledge for age group</li> <li>T consistently and effectively enables children to apply lit / num and ICT x-curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Excellent subject knowledge and understanding appropriate to the age taught</li> <li>Lit / Num / ICT fully integrated x-curric</li> </ul>
<b>Climate for learning</b>	<ul style="list-style-type: none"> <li>Lessons mainly teacher led, some or most children comply</li> <li>Structures / routines inhibit learning</li> <li>T spends more time on behaviour management than on learning and teaching</li> </ul>	<ul style="list-style-type: none"> <li>Teacher tries to make work interesting and varied, with enough challenge to take learning forward</li> <li>Structures and routines lead to positive environment and independence</li> </ul>	<ul style="list-style-type: none"> <li>T makes work imaginative, stimulating, challenging, leading to high level of engagement</li> <li>Productive learning environment</li> <li>Effective learning with opportunities to learn independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>Pupils challenged and enthused creating a 'thirst for learning'</li> <li>Highly stimulating classroom environment in which high quality relationships lead to excellent levels of motivation, commitment and achievement</li> <li>Many opportunities for independent and collaborative learning</li> </ul>
<b>Planning and expectations</b>	<ul style="list-style-type: none"> <li>Generalised objectives with limited range of activities</li> <li>Some resources used</li> <li>Support staff used as a helping hand</li> <li>Homework often not related to current classroom learning</li> </ul>	<ul style="list-style-type: none"> <li>Planned activities relevant to the learning objectives</li> <li>Variety of stimulating resources</li> <li>Classroom support staff clear about their role in supporting learning</li> <li>Homework consolidates learning</li> </ul>	<ul style="list-style-type: none"> <li>High expectations</li> <li>Bases planning on prior learning</li> <li>Wide range of stimulating multi-sensory resources – some child self selection</li> <li>All staff understand learning objectives and enhance learning</li> <li>Relevant homework consolidates and extends classroom learning</li> </ul>	<ul style="list-style-type: none"> <li>Planned activities inspire children to succeed in meeting challenging learning objectives and take full account of needs and prior learning</li> <li>Pupils select from a variety of resources to suit them</li> <li>Support staff significantly strengthen teaching team's effectiveness in raising standards</li> <li>Homework enables children to enjoy consolidating and extending their classwork consistent with needs, capabilities and home context</li> </ul>
<b>Inclusion</b>	<ul style="list-style-type: none"> <li>Methods and resources show little awareness of how to meet individual needs</li> </ul>	<ul style="list-style-type: none"> <li>Differentiation ensure individual needs are met</li> <li>T challenges stereotyped views</li> </ul>	<ul style="list-style-type: none"> <li>T methods matched to needs of children</li> <li>Stereotyped views and bullying consistently challenged</li> </ul>	<ul style="list-style-type: none"> <li>Stereotyped views and bullying consistently and persuasively challenged</li> </ul>