

East Stour Primary School



TEACHING AND LEARNING POLICY

Date of Issue	Next Review	Version	To be read in conjunction with	Updated Information	Signed Headteacher	Signed Chair of Governors
March 2017	March 2018	1	Curriculum policy, National Curriculum, National Teaching Standards, Pay & Appraisal Policy			

This policy is arranged under the following headings:

- Aims, objectives and expectations
- Classroom organisation and display
- Planning
- Target setting
- Marking and assessment
- Appendices
 - i. Teaching and Learning Criteria
 - ii. Protocol for improving teaching and learning
 - iii. Good Learning
 - iv. National Teacher Standards
 - v. Other information

Aims, objectives and expectations

This teaching and learning policy has been approved by the staff and Governors of East Stour School and will be reviewed as required. The policy is intended to promote consistency and high standards towards achieving the school aims. It is a practical, working document and will continue to develop over time.

At East Stour Primary School we strive to provide a caring, supportive and stimulating environment to underpin high quality teaching, which we regard as the most important factor that we can use to influence children's learning. To combat the disadvantage and low starting points of many of our children we **must** ensure that we provide the highest possible quality of teaching. In order to achieve this we expect teaching and learning to be consistently good or better. This will be evidenced through monitoring which may include; summary of observations/drop-ins, Marking for Improvement, Book scrutiny, Progress data.

Outstanding teaching and learning in our school means:-

- Consistently high expectations
- Excellent subject knowledge
- Astute planning and setting of challenging tasks based on systematic and accurate assessment of pupils prior skills, knowledge and understanding
- Well-judged and effective teaching strategies that successfully match pupils individual needs
- Engendering high levels of enthusiasm and engagement that motivate pupils to learn and foster their curiosity and enthusiasm for learning
- Promoting pupils' high levels of resilience, confidence and independence
- Systematic and effective formative assessment during lessons to support learning
- Sharply focused and timely support and intervention that match individual needs, creating a fully inclusive environment

At East Stour there is an expectation that all teachers will be aspiring and developing their practice to become outstanding.

Children learn best when:

1. They feel happy, safe and secure

2. They are physically comfortable and alert
3. They feel valued and appreciated
4. They are confident, excited and inspired to learn
5. They work in a calm, productive environment
6. They are surrounded and inspired by examples of excellence and are challenged
7. They are actively involved in their own learning
8. Their learning is relevant and practical, drawing from their own interests and rooted in first-hand experience
9. Their learning is carefully planned and structured
10. Teachers have high, but realistic expectations of them
11. They understand how to improve
12. There is a strong, mutually supportive relationship with home

How we achieve these are detailed in Appendix 1.

Therefore teachers must:

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities
9. Set an excellent example in their own conduct

These national standards are expanded in Appendix 2

Classroom organisation

Classrooms should be organised:

- to facilitate children's independence through
 - clearly labelling resources and ensuring they are easily accessible
 - labelling children's trays
 - having routines for tidying
 - using children rather than adults to distribute materials when they have not been included in the lesson's preparation
 - ensuring children have easy access to regularly used resources such as number lines and dictionaries
- to promote reading through
 - a book corner that celebrates books, both commercial and the children's own
 - an organised area, perhaps shared with another class, where other reading books are readily accessible

Display

Classroom display is used to create an attractive, informative and stimulating environment. This should include:

- prompts to scaffold current learning, ("working walls") which should
 - be immediate

- reflect children's ideas
- be changed regularly and relevantly for maths and English, and termly for topic based work
- ready access to organisational information for pupils and adults, including timetables and lists, space for weekly literacy and numeracy planning
- 100 squares
- 'Good to be Green' chart (see Behaviour Policy)
- Stars/Shooting Stars charts (see Behaviour Policy)
- Diversity & Inclusion boards

Shared areas displays are allocated on a regular basis by the Art co-ordinator and a themed approach to these boards may be agreed at staff meetings. They are for celebrations of recent learning or for key messages about strands from the school plan. They should be

- based on children's work
- mounted very well and kept tidy
- reflect a variety of abilities
- in a variety of media and dimensions
- changed at least seasonally

Planning

Long Term Plans to cover each year group are mapped out. This plan works alongside Numeracy and Literacy planning to provide full coverage of subjects, and has been drawn up to facilitate cross-curricular links.

