# Burrough Green CE Primary School
# Teaching and Learning Policy

The whole point of teaching children is so they will learn something valuable. Teaching time is precious and learning must be the chief aim of any lesson.

All children are entitled to leave our school....
- literate and numerate ready for their next steps,
- confident and content in their self identity with a clear sense of belonging and purpose,
- Capable, respectful communicators,
- Creative, resourceful individuals with an aspiration to be the best they can be.

We will achieve this by providing a caring, values-driven Christian environment; by creating stimulating and exciting opportunities for learning; developing positive relationships based on respect of self and others; and by enabling pupils to be curious; ignited by positive relationships, and wondrous experiences in a challenging environment.

## A whole school approach: consistency and high expectations

We believe that children learn best when there is consistency and continuity in our approach. We hold common expectations of our practice and through mutual challenge and support we strive for excellence. We expect each teacher to take full and determined responsibility for the progress of all the pupils in their class. We expect all staff to have consistently high expectations of all pupils in all areas of their learning and development. We will not accept 'second best'.

## The purpose of our teaching and learning: pupil progress

We teach for progress. This means that we work to ensure that all pupils are improving their skills, knowledge and understanding across all lessons and activities. We recognise the need for consolidation and practise, but we are determined to avoid tasks that involve unnecessary repetition or low levels of challenge.

## Six core elements of our provision

1. **Subject knowledge:** We believe that children will learn best when teachers are well-informed, knowledgeable and confident about what they are teaching. Collegiate curriculum planning, shared Key Stage PPA time, access to advice from subject leaders, and our CPD programme all aim to strengthen subject knowledge. This subject knowledge is vital in helping teachers to understand what the next steps in learning are. Without this understanding teachers cannot hope to maximise pupil progress.

2. **Planning:** We expect all teachers to plan effectively to ensure that skills, knowledge and understanding are developed within the framework of principles established in our curriculum policy. Accurate assessment of pupil's prior learning, and discussion of their own interests play a part in shaping the content of our termly planning. Long term planning is undertaken by subject leaders and reviewed every 2 years following completion of the topic cycle. Subject Leaders have mapped national curriculum objectives to the topic cycle. This provides the basis for medium term planning undertaken by teachers using the agreed school formats. Short term planning then identifies the simple kernel of learning to be explored in each and every lesson. It should also identify how the outcomes for different pupils may vary. Therefore, every lesson needs a clear,

simple, measureable, child-specific purpose. It should always reflect the needs of the learners, but it should also be sufficiently flexible. Remember: 'We teach the children not the plan.'

3. **Interventions:** We plan and deliver interventions that will support children and move them on in their learning. Children being supported in this way will be expected to make progress. Therefore, we track progress against agreed baseline assessments, and limit both the amount of time pupils spend on any intervention programme and the number of interventions per child at any one time. This ensures they have ample opportunity to apply their new learning in class, and that they do not get stuck. Staff delivering intervention programmes may withdraw pupils, in consultation with class teachers, if the programme is not delivering expected progress.

4. **Assessment for learning:** We expect all teaching staff to use skilled and purposeful questioning to explore children's understanding, uncover misconceptions and to move their thinking on, usually in the form of a weaving plenary to maximise the time in lessons when pupils are actively engaged in learning. Any child can be expected to answer questions, not just those with their hands up. Challenging questions will cause children to think and they may not be able to answer. 'Struggle Time' is good and teachers should not fill the void by giving answers easily, unless the pace of the lesson demands it. Good planning will already have anticipated many of the areas of misunderstanding and challenge, and will have prepared the kinds of questions teaching staff need to ask. However, teaching staff should also be prepared to follow new lines of enquiry, and to seize unexpected opportunities. Teachers will follow the pattern of summative assessment laid out in the school 'Assessment Schedule' which will be analysed to show areas for individual, class, and whole school improvement. See also APPENDIX D below.

5. **Marking and feedback:** We believe that marking and feedback should:
   - be in child-friendly language.
   - celebrate progress.
   - provide next steps to improve a piece of work.
   - value everybody's ideas.
   - inform planning to allow for consolidation and/or further challenge.
   - allow children time to reflect and make a personal response.
   - develop their skills of critical analysis.
   - be linked to the Learning Objective and success criteria
   - provide evidence of progress over time.

