

Spalding Parish Church of England Day School

*We are a caring Christian Community built on Compassion,
Trust, Friendship and Hope.*

Teaching and Learning Policy



Date of Policy:

September 2017

Date of Review:

September 2019

Adopted by Governing Body:

September 2017

Signed by Chair of Governors:

Katherine Wright

1) Introduction

Spalding Parish Church of England Day School is striving to become a learning community through a culture of continuous improvement. Our main purpose is learning - for both staff and pupils. Through the continuous learning of our staff and governors the school improves and develops, bringing ever greater benefits for our pupils. The support and guidance given to all new members of staff contributes to maintaining the excellence and enjoyment in our school whilst ensuring continuity of provision for our children. It enables new personnel to maximise their contribution and further their professional development.

2) Commitment to Learning

Any attempt to continue to raise standards in our school must be focused on the classroom. Continued and sustained improvement is dependent upon sustaining the high quality of teaching and learning that is taking place on a daily basis.

Across our school the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

3) Aims and purposes

We expect every teacher to be a good teacher – no child deserves less.

By adopting a whole school approach to teaching and learning across our school, we aim:

-  to provide consistency of teaching and learning across our school;
-  to enable teachers to teach as effectively as possible;
-  to enable children to learn as efficiently as possible;
-  to give children the skills they require to become effective lifelong learners;
-  to provide an inclusive education for all children;
-  to learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared.

4) Approach

Key elements and principles of teaching and learning across our school – a practical guide

All lessons across our school should include the following key elements to ensure high quality teaching and learning. New teachers to our schools will receive training to ensure they fully understand these elements and to enable them to embed them in their everyday practice.

All lessons have...clear learning objectives.

-  Learning objectives are shared orally and displayed.
-  All learning objectives are written up and shared orally in child friendly language.
-  Learning objectives are not muddled up with the context of the lesson.
-  The learning objective is written or stuck into children's books.
-  For learning objectives to be shared effectively, teachers must:
 - ~ Move away from saying 'Today we are doing'... and instead say 'By the end of today's lesson you will all know/be able to/understand...?'

- ~ Make learning objectives specific.
 - ~ Use child-friendly language – there is little point in sharing learning objectives if students don't understand what you mean.
 - ~ Refer to them: at the start of the lesson, during the lesson and during the plenary
-  Students must know exactly what they are going to learn and what is expected of them by the end of the lesson.

All lessons have... well planned success criteria

-  All pupils are clear about how they will achieve the learning objective.
-  Success criteria are displayed for the children to follow during the lesson or drawn up with the children, e.g. Steps to success.
-  Weekly planning includes success criteria for each learning objective.
-  Children use the success criteria to self-assess their own or other children's work.
-  Children are reminded of the success criteria during the lesson – often children's work is used by the teacher to illustrate the success criteria in action.

All lessons are ...clearly differentiated to enable all pupils to access learning

-  All learners are challenged appropriately.
-  Planning shows clear differentiation.
-  A range of learning styles are catered for through a VAK approach (Visual, Audio, Kinaesthetic).

All pupils are...actively engaged in learning and work co-operatively

-  Pupils are actively engaged during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are not sitting passively for long periods.
-  Opportunities to Think/Pair/Share and discussions with Learning Partners are regular features in all lessons. Pupils are trained to use appropriate body language when engaged in discussion with a partner.
-  Mini whiteboards are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
-  Visuals, artefacts, auditory input are all used creatively as a way to enhance learning.
-  Children help and encourage each other.
-  Everyone participates.
-  Children explain their ideas clearly.

Learning is improved by...opportunities for pupils participate in planned talk activities during lessons

When we talk we do more than articulate our current level of understanding. The very act of talking forces us to organise our thoughts and so deepens understanding. It is partly the reason why we remember so much of what we teach to others. At our school we believe that talking is central to learning. All lessons include planned and unplanned opportunities to discuss questions and extend thinking Think/Pair/Share and Talk to your partner (TTYP) are regular features in all lessons. Pupils

are trained to use appropriate body language when talking to a partner and pupils understand that their TALK is valued as much as their written work.

Learning is improved through... effective use of questioning

It is adults who help pupils make sense of information. The frequency and nature of interactions between teacher and pupils is highly significant. We develop understanding by:

-  Using range of questions including open ended and higher order;
-  Providing wait time- (3-5 seconds), pupils need time to think through their answers before replying;
-  Providing thinking time by giving an advance warning, such as ‘In two minutes I am going to ask you.... ‘
-  Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups. Pupils then respond with ‘We think that...’.
-  Ensuring pupils fully understand the question.