Medium term plans for Literacy and Numeracy are produced by class teachers, normally in collaboration with parallel year group teachers. They reflect the gap analysis from the previous term's assessments and state clearly what will be taught and when. Medium Term Plans may incorporate other support schemes such as RWI or White Rose. A proforma for medium term plans is included in the 'Expectations and key documents' file on the staff drive.

Short term plans include differentiation, showing how the less able pupils will be developed, and how the more able pupils will be challenged. Pupils individual needs are to be taken into consideration when planning, as well as pupils' numeracy and literacy targets. Proformas for weekly Literacy and Numeracy Planning can be found in the 'Expectations and key documents' file on the staff drive.

Different resources, learning objectives, levels of support or expected outcomes are means of providing differentiation, as are enabling questions, individual target setting and giving prior knowledge or help about topics to be covered.

Short term planning will include consideration of how other adults in the room are to be utilized, and it is expected that support staff will be involved in the planning and assessing of pupil progress.

Target Setting

- Targets are set by class teachers, in conjunction with SMT
- At the beginning of each year, targets are set in Reading, Writing and Mathematics for individuals and groups of children in Years 2 to 6

- Targets are reviewed and may be revised in Reading, Writing and Mathematics for individuals and groups of children in Year 1, after the first round of assessment in October
- Class/Cohort Targets for year R are set after Baseline Assessment has been completed
- Targets are set in line with the Assertive Mentoring programme. Targets are shared with parents each term and discussed at parents' evenings.
- Numerical targets are set in English and Mathematics for all year groups in relation to the number of pupils' at age appropriate 'levels'. These targets, alongside pupil progress during the year, are the focal point of termly PPR discussions.

Teaching

An effective teacher:

- Is dedicated to every child in their classroom
- Inspires ALL pupils so that they want to learn
- Has high expectations
- Is sympathetic to the needs of all children
- Aims to engage and inspire pupils with enthusiasm, making learning enjoyable
- Enables each child to make at least good progress by making them aware how to achieve their targets
- Employs a wide variety of interesting teaching methods, taking into account the different needs and differentiates teaching to ensure all children are included
- Works in partnership with all staff to maximise the effectiveness of support in the classroom
- Establishes welcoming and open liaison with parents
- Establishes clear, consistent, realistic standards of behaviour in line with the behaviour policy
- Ensures the mainstream core standards are in place as a minimum expectation

Marking and Assessment

Effective teaching and learning must begin with an understanding of what the children already know. Most summative assessments are made at intervals of teaching and learning and usually take a numerical format. Formative assessments are made on a regular basis by teachers in their daily classroom practice. Assessment is an integral part of planning.

There should be evidence of assessment for learning in all teachers' practice. Informative marking with opportunities for pupils to respond, writing moderation, pupil AM meetings and daily discussions will ensure children are aware of the next steps to take to improve their learning. Peer and self marking will be planned into the lesson as a form of feedback.

More detailed information can be found in the school's Marking and Feedback Policy in the 'Expectations and key documents' file.

Appendix 1: Protocol for improving teaching and learning

Appendix 3: Good Learning

A. Children learn best when ...

1. They feel happy, safe and secure, shown in:

- a. Positive, happy, respectful relationships throughout the school
- b. Fair, agreed rules with clear and consistent rewards and sanctions to uphold them
- c. Familiar routines for regular events eg register, handing out/collecting materials etc enabling smoothly organised classrooms
- d. Children and adults safe from physical, mental and emotional harm or bullying
- e. Children and adults confident, adventurous and allowed to learn from their mistakes
- f. Respect for people and property
- g. People being appreciated and valued in both words and actions
- h. Children's learning experiences based on previous learning

