Teaching & Learning Policy

Agreed at: **Full Governing Body**

Date: **10th February 2016**

Review: **Spring Term 2017**

Signed: *M J Potter*

Westwoodside Church of England Primary Academy Teaching and Learning Policy

1. Introduction

This policy for teaching and learning was developed and agreed by the whole staff January 2016 and has the full agreement of the governing body.

At Westwoodside Church of England Primary School we believe in lifelong learning.
We want learning to be a rewarding experience for everyone and recognise that the best teaching and learning experiences can help pupils to lead happy and fulfilling lives. Through our teaching we aim to equip pupils with skills, knowledge and understanding to fulfil their intellectual and personal potential so they are enabled to make choices about their career and creative pathways.

Teaching and learning are central at Westwoodside Church of England Primary so this is a key policy. It outlines our agreed view of pupil's entitlement and how we intend to support and encourage mastery of key learning and develop each child as a learner. It provides a framework of expectation to inform and reflect planning, provision and evaluation of teaching and learning at our school.

2. Aims

All teaching and learning is underpinned by our 5 school values: Respect, Honesty, Love, Friendship and Compassion.

We want to provide rich, relevant and varied learning experiences which allow pupils to develop their skills, interests and abilities and so they can achieve, believe, learn and grow together.

Through our teaching we aim to:
- enable pupils to master key knowledge, skills and understanding in the core and foundation subjects;
- focus on pupils' attainment and progress in English and Mathematics ensuring it is applied across the curriculum.
- enable pupils to become confident and independent learners;
- develop pupils as resourceful, resilient learners;
- foster pupils' self-esteem and help them build positive relationships with others – both peers and adults;
- develop the highest standards of behaviour and conduct;
- develop pupils' self-respect and self-awareness and encourage them to show positive attitudes and respect towards the ideas and feelings of others regardless of race, culture or religion;
- enable pupils to understand, feel valued within, and make a positive contribution to their community/ies;
- help pupils grow into reliable, independent-thinking citizens;
- help pupils be proud of their own work and recognise the achievements of others.

3. Effective learning

We acknowledge that people learn in many different ways and we recognise the need to develop pedagogies which enable all pupils to learn in ways that suit them. We acknowledge that learning is a process (ref. Appendix 1a)

We offer opportunities for pupils to learn in different ways including:
- investigation and problem solving;
- open-ended tasks;
- research and finding out, with independent access to relevant resources;
- group work, paired work and working on their own;
- effective questioning;
- presentation and drama;
- use of ICT;
- fieldwork and off-site visits;
- creative activities, designing and making;

- use of multi-media, visual and aural stimulus;
- homework;
- after school clubs;
- guest visitors and performers.

4. What do we mean by 'mastery' of learning?

It is our intention that children '**master**' the key concepts, knowledge and skills for their year group or key stage as set out in our curriculum plan. When pupils have mastered learning they will show this because:

- They can do tasks and activities without adult support
- The pace of their work is fluent and clear
- They can revisit learning after a break
- Their confidence is high
- They see connections in their learning
- There is a deep understanding
- They are able to transfer their skills
- They apply what they know in different contexts
- They can explain their learning to others and teach others
- They are consistent – mistakes are rare and, when they make a mistake, they recognise it and can usually correct it
- Their resilience is high
- They synthesise their learning e.g. having been taught how to create a bar graph a child recognises that a bar graph is the best way to show data in a geography lesson.

An example of a teaching sequence is provided (appendix 1b) to support teachers in helping to lead children to mastery of the subject. Ideas for developing a 'mastery approach to learning are also included (appendix 1c).

5. What about pupils who master learning readily?

Some children will master aspects of learning more quickly than others. It is our intention that these children will be further supported to continue learning. The majority of children who master learning readily will be supported to work at **'Greater Depth'** within the same programme of study.

How are children challenged at 'Greater Depth'?
Teachers use the following strategies to enable children to work at greater depth:

- Making links to a wider range of other areas of learning
- Problems set are more challenging in terms of the thinking needed
- Often there will be a range of answers or scenarios to consider.

Only in exceptional circumstances will children be taught the programme of study from the next year group. If a teacher feels that this is necessary the child should be highlighted to the 'More able/ gifted pupils' coordinator and a discussion with parents should take place to inform the curriculum provision for that child. Close monitoring of these children will be needed.
For more information please refer to the 'More able and gifted children policy'.