   How often does this take place?
   Oral feedback will be given on a daily basis and children will have an opportunity to discuss their work. On a weekly basis a piece of writing and maths will be marked in detail to the lesson objective. Children will be given an opportunity to make a response.

   How do we give feedback?
   Our marking policy is used across the school and has been designed to enable teachers to give quick, but meaningful feedback to pupils, as well as being a useful record of achievement. Each piece of work is to be marked against the learning objective using the agreed code. A single smiley face next to the learning objective means the objective has been achieved. A smiley face with one tick means it was achieved well, and if two ticks have been added it means the work has extended the learning objective. A straight face is used if the objective has not been met. We also use a 'TTA' comment to prompt the child to 'Talk To an Adult' where there are misconceptions. This allows the adult to explain or remodel the skills and concepts in the lesson. A selection of work will be marked using a 'Next Steps' code to indicate to the child how they need to improve, or develop, the work next time and 'Task Triangles' to prompt the child to improve the work they have just done. 'ES' is used to indicate 'extra support' was given.

   Oral feedback in the lesson will be linked to the lesson objective and given by the teacher or a talking partner. Additional written comments linked to the lesson objective can be made by the

teacher or a pupil partner, which will include improvement points. Personal targets are found on the inside front covers of maths and English books. When a target has been achieved they are highlighted and dated, so pupils can see the progress they are making.

<u>How do we involve children?</u>
Through making a response to the marking as indicated above, by completing the task identified in their task triangle. They may also share in the marking of their own work, or that of their peers, to the learning objective, or success criteria, and through the developing skill of re-drafting pieces of written work.

6. **Timing:** We believe that children are most likely to make progress with skills, knowledge and understanding through practical experience. Therefore we aim to maximise the amount of activity time for pupils in lessons. We like the rule of age + 4 minutes to describe the MAXIMUM amount of time teachers should be talking to the whole class in a typical lesson. We also believe that good learning takes as long as it needs. Therefore the length of a lesson is not constrained by the clock, or the 'bell'.

<u>Pupil Attitudes</u>
Through our core values we are developing the aptitudes of courage, determination, respect, aspiration, confidence, and teamwork, and expect all our pupils to actively engage with their learning. A positive classroom climate, the pupil voice, and modelling of the behaviours by all adults in school, creates an ethos of excitement and moral engagement. These ideas are embodied in a simple, but memorable Code of Conduct:

- I am ready for learning.
- I allow others to learn.
- I value myself and others.

Therefore, we do not tolerate any disruption to learning, but expect all pupils to listen attentively to adults and to manage their own needs by taking responsibility for their actions. We will help them to do this through our rewards and sanctions, and through mentoring.

<u>Display and the Learning Environment</u>
The principles of our curriculum policy identify the need for learning to be practical, collegiate, challenging, personalised, and enjoyable. We believe learners should be able to exercise real choices and to shape what they are learning, and how they learn. Therefore we aim to provide an environment where learning can take place without limits. The whole environment; inside and outside the classroom; indoors and outdoors; and all our resources must be available to facilitate this. Therefore, displays should not just celebrate children's work, but also be useful and interactive. They should also reflect the global, cultural and environmental dimension of our curriculum, so that the contribution of all peoples can be valued.

At Burrough Green Primary School we appreciate we are all individuals.  Teachers as well as children need to feel comfortable within the space we learn and to organise the environment effectively.  We have high expectations in all we do so the following guidelines ensure the expected standards are explicit within the individuality we promote.

- Each room will have a Maths and English 'Working Wall'. These may reflect Year group's targets, worked examples, questions, models and images, or prompts to support learning. They should be dynamic spaces which children are expected to contribute to and use.
- All displays will have clear titles and labels that are mounted. Mounting needs to be precise and uniform and suit the materials being displayed.
- Labels and text should give clear information about the display and in the case of 'Working

Walls', be updated regularly.
- All display boards should be covered with backing paper apart from the 'Working Walls'and then bordered or have a frame. Care should be taken in ensuring the paper hangs straight and sits flat.
- Displays should be simple, clear and fit for purpose, and should be flexible enough to accommodate additional work, so that displays can evolve as work develops.
- Use of other surfaces near the board should be considered to enhance interaction. *Blu tac* is allowed so long as teachers ensure no residual marks remain after a display is removed.
- Where possible displays should be at child level and include features that encourage interaction, using questions, Velcro, pens, post-its, or game activities.