2. They are physically comfortable and alert, shown in:

- a. Appropriate furniture suitably arranged in classrooms so that nobody is feeling unnecessarily physically constrained
- b. Water available to children when they need it
- c. Children not spending too long on the carpet or inactive
- d. Children being allowed to take breaks to get physical exercise whenever possible
- e. Fruit and healthy snacks being made available to children at break times

3. They feel valued and appreciated, shown in:

- a. Positive, encouraging, affirming words and actions from the teacher to all pupils.
- b. Teachers ensuring that there is time in the routine of the classroom for them to spend one to one time with children.
- c. Children having time to speak themselves and listen to others.
- d. Teachers knowing, acknowledging and encouraging the talents, gifts, strengths, aptitudes and interests of the children in their class.
- e. Teachers actively developing an atmosphere of encouragement and appreciation.
- f. Social, physical, creative and academic success celebrated through:
 - i. verbal or written praise by teachers, other pupils, Senior Leaders, Play supervisors and teaching assistants
 - ii. displays of work
 - iii. opportunities to perform or share work within class and whole school during weekly celebration assembly
 - iv. the awarding of 'well done vouchers' - for behaviour around the school, house point- for academic work which leads to the award of individual certificates and also leads to points for each pupil's house; daily 'Golden Awards' – for pupils on the rainbow or sunshine.

4. They are confident, excited and inspired to learn, shown in:

- a. Children being independent in their learning to the highest level appropriate to their age

- b. Children showing resilience in tackling new learning, being to learn as effectively from mistakes as from successes
- c. A wide variety of activities, many based on first-hand experience and all made relevant to the child so that they can see why they are doing what they are
- d. Exciting starting points to topics
- e. Inspiring events and activities to aim towards as a climax for the topic
- f. Activities engaging the children's interest and imagination, with a strong focus on reading and stories.
- g. Adults asking the children a range of questions to really challenge, develop and support their understanding and thinking
- h. Children having an active involvement in planning and deciding on their learning.
- i. Children's learning experiences based on previous learning
- j. Children confident, adventurous and willing to take risks and learn from mistakes
- k. A variety of groupings allowing for flexibility and effective teaching. Such groups could include: pairs, ability groups, mixed ability groups, groups of three and four, friendship groups, topic groups, house groups etc
- l. Classrooms organised so that children can be independent learners, with resources and materials clearly labelled and readily available
- m. Learning experiences supported by visits and visitors.
- n. Aspects of each class learning based in the local environment
- o. A global perspective to children's learning.
- p. ICT supporting their learning whenever possible or appropriate
- q. A positive attitude to learning resulting in purposeful learning throughout the school day
- r. Children eager to be successful learners
- s. Children willing to take risks, within boundaries, and be adventurous learners
- t. Adults giving clear instruction

5. They work in a calm, productive environment, shown in:

- a. Children working quietly, with a noise level appropriate to the activity in hand, but never loud so as to cause distress or disturbance to children's learning or disruption to neighbouring classrooms (including the hall).
- b. Classrooms organised to be both workshop and gallery
- c. Children able to work hard in a sustained manner
- d. Appropriate music being played as a background when appropriate – in particular we recognise that Mozart's music has been shown to help children to work especially well.
- e. Appropriate lighting – where possible, natural daylight
- f. Activities on the board at the start of the day
- g. Children having time to relax and reflect (not a relentless, unforgiving pace).

6. They are surrounded and inspired by examples of excellence, shown in:

- a. Classrooms attractively arranged with children's work of high quality attractively mounted and labelled
- b. Teachers using excellent examples of writing, oratory, art, presentation, drawing etc to inspire children to outstanding standards of achievement
- c. High-quality classroom displays with a range of interesting pictures, books and artefacts to inspire children.
- d. High quality resources and materials, clearly labelled and readily available for children to use independently
- e. Children eager to learn and willing to work hard to achieve it

- f. An absence of mess and clutter
- g. A classroom where the topic/theme is immediately clear
- h. Display boards carefully mounted and regularly maintained with a range of content: finished children's work; working walls; interactive displays to stimulate interest and inspiration.
- i. Displays changed regularly – no less than half-termly
- j. Displays of artefacts and objects for a range of reasons
- k. Excellent role models from adults (teachers, teaching assistants and helpers) and children.
- l. Children eagerly sharing and celebrating each other's successes, including whole-school assemblies
- m. Opportunities for children to learn from authors, poets, artists, sports people, craftsmen, people noted for their bravery/endeavour, writers, explorers, scientists and others.