6. What does effective teaching and learning look like

Our teaching will focus on motivating pupils and building on their skills, knowledge and understanding in each area of the curriculum, so that they can reach the highest level of personal achievement.

The school's curriculum overview sets out aims and objectives and details what is to be taught to each year group in each curriculum area. It is used to guide medium term planning which each year group sets out in half termly overviews and which is reviewed annually. A half termly summary is shared on the class page of the website.

This policy seeks to enable staff to evaluate the quality of learning and teaching in their classroom. Along with attached appendices, it should inform and reflect planning and provision at Westwoodside Church of England Primary Academy.

- In years one to six, pupils work towards appropriate National Curriculum expectations.
- In the Early Years Foundation Stage, pupils work towards the Early Learning Goals informed by 'Development Matters.'
- Coherent sequences of lessons are planned to address key aspects of learning.
- Pupils are involved in shaping the curriculum through an 'Enquiry approach'.
- Teachers use their assessments of pupils' progress and attainment to inform lesson planning.
- Teachers have **<u>high expectations</u>** and use 'top-down' planning to ensure the highest ability pupils are challenged during lessons.
- Lessons have clear learning objectives that are shared with pupils and regularly referenced.
- Success criteria are displayed to support expectations and independence.
- Pupils are active learners from **<u>the start of each lesson</u>** – bursts of teacher talk should last no more than 6-8 minutes before pupils are active e.g. recording ideas/ talk partners or other activities
- Tasks are set appropriate to each pupil's level of ability, including higher attaining pupils. (Sequences to support teaching can be found in appendix 1b and appendix 2).
- Pre- teaching can be used to enable pupils to access new learning confidently.
- Differentiation should ensure pupils are appropriately challenged.
- Problem solving and enquiry approaches to learning feature across the curriculum
- Pupils are expected to work independently and be productive.
- Pupils should be seen as learners and enabled to review how they are developing
- Learning is reviewed **during** and at the end of lessons.
- Lessons should be reshaped according to the teacher's ongoing assessment of needs.
- Pupils receive prompt and regular developmental feedback which enables them to reflect upon their performance and take actions to improve.
- Questioning ensures deep thinking and extends the learning. Please refer to Bloom's Taxonomy and questioning (appendix 3)
- Teachers respond to pupils work with marking which informs the learner of their successes and indicates clearly the next steps needed to secure improvement.
- Pupils are valued as unique individuals, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We strive to meet the needs of all our pupils, and to ensure that all statutory requirements related to matters of inclusion are met.
- When planning work for pupils with special educational needs, due regard is given to information and targets contained within their IEPs and our provision map. (ref. SEND policy)
- Teachers modify learning and teaching as appropriate for any pupil with disabilities.
- Teaching assistants are deployed as effectively as possible to work both inside and outside of the classroom with individual pupils or small groups, depending upon the nature of the work.
- Classrooms are attractive, safe environments which celebrate and support pupils' learning. Displays should reflect the core subjects along with topics being studied currently. Enquiry questions should be displayed and should support children and others to understand the learning that the class is involved in. Each classroom should have a reflective area accessible to children.
- A stimulating environment sets the climate for learning. All learning environments should be modelled on good EYFS classrooms e.g. promoting independent use of resources when required and high quality learning and work.
- Displays will enable all pupils to reflect their work and learning throughout the course of the school year.
- Reflecting the importance we place on reading, a range of good quality fiction and non-fiction texts will be invitingly displayed and made accessible in all classrooms. Literature will feature at the heart of teaching and learning. Books should be frequently updated to reflect current interests and learning foci.
- Educational off-site visits and visitors to the classroom are planned (<u>at least</u> termly) to support and enrich the curriculum. A strict set of procedures is adhered to when undertaking off-site visits as outlined in our Educational Visits policy.

7. **Use of questioning (Taken from Andy Meller's training January 2016)**

Planning should consider the questions we want children to be able to answer through their learning journey. Our aim is to create question rich classrooms. Teachers should ensure there are more pupil led

questions especially with older pupils. We should use questions to ensure that children become deeper level learners and provide support and scaffolding to enable them to reach these levels. Staff should use questions to inspire and support learners whether they are at a basic, advanced on deeper level of learning. It is helpful to think about questions at these levels (see Appendix   ). Questions should be noted in planning and used on displays. Children should be encouraged to raise their own questions at the beginning, middle and end of a block of work. Staff should ensure that there is variation in the type of question used. Bloom's taxonomy also supports staff to vary question type and thereby the depth of learning.

