



St Edward's Church of England
Primary School

Teaching and Learning Policy

December 2018



TEACHING AND LEARNING POLICY

1.0 VISION OF ST EDWARD'S SCHOOL

THE VISION FOR HIGH QUALITY FIRST TEACHING AT ST EDWARD'S CHURCH OF ENGLAND PRIMARY SCHOOL

We believe that essentially the good and better practice can be broken down into 3 areas for focus; 'PLANNING, DELIVERY and ASSESSMENT.' Teachers, Teaching Assistants and the Children must be a part of this process in order to ensure that efficient and effective learning takes place in the classroom.

OUR SHARED VISION IS: that all children at St Edward's C of E Primary School will receive an outstanding education so that they are given the knowledge, skills and tools that they need to thrive in an ever changing global society

IN OUR SCHOOL HIGH STANDARDS MEANS: that staff and pupils work together to produce the best of themselves irrespective of task, undertaking or endeavour

IN OUR SCHOOL HIGH EXPECTATIONS MEANS: that good is not good enough and that as staff and pupils, we always expect the best of ourselves and from others

2.0 PLANNING

Planning at pupil level involves the use of medium term plans which are broken down to daily sessions. The planning process involves the children, through assessment for learning during and after the lesson. Lesson direction must ultimately lead towards the lesson focus and this is assessed through the use of success criteria. The needs of the class must be taken into account and this is achieved through differentiation of task and the selection of suitable resources which may cater for differing learning styles. Learning resources are selected from a range of sources and teachers must not solely rely on published schemes such as Maths Mastery for day to day planning as these schemes are designed for the average ability child, have expectations which are too low and do not provide enough opportunities for using and applying.

Where possible, teachers should plan in opportunities for teacher modelling and for showcasing children's' work as exemplar materials. This could be examples of work from previous years.

Pace of learning is defined as a 'clear and focussed determination to reach the end goal of the lesson.' Lessons are expected to be purposeful and make use of every learning opportunity. When planning, it is important to ensure that extension opportunities are planned for and that learning time is not lost through needless activities or unplanned slippage. Where possible ensure that the children understand how their learning links to other subjects and the world in general and that this is reinforced through activities which enable the children to apply their skills.

2.1 PLANNING MEETINGS

A typical planning meeting should involve year group teams, using medium term plans to identify learning objectives and then working together to find tasks and activities that meet the objectives and that cater for a range of needs, including the most able. Extension activities and scaffolded activities must also be considered. Discussion should follow around how the children could use and apply what they have learned so that the children are not simply practising skills over and over again, but have the opportunity for deeper learning by seeing how to apply the skills they have learned. Teachers may have to make their own resources and if so they must ensure that there are no misspellings or grammatical errors.

2.2 IN OUR PLANNING

- All planning must be saved in Teacher Resources by 4pm on a Friday- WITH resources, best as possible;
- All resources ready for Monday's lesson by Friday previous week as a minimum;
- Planning needs to meet pupils needs- old plans need to be checked to ensure they are fit for purpose and meet the needs of the children, do not just role them out;
- Differentiation by task, challenge and extension;
- Start planning for HAP's and then work down (all subjects);
- Planning format to be supplied;
- HLTA's to be provided plans and resources by teacher;
- HLTA's are not to cover Literacy and Numeracy in PPA time. (Unless sickness cover);
- Clear WALT identified on plans;
- Clear success criteria, (children can come up with them);
- Introduction, middle and end of lesson to be clear on the plan;
- Year groups must work as a team- pool ideas together (Team planning) –Led by YGL;
- Planning for TA to be included;
- Know the NC- worksheets must be of high quality.

3.0 DELIVERY

At ST Edwards we recognise the importance of ensuring that lessons are flexible and that planning, whilst giving the focus for a lesson, should not be so rigidly adhered to that the differing needs of the children in a given lesson and in a given class are not met. Where this is the case, teachers should abandon the lesson plan for the day and provide different activities that enable the pupils' learning needs to be met. This could be for instance if the children are finding work too easy or too hard. This must be recorded on planning and adjustments made to future planning as appropriate. BE BRAVE!

We must ensure that pupils' spoken and written language is corrected as appropriate and that there are no lost opportunities for the practising of basic skills, although this should not distract from the aim of the lesson.

3.1 LESSONS

- We share the learning intention/learning objective (this does not have to be at the start of the lesson);
- Modelling and Movement – Teachers need to move around/ NO queues at teacher's desks;
- We share the success criteria when appropriate;
- Lessons should start promptly and finish on time;
- Must include shared writing/reading;
- Resources need to be ready and available so PACE isn't lost;
- Differentiated questioning, including follow-up questions;
- Children modelling, including screens;
- Assessment during lesson to check learning e.g.- peer, self, teacher. Worksheets need to be fit for purpose;
- Plenary / Success criteria / engaging activities.
- Time reminders including -visual times reminders;
- Effective use of TA- Not always to be working with LAC children. Scribing for teacher, monitoring participating children/ keeping on track;
- Variety of resources (Concrete and tech);
- DON'T BE A SLAVE TO THE PLAN- BE PREPARED TO MOVE AWAY FROM IT IF IT IS NOT WORKING!

4.0 DAY TO DAY ASSESSMENT

This area in the teaching and learning policy is key in that it enables us to really know our children and make an impact on their learning though planning a delivery which meets their needs and sets next steps. Our assessment must be useful and impact on learning. In order to do this, children must have the opportunity to read teacher comments and act upon them. Further dialogue between the teacher and pupils,

through feedback marking, provides opportunities for more challenge and deeper learning.

Opportunities to correct spelling and grammar should be taken as this reaffirms what has been taught elsewhere.

- Assessment will be against (although not exclusively) the success criteria/learning intention/objective;
- Daily marking for Maths and English. This should impact on the next day's planning;
- Non-core subjects to be marked once a week;
- Once a week in depth marking for Maths and English;
- If children are trained, then they can complete self/peer assessment;
- Assessment can take place at any time during a lesson through a quick check of work against the success criteria, peer assessing a peer's work, or a short test etc. Those children not meeting the success criteria then have an opportunity to readjust or the teacher can alter the lesson;
- Teachers should endeavour to mark 'on the hoof' this enables instant feedback during the lesson;
- Books should be marked in time for the next lesson;
- Assessment, regardless of type, should be useful and impact on learning.

TEACHING AND LEARNING POLICY

Approved by the Head Teacher:

Head Teacher

Date

Approved by Full Governing Body:

Chair of Governors

Date