All pupils receive regular and clear ...feedback which enhances learning

-  Assessment for learning is embedded in everyday practice and is used to inform teaching and learning.
-  All pupils are clear about how they need to improve.
-  Individual/group targets are set half-termly for Maths and Writing – these are displayed in the front of their books and the children refer to them during lessons.
-  When marking children’s work, the main focus is on meeting the learning objective, success criteria and/or targets. Evidence is highlighted, or commented on.
-  Marking identifies next step prompts.
-  Pupils are given regular time to address issues raised in marking.

Learning is improved through ...the fit-for-purpose use of ICT.

ICT is used to enhance learning where ever possible. Although ICT is nearly always used at the start of lessons to engage children and in the plenary to consolidate learning, it is also used during the lesson as an aid to learning.

Learning is improved through the use of... effective behaviour management

Effective, positive behaviour management is used to foster a positive learning environment in the classroom. For further details, please refer to our Behaviour Policy and SPCEDS Code of Conduct.

Learning is improved through the ...effective use of additional adults

-  Additional adults are clearly directed to support learning.
-  Teaching assistants are fully engaged with pupils on the carpet and tables during lesson times. They are not photocopying work, sharpening pencils or sticking work in books during learning time!
-  They are clear about who they are supporting and why.

-  Planning is shared in advance with teaching assistants.
-  They sit next to the pupil/pupils they are working with, quietly engaging the pupils, explaining the task or using other resources, e.g. number line to facilitate learning.
-  They are involved in assessing pupil's understanding and feeding back to the teacher.
-  Teaching assistants to annotate in books to indicate support – see Marking and Feedback Policy.

Learning is improved through... the effective use of a plenary and mini plenaries

-  Review what has been learned.
-  Reflect on how it has been learned.
-  Adjust learning appropriately to better match learning need.

Reviewing learning is a key to memory and not confined to the end of the lesson. Teachers review throughout the entire lesson and constantly refer students back to the success criteria of the lesson, reinforcing prior learning.

Learning is improved through.....actively encouraging pupils to reflect on what they have learned and what has helped them to learn.

Use prompts like:

-  What did you do today that you found most helpful when you were learning?
-  What did you do today that you found less helpful?
-  What are your targets?
-  What opportunities do you receive to practise your targets?
-  Are you getting better at your work? How do you know?
-  If you had to do the task again, how would you do it?
-  If you had to give one piece of advice to someone tackling the same task, what would it be?

Learning is improved through...a great classroom environment

Across our school we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use to learn and be proud of. All classes across the school should have learning walls with assessment tools also accessible for all pupils.

Learning is improved by.... well labelled and neatly organised resources

Classroom resources should be well organised and clearly labelled. Children should know where to find the resources they need for an activity. This will help to foster independent learning skills.

5) Resources

Teaching and learning is planned in the context of the school's vision, goals and guiding principles, and national standards for teachers and for other specific roles and responsibilities. Resources are prioritised to support teaching and learning throughout school.

Financial and other resources for teaching and learning, including staff, are allocated annually and apportioned in accordance with priorities. Resources will be available for the whole school programme

of teaching and learning and to meet the needs of specific staff in helping them to meet the standards required by the school.

6) Assessment, Recording and Reporting.

A number of systems are in place in order to assess, record and report on the effectiveness of teaching and learning. Such mechanisms include regular lesson monitoring (both formal and informal), work and planning scrutiny, summative and formative assessment and analysis and various meetings including Pupil Progress and moderation.

7) Monitoring and Review

Monitoring and review of the Teaching and Learning Policy will be carried out at regular intervals. The Head Teacher is responsible for teaching and learning and subsequently for the co-ordination and implementation of the Teaching and Learning Policy and is also responsible for monitoring the impact of current systems. The Head Teacher and the Assistant Head Teachers will support colleagues through teaching and learning by sharing relevant information about current developments and providing direction teaching and learning within the school.

8) Conclusion.

The effectiveness of teaching and learning contributes to maintaining the excellence and enjoyment in our school whilst ensuring continuity of provision for our children. As such we believe that teaching and learning is vital both to the development of all staff and to ensuring all pupils within our Learning Community achieve their potential.

9) Policy Review

This policy will be reviewed in two years.