8. Improving Teaching and Learning

All our teachers are expected to reflect on their strengths and weaknesses and help shape their own professional development plan. School self-evaluation and appraisal inform a programme of CPD to address staff needs, with in-house expertise as well as external providers used to support professional development. We support our teachers in increasing their knowledge and skills, so that they can continue to develop their practice and ensure they contribute to improving the school's provision.

9. Monitoring and evaluation

We believe that teaching should be conducted in an atmosphere of trust, respect and honesty. We link our appraisal process with the Teachers' Standards and this policy for teaching and learning in order to provide a clear and consistent expectation of the quality of practice across school.

This policy, along with Teachers' Standards and the OFSTED criteria for teaching and learning provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school.

Staff development needs will be identified in line with this policy.

When evaluating teaching and learning in school, we make use of:
- classroom observation
- data analysis
- analysis of pupils' work and teachers' feedback
- planning scrutiny
- moderating and discussing the quality of pupil's' work with colleagues
- learning walks
- pupil interviews
- feedback from parent, governor and wider stakeholder surveys

10. Role of the Head Teacher and Governing Body

Senior leaders and governors are responsible for school effectiveness and efficiency.
They should:
- drive improvements to teaching and learning;
- monitor the effectiveness of teaching and learning strategies in raising pupil attainment;
- ensure that staff development and appraisal policies promote good quality teaching;
- 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.

11. Role of Parents/Guardians

We believe that parents have a fundamental role to play in helping pupils to learn and that each child should be supported by a strong partnership between home and school.
We inform parents about what and how their children are learning by:
- being available whenever possible for informal discussions at the beginning and end of the school day;
- informal communication at the beginning and end of the school day and via the child's planner;
- holding open evenings when parents can discuss their child's progress. At each open evening parents will be informed whether their child is working at the expected level for their child's year

group. There will be a discussion about their strengths and areas for development/targets for learning and suggestions made as to how parents can best support their child.
- sending an annual written report. The report will reflect whether the child is attaining the expected standard for their age and the progress the child has made. It will also provide information about the next areas for development/ targets for learning.
- providing homework;
- arranging presentations or meetings to explain specific developments;
- publishing documents and updates on the school website;
- inviting parents to classroom, phase or curriculum events and performances.

We believe that parents have a responsibility to support their children and the school in the implementation of school policies. We would like parents to:
- ensure that their child has the best attendance record possible;
- do their best to keep their child healthy and fit to attend school (ref. Attendance policy);
- ensure that their child is equipped for school and prepared to participate in all educational activities (children require their planner, reading book and PE kit at school on a daily basis);
- inform the school if there are matters outside school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- support the school in the promotion of positive and appropriate behaviour;
- fulfil the requirements set out in the home/school agreement (Ref. Academy Planner).

12. Racial Equality & Equal Opportunities Statement
All pupils have equal access and inclusive rights to the curriculum regardless of their age, gender, race, ethnicity, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. We are committed to creating a positive climate that will enable everyone to work free from racial or other intimidation and harassment and to achieve their full potential. Policies are available to expand on this further.

13. Accessibility of policy documents
Parents and carers are welcome to ask for further information about any policy matter.
Copies of all current school policies are available for parents and carers to read. As policies are reviewed they will become available on the school website. Other policies can be requested from the school office. The school aims to arrange for the translation or summary of a document should this be requested by a parent or carer whose first language is not English.

14. Review
We acknowledge that this policy and our understanding of learning needs to be reflective and open to new research in order for our teaching to be successful. Current changes in education practice will need to be embedded and evaluated. The head teacher and staff will therefore review this policy during spring term 2017. Any suggested amendments will be presented to the governing body.

Appendix 1
a) Learning process

There are 4 stages of competence when we learn something

	STAGE 2 CONCIOUS INCOMPETENCE We know that we don't know	STAGE 3 CONCIOUS COMPETENCE Competent but it takes a lot of conscious effort
CONCIOUSNESS →	STAGE 1 UNCONCIOUS INCOMPETENCE We don't know that we don't know	STAGE 4 UNCONCIOUS COMPETENCE • Second Nature • Habit • Mastery
	COMPETENCE →	

b) Learning sequence as discussed 4th January 2016

Pre teaching (For any children who need it)

1. Introduced to new learning
2. Carry out the new learning e.g. a calculation / grammatical exercise
3. Practise and consolidate
4. Gain confidence with this
5. Apply in different contexts
6. Explain the method to someone else
7. Deeper learning challenge
8. Then for some, write a deeper learning challenge for someone else.

c) Ideas (4th Jan 2016) for promoting mastery in the classroom

- Promote thinking outside the box – challenge children
- Small steps progression – ensuring foundations are in place
- AfL is key (know our children) consider ways to ensure AfL is effective
- Provide opportunities to talk about learning especially explaining it to others (also ensures confidence and resilience)
- Change the way we are grouping children e.g. in maths no 'lower ability' group
- Use of WAGOLL's (What A Good One Looks Like)
- Using deep questioning – checking understanding – probing
- Flip questions around
- Use different contexts for the learning
- Use cross curricular links to consolidate learning
- Clearly focused Learning Objectives and Success Criteria.