7. They are actively involved in their own learning, shown in:

- a. Children being taught how to learn
- b. Children being encouraged to ask 'good questions' – questions that they don't know the answer to but would like to find out.
- c. Children understanding their preferred learning style and being allowed to work using it, whenever possible
- d. Children having an active involvement in planning and choosing on their learning
- e. Classrooms organised for independent learning with high quality resources and materials, clearly labelled and readily available for children to use independently
- f. Children having time to follow their own lines of enquiry and exploration, enabling them to produce work of real substance of quality.
- g. Classrooms organised for routines.
- h. Children routinely involved with self-assessment
- i. Children having time and confidence to express their own opinions and listen to/discuss those of others
- j. Opportunities for children to extend and develop their work at home

8. Their learning is relevant and practical, drawing from their own interests and rooted in first-hand experience, shown in:

- a. Children actively engaged in work from first-hand experience
- b. Children being able to explain clearly why they are learning something
- c. Children learning from starting points in the school grounds and the locality
- d. Children having the opportunity to work outdoors throughout the year.
- e. A high priority given to the skill of storytelling by teachers
- f. Teachers reading fiction to children
- g. A range of pictures, (paintings/photos/drawings etc), books, artefacts, models etc in the classroom for them to use and be interested and inspired by.
- h. Children working for real audiences and for authentic purposes whenever possible.
- i. A wide range of extra-curricular clubs where children can explore new areas of learning and practice/extend/develop ones already started
- j. Children and adults sometimes learning together

9. Their learning is carefully planned and structured, shown in:

- a. Teachers planning carefully structured lessons and programs (both long and medium term) to ensure that there is broad, balanced, rich and relevant curriculum, based on children's prior learning and achievement.
- b. Teachers systematically assessing and tracking children's progress throughout the school

- c. Within the structure, freedom and space for children to pursue individual interests and engage in sustained activities.
- d. The National Curriculum being covered, but time being made available for other activities
- e. Teachers planning to teach a combination of skills and knowledge leading to understanding that can be applied in other situations
- f. Teachers knowing when to depart from prepared planning to allow more fruitful learning opportunities, led by children's enthusiasm and other stimuli

10. Teachers have high, but realistic expectations of them, shown in:

- a. Children and teachers discussing learning outcomes and expectations
- b. Challenge for the more able children in every lesson
- c. A positive 'can do' ethos promoted across the school
- d. A culture where achievement is expected but also celebrated
- e. Children developing resilience, stamina and determination in seeing a task through to a successful conclusion
- f. Children being held increasingly accountable for their work – both quality and quantity – as they progress through the school.

11. They understand how to improve, shown in:

- a. Children reflecting on their achievements and areas for development, in work, behaviour, attitudes and relationships
- b. Children working towards targets set to ensure progression
- c. Children being increasingly involved in target-setting as they progress through the school

12. There is a strong, mutually supportive relationship with home, shown in:

- a. Parents/Carers (and relatives) being encouraged to help children at home through homework and other activities
- b. Curriculum News letters from every class at the start of every term to inform parents of the curriculum for the term to encourage their active participation
- c. Workshops to show parents how best to support their children in school
- d. Planned meetings with parents to celebrate achievements and highlight targets and areas for development
- e. An open door policy throughout the school which makes parents feel that they are always welcome
- f. Parents encouraged to support the school both in class, with activities such as reading/spelling/art/drama

B. A Check List for Learning Experiences

1. Essential in a day

In every lesson a child should experience:

- Knowing what to do
- Knowing why you are doing it
- Knowing when you have succeeded
- Having a say in the learning
- Having a go, and then another one
- Independence
- Interaction