**The basic skills classroom**

All rooms should display:
- Maths – Numberlines to 20/30/50, number tracks, topic vocabulary, 100 square, curriculum targets.
- English – key words, topic vocabulary, letters and sounds support, curriculum targets, and examples of written work that meet the objectives appropriate to the task; e.g. work that meets/exceeds the expected standard for the end of KS2 in Class 4.

**Resources**

These should be accessible to children so that they are able to choose what equipment to use. Adults should not artificially limit the types of resources available to children, so that learning and challenge are limited. Centrally held resources should be brought into the classroom before the lesson for children to access independently. Both children and adults must make sure resources are tidied away carefully so they are in a good condition for the next users. Classrooms must be kept tidy, well organised and free from unnecessary clutter. This is everyone's responsibility.

Other relevant documents:
- Homework policy
- Assessment Schedule
- Positive Behaviour policy
- Curriculum policy

This policy was reviewed in Spring 2017
The policy was ratified by the Governors Learning and Achievement Committee on 29.3.17

Next review: Spring 2020

APPENDIX A

**Characterisitics of good lessons**
- Teacher and pupils are clear what it is they will be learning (simple and focussed – often a single objective works best. Other learning can flow from this, but unless your lesson is based on a clear identified need for pupils it cannot be good)
- Pupils are engaged with the context and know why they need to learn this thing.
- Pupils have some control over the level of challenge they undertake and teachers interact with pupils to moderate the level of challenge.
- What it will look like if they have learnt well (e.g. modelled success criteria)
- They have opportunities to apply their learning.
- Questioning persistently focuses on the learning objective and success criteria. Weaving plenaries address misconceptions early.
- Questioning is used to demonstrate challenge for more able pupils.


APPENDIX B


_**TEACHING: ESSENTIAL QUALITIES**_
_**THE TEN ESSENTIAL Ps TO EFFECTIVE TEACHING**_
• **Planning:** effective informed and flexible
• **Preparation:** of the lesson e.g resources
• **Place:** use, selection and management of the learning environment – managing risk
• **Personality:** of **YOU** the teacher – do you make learning stimulating, exciting, challenging, interesting, fun?
• **Pressure:** appropriately challenging expectations
• **Pupils:** i.e are they doing, actively engaged in the learning, not passive
• **Positive Praise:** use of to promote a happy and safe learning environment
• **Plenaries:** mini and final leading to constant self evaluation and assessment
• **Performance:** the teacher and the pupils know how well they are doing and where to go next.
• **Pace THE GREATEST OF THEM ALL** without appropriate pace the lesson cannot achieve its potential

APPENDIX C


Feedback from Ofsted Inspection of Science, 12th July, 2012
Minimising teacher talk
Best learning when children were doing
Best teaching was interacting with children doing stuff
More exploration and investigation by children needed
Next steps should be simpler
Marking – ensure comments are responded to
Peer marking
Extend more able children – work together to work at own pace
Start with an activity
Work out own objective for lesson
Let children make mistakes

Let them work out what went wrong and why
Control potential mistakes – given same amount of sugar
Don't turn investigations into a formula
Teach more science
Be careful about questioning in whole class situations. if you only ask one child at a time the others disengage
Let children ask questions

From staff meeting 18.9.12
We need to build in more opportunities for pupils to shape planning
We need to deliver more opportunities for pupil led investigations
Responding to feedback immediately
Detail outcomes for particular children on planning

APPENDIX D

| Learning Focus | What learners need to do | Examples of possible question structures |
|---|---|---|
| **Knowledge** | Define, recall, describe, identify, match, name and state | *What is it called? Who did…? What types…? Where does…come from? When did it happen?* |
| **Understanding** | Summarise, explain, describe, compare, classify | *Why does..? How is…? Explain what is happening…What are the key features?* |
| **Application** | Try in a new context, use, interpret, relate, apply ideas | *What do you think will happen next? Why? Which tool would be best for…? Can you use what you know to solve…?* |
| **Analysis** | Analyse, infer, deduce, reason, draw conclusions | *What patterns can you see? Why did…? How do you think….felt when…?* |
| **Synthesis/ Speculation** | Design, create, reflect, speculate, hypothesise | *What ways could you test your theory?  What conclusions can you draw? What do you think might happen next?* |
| **Evaluation** | Assess, judge, compare/ contrast, evaluate | *Which would be the best… for? Why? Who made the best attempt at…? What makes you think…?* |