Appendix 2

Example of a sequence for teaching writing / grammar

1. Choose and appropriate text (LITERATURE AT THE HEART)

2. Link it to the class topic where possible

3. Familiarise the children with the context/ character/ setting etc.

4. Serialise the text – read to the class, read in groups , perhaps some independent reading

5. Choose a powerful paragraph that exemplifies the grammatical features to be taught

6. Use a sentence to explain how the grammatical feature is used.

7. Pupils imitate sentences replacing key grammatical features e.g. fronted adverbials or adjectives etc.

8. Some pupils continue to master the sentences

9. Pupils mastering the skill write a paragraph or story using features taught and those used by the author.

10. Children who are working at 'greater depth' would devise their own story
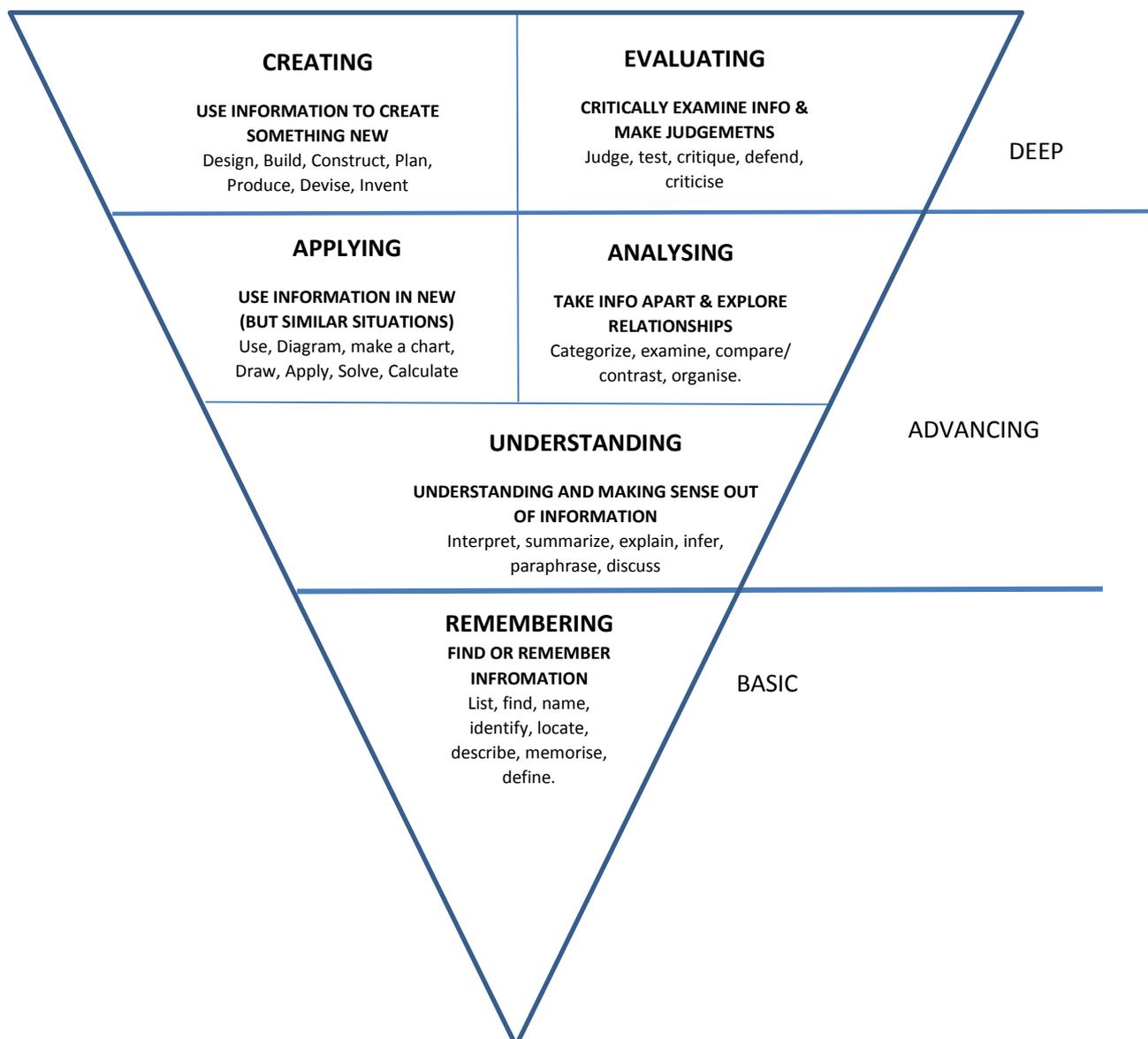
APPENDIX 3 B.A.D VERBS to support questioning