- Evaluation, personal and class-wide

Appendix 4 – National Standards for Teachers - 2012

Teaching - A teacher must:

- 1. Set high expectations which inspire, motivate and challenge pupils**
 - establish a safe and stimulating environment for pupils, rooted in mutual respect
 - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - demonstrate consistently the positive attitudes, values and behaviour which are expected for pupils
- 2. Promote good progress and outcomes by pupils**
 - be accountable for pupils' attainment, progress and outcomes
 - plan teaching to build on pupils' capabilities and prior knowledge
 - guide pupils to reflect on the progress they have made and their emerging needs
 - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
 - encourage pupils to take a responsible and conscientious attitude to their own work and study
- 3. Demonstrate good subject and curriculum knowledge**
 - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
 - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
 - if teaching early reading, demonstrate a clear understanding of systemic synthetic phonics
 - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies
- 4. Plan and teach well-structured lessons**
 - impart knowledge and develop understanding through effective use of lesson time
 - promote a love of learning and children's intellectual curiosity
 - set homework and plan other out-of-class activities to consolidate and extend knowledge and understanding pupils have acquired
 - reflect systematically on the effectiveness of lessons and approaches to teaching
 - contribute to the design and provision of an engaging curriculum within the relevant subject area(s)
- 5. Adapt teaching to respond to the strengths and needs of all pupils**
 - know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
 - have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
 - demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use them and evaluate distinctive teaching approaches to engage and support them
6. **Make accurate and productive use of assessment**
- know and understand how to assess the relevant subject and curriculum areas, including statutory requirements
 - make use of formative and summative assessment to secure pupils' progress
 - use relevant data to monitor progress, set targets, and plan subsequent lessons
 - give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to feedback
7. **Manage behaviour effectively to ensure a good and safe learning environment**
- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
 - have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
 - manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
 - maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
8. **Fulfil wider professional responsibilities**
- make a positive contribution to the wider life and ethos of the school
 - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
 - deploy support staff effectively
 - take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
 - communicate effectively with parents with regard to pupils' achievements and well being

Personal and Professional Conduct

- **Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:**
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- **Teachers must have proper and professional regard for ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality**

- **Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities**

At East Stour this means

An effective teacher:

- Is dedicated to every child in their classroom
- Inspires ALL pupils so that they want to learn
- Has high expectations
- Is sympathetic to the needs of all children
- Aims to engage and inspire pupils with enthusiasm, making learning enjoyable
- Enables each child to make at least good progress by making them aware how to achieve their targets
- Employs a wide variety of interesting teaching methods, taking into account the different needs and differentiates teaching to ensure all children are included
- Works in partnership with all staff to maximise the effectiveness of support in the classroom
- Establishes welcoming and open liaison with parents
- Establishes clear, consistent, realistic standards of behaviour in line with the behaviour policy
- Ensures the mainstream core standards are in place as a minimum expectation

Appendix 5 – Other information

Supply Teachers:

To ensure continuity, teachers should leave written guidance and clear plans for all planned absences from the classroom. These need to be talked through with the team leader. In the event of an unplanned absence the teacher's planning folder will always be available showing lesson plans, timetables and curriculum documents.

School Policies

School policies are set out in the school policy file. It is the duty of each teacher to be familiar with school policies and to apply them. A staff handbook is also available.

Voluntary Helper

Voluntary helpers are a valuable resource and we should welcome their involvement in the classroom. They can help in many ways across the whole curriculum. Help can be on a regular basis or a specific event. In all cases it is very important that the teacher should take the time to ensure that the volunteer fully understands and is well prepared for the activity in which he or she is involved. Volunteers should be made to feel welcome in the school however volunteers who are parents should not use the staff room at break times and alternative arrangements need to be made.

Cleaning

Cleaning is carried out by professional cleaners. Nevertheless everyone should be encouraged to take responsibility for their environment both within and around the school. Everywhere should be kept tidy and litter free at all times. The school should be checked daily and any lost property should be taken to the office. Nothing should be left on the cloakroom floor, all equipment must be returned to its appropriate place and all kit bags hung on pegs.