

# Teaching and Learning Policy 2018

## Shapla Primary School



Approved Date:

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Signed:                   Mark Campbell           (Chair of Governors)

## Rationale

1. To develop a growth mindset learning culture across all phases
2. To ensure effective short-term planning has a clear link to raising levels of attainment and securing pupil progress
3. To clarify a common use of terminology

### Key principles:

- To develop resilience and a perseverance mindset
- Every child has the right to make good progress and achieve success
- Children should be able to choose their own level of challenge and supported when necessary
- There is no ceiling to achievement
- Underachievement must be challenged
- Achievement and effort should be recognised and rewarded
- All staff need to have high, realistic expectations of pupils
- Each child needs to know what to do to improve
- A consistent approach across all phases that supports teachers and pupils
- Partnerships with parents are key to progress and achievement

## Learning Intentions and Success Criteria

1. Children know how to achieve the LI through the use of supportive success criteria
  2. The LI should be based on children's prior understanding / learning
  3. The LI must be achievable by **all** pupils through differentiation
- All lessons should include sharing LIs (LI) with children. The form of the LI should be consistent across the school – "We are learning to".
  - LIs need to use the word 'to' – 'LI: TO use a ruler to measure to the nearest mm.'
  - Ensure that the LI is focussed and specific – it must NOT be the activity
  - Learning intentions should be shared **with** the children
  - Children should repeat the LI back to the teacher if necessary
  - The LI should be the title of the piece of work
  - All children should work on the same LI or a related one wherever possible
  - The teachers and TAs explain to the children **why** they are learning certain things and put the learning into a context
  - Links must always be made to prior and future learning
  - The LI **must** be followed by the Success Criteria (SC)
  - SC may be differentiated for different ability groups
  - SC should be phrased in child-centred language and should be brief
  - SC should indicate what children would need to do to be able to succeed in achieving the LI, for example:
    - 2 eyes
    - 2 ears
    - 1 nose
    - 1 mouth
    - Eyelashes
    - Put the ruler against line
    - Put the zero at the start
    - Measure to the nearest whole cm
    - Count how many mms (parts of a cm) there are in addition to the whole cm
  - The SC should be shared with the children and written with them, wherever practical, and should be available to the children to use throughout the lesson either on the whiteboard or on pre-prepared

sheets, cards or whiteboards on their table - this is especially useful with younger children or SEN children

- Reception children should have shared LI and SC on large paper, written by the teacher

<b>3<sup>rd</sup> October 2018</b>	Me	Adult
<b>LI: To</b>		
SC1		
SC2		
SC3		

- Y1 to Y4 should use the self-assessment pre-prepared LI and SC sheets and these should be glued into books
- Y5 and Y6 can either write out LI and SC for maths or stick pre-prepared LIs in their books
- It is good practice for classes to devise SC as a whole class activity
- When it is necessary to share the success orally, limit the criteria to key information that the children will be able to retain – particularly for nursery
- At the end of the lesson, children must be asked to check the SC and tick the ones that they believe that they have achieved and used successfully

Sharing the success criteria will make children:

- more independent
- more in control of their own learning
- able to assess their own learning against specific criteria

Children should be able to fully respond to these questions – “What are you learning?” and “Why are you learning this?”. Children should not be asked “What are you doing?”.

### **Teaching methods support all pupils’ learning**

- Activities must match the LI and are stimulating
- New learning should be identified and made explicit
- Misconceptions must be addressed
- Teaching is challenging for all – a growth mindset approach is encouraged
- All children are able to access the lesson, no matter what their ability, through careful differentiation
- Teachers and TAs should plan to address different learning styles, visual, auditory, kinaesthetic through the use of video, movement etc.
- A wide range of visual, interactive and imaginative teaching and learning strategies should be used
- Time on the carpet should be appropriate to the learning (when used)
- Modelling should be clear, appropriate and support children’s understanding
- ICT should be used appropriately to support children’s understanding - use of interactive whiteboard, video, enlarged text, colour photos/pictures, film produced by the class, visualiser text displayed on the whiteboard etc.
- Oracy strategies are used – talk partners for 100% response and to encourage pupils to use new vocabulary, explain understanding etc.
- A variety of differentiated scaffolding and supporting materials and resources are used to meet the needs of all pupils
- As a result of using the methods above pupils respond enthusiastically to lessons

- The teacher’s voice is used effectively with varying tone and audibility to convey meaning

**Pupils’ knowledge and understanding is assessed thoroughly**

1. Prior to the lesson
  2. During the lesson
  3. At the end of the lesson/plenary
  4. Books are marked regularly according to the school marking policy
  5. Questioning is used effectively
- High quality feedback should be given in all lessons
  - Teachers should expect a 100% response to questions to support quick and accurate assessments
  - Teachers should always make explicit how learning is related to previous or the next steps in learning
  - Children should be asked to explain what they have learnt, why the class are learning it and how it links to their prior/future learning
  - The focus of mini-plenaries and the plenary must refer to the LI/SC and successes made
  - Misconceptions should be addressed in the mini plenary and plenary after careful and accurate assessments are made during the lesson by the teacher and TA
  - Children should be involved in assessing their own learning through the lesson against the SC and LI
  - Children should be asked in the plenary/mini-plenary to tick each SC that has been followed
  - Teachers/TAs should also tick each LI/SC that has been met

**Talk partners and questioning**

1. Children use Talk Partners in all phases, including Reception.
2. Partners should change weekly so that children learn to work collaboratively with everyone in the class.
3. Questions should be effective and have a clear focus to produce high quality discussion.
4. Types of questions should be planned for.