BASIC – low level cognitive demand, Involves following instructions
ADVANCING – higher level cognitive demand. Involves mental processing beyond recall, requires some degree of decision making
DEEP – cognitive demands are complex and abstract. Involves problems with multiple steps or more than one possible answer. Requires justification of answers

FLUENCY – APPLICATION - UNDERSTANDING

Basic	Advancing	Deep
List, describe, locate, find, write, name, state, follow, complete, recall, ask, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise	Apply, solve, explain, classify, infer, categorise, identify, organise, modify, predict, interpret, summarise, observe, estimate, compare	Hypothesise, prove, evaluate, speculate, question, create, invent, analyse, justify, expand

CREATING

USE INFORMATION TO CREATE SOMETHING NEW
Design, Build, Construct, Plan, Produce, Devise, Invent

EVALUATING

CRITICALLY EXAMINE INFO & MAKE JUDGEMETNS
Judge, test, critique, defend, criticise

DEEP

APPLYING

USE INFORMATION IN NEW (BUT SIMILAR SITUATIONS)
Use, Diagram, make a chart, Draw, Apply, Solve, Calculate

ANALYSING

TAKE INFO APART & EXPLORE RELATIONSHIPS
Categorize, examine, compare/contrast, organise.

ADVANCING

UNDERSTANDING

UNDERSTANDING AND MAKING SENSE OUT OF INFORMATION
Interpret, summarize, explain, infer, paraphrase, discuss

REMEMBERING
FIND OR REMEMBER INFROMATION
List, find, name, identify, locate, describe, memorise, define.

BASIC

Appendix 4.
BLOOMS Taxonomy to support questioning

Bloom's Taxonomy
Key Questions

Knowledge and Recall

Who, What, When, Where, Why,
Which
How, How much,
Describe, define
Recall, select, list, find
Tell me, show me, point out
Name, label
Remember, memorise
Identify

Comprehension
Translating, interpreting,
extrapolating
Organisation and selection of facts

Retell, describe ......in your own
words
What does this mean
State in one word
Give an example of
What part doesn't fit
Choose the statements you agree
with
Outline, summarise, match
Translate, identify, indicate, locate,
classify
Explain what is happening
Compare and contract
Sequence the facts
The main idea is

Application
Using materials and equipment in
situations that are new or unfamiliar

How could you use
Demonstrate how
Show how
Apply, construct, identify
If......how
What would happen if...
How much change would there be if
...
How would you organise
Can we apply this knowledge
How could we use what we have
learnt today

Analysis
Breaking down into parts, relating to
the whole

Distinguish, similar, like
Chart, plan, dissect, contrast
Arrange, conclude, separate,
outline, differentiate
Give reasons for
What assumptions can you make
What is fact, what is opinion
What is the relationship between
Justify your decision
Categorise
Formulate a hypothesis, predict
What solutions would you suggest
How could you test....
How could you adapt, modify...
What are the most important parts
of the product and why

Synthesis
Creating something new

How could you improve
Suggest an alternative
What solutions would you suggest
Think of an original way to
Using your knowledge predict,
create, design, develop
Solve the following, Infer, State a
rule about
How else would you...

Evaluation
Judging according to a set criteria
and stating why

Appraise, judge
Which is the best, verify, evaluate,
Find the errors, criticise
Are there any inconsistencies
What may have caused the errors in
your answers, research, project,
experiment, product, performance
Which information is: more
important
Better, more reliable, valid,
Appropriate, inappropriate
Do you agree with... and why
Prioritise... and why
How could you improve...explain
why
What is important, not important
What would you recommend and
why
What would you advise