Types of effective questions:

**A range of answers**

- Develops thinking skills
- Improves reasoning skills
- Promotes discussion and explanation
- Reveals misconceptions
- Encourages debate

“Which words are verbs? door, run, climb, red, slide, spill, cycle, shout” rather than “What verbs do we know?”

“What makes a good school council member? A good reader, a chatter box, a clear speaker, a good listener, a good writer.” rather than “What skills does a school council member need?”

**A statement**

- Encourages open discussion and debate
- Develops critical thinking
- Reveals misconceptions and understanding
- Gives pupils confidence in expressing their opinions

“This picture shows a Viking. Do you agree or disagree?” rather than “What did a Viking look like?”

“Glass is an excellent material for making a shelter. Agree or disagree?” rather than “What material should we use for a shelter?”

#### **Right and wrong**

- Encourages problem solving
- Identifies the success criteria
- Stimulates curiosity and interest
- Assesses knowledge
- Reinforces previous learning
- Demands explanation

“Why is this meal healthy and this one unhealthy?” rather than “What would you find in a healthy meal?”  
“Why are these quadrilaterals and these are not?” rather than “What do you know about quadrilaterals?”

#### **Starting from the answer or end**

- Promotes reasoning skills
- Elicits prior knowledge
- Reinforces and revisits learning intentions
- Children identify the success criteria
- Good for assessment
- Inclusive – own ideas and solutions

“The answer is a map. What might the question have been?”

“The prince kissed Sleeping Beauty and she woke up. What needs to be in place in the story before this happens?”

#### **An opposing standpoint**

- Improves debating skills
- Encourages reasoning skills
- Develops respect for other points of view
- Teachers get pupils to substantiate their opinions
- Encourages lateral thinking

“How could Cinderella have helped her stepmother become a better person?” rather than “How did Cinderella feel about her stepmother?”

“How would a bully justify themselves?” rather than “Why is bullying wrong?”

#### **Growth mindset responses to pupils**

Teachers and TAs need to respond to pupils in a manner that eliminates misconceptions and does not allow ‘put downs’.

**Opening it up** - “do you think” – “How do you think an aeroplane stays up in the sky?” Responses become an opinion rather than a wrong answer.

**Transfer** - “That was the answer to another question I was going to ask!”

**Gathering** – “Does anyone agree? Disagree? Have a different opinion?”

**Stalling** – “I think you might want to come back to that idea a little later...”

**Returning to the same pupil** - “Do you want to say something different now? I think I know where you were coming from before. You were put off/misled by the ...”

### **Feedback**

- Feedback should be given mainly during the lesson by all adults working in the classroom
- Marking must focus mainly on the SC and how well they are achieved the LI
- Feedback should take account of pupil self-evaluation
- Feedback should highlight success and point to where improvement can take place this can be oral as well as written
- Time must be allocated in lessons for children to read the teacher’s marking/respond to oral feedback from the teacher/TA
- Focussed improvements should be the outcome of the feedback and evident in the work
- Children must be informed that their work will be marked mainly according to the LI/SC but other aspects of work, which have been previously taught or are expected to be achieved, may also be commented upon. So, marking will:
  - Make references to understanding of the LI/SC
  - Indicate work that can be improved with a suggestion – eg. NT..... (next time)
  - Give prompts to show how the work can be improved
  - Limit spelling and punctuation corrections to words/punctuation children should know

Published work should be left mark –free.

### **Pupils are well managed and time is used effectively**

- Lessons have good pace
- Teacher talk is kept to a minimum to provide a greater time for children to work
- Children are clear about the amount of work expected of them
- No unnecessary movement or activities
- Pupils can move around the room quickly and safely when required to
- Resources are readily available and well organised
- Displays and classroom organisation support learning
- Pupils can work independently

### **Teachers have high expectations for standards of behaviour and quality of work**

- Poor work and presentation is not accepted (appropriate to phase/ability)
- An excellent standard of work is expected of all pupils
- Children are expected to finish work and correct mistakes/messy work
- Teachers use the behaviour policy effectively to manage behaviour in the classroom (see behaviour policy)
- A variety of effective behaviour management strategies are used
- Children are expected to be polite and to support one another
- Effort is celebrated
- Links between prior and future possible achievements should be made explicit to children
- Self-esteem should be developed alongside academic work through praise and encouragement
- The learning environment is calm and purposeful

### **Support staff** - Support staff are:

- Effective in supporting learning as much as possible through interesting activities planned by the teacher
- Fully aware of their roles and tasks in the lesson and deliver activities enthusiastically

- Able to support targeted groups or individuals at different stages of the lesson
- Expected to encourage pupils with SEND, to whom they are assigned, to work independently some of the time
- Sometimes able to team teach (with the class teacher) and these skills are utilised
- Able to plan and deliver additional support programmes
- Able to clarify pupil misconceptions by asking questions that support whole class understanding – “I didn’t quite understand that bit about equivalence - can you repeat it please?”
- Used to reinforce expected learning and behaviour
- Expected to provide high quality feedback to children and teachers during the lesson

### **Teachers have excellent subject knowledge**

- Lessons provide challenge for all pupils – they are asked to choose appropriate level of challenge
- All children are able to access the lesson, no matter what their ability, because of careful differentiation
- Topics are well researched
- Information provided to children is accurate, clear and presented in an interesting and exciting way
- Lesson plans in a subject/topic develop concepts developmentally over time
- Teachers deliver lessons enthusiastically
- Teachers can respond quickly to the needs of the class – ie. change a planned lesson during delivery, if inappropriate for the children
- Teachers know the next steps to allow for progression

### **Home learning**

Home learning is used to:

- reinforce learning initiated at school
- learn key facts - times tables, spelling words
- develop reading skills
- prepare for future learning - research
- build links/communication between home and school

*Refer to the current OFSTED grade descriptors for teaching and learning.*