



TEACHING & LEARNING POLICY

OLD PALACE PRIMARY SCHOOL

Teaching & Learning Policy

Aims

This policy is designed to:

- Promote a shared understanding of how learning takes place and promote reflection on, and sharing of, good practice
- Set out guidelines for the agreed principles and approaches which underpin teaching for learning in our school
- Promote consistency of approach and expectations, continuity and progression in order to ensure high quality teaching for learning
- Recognise, acknowledge and implement the most effective classroom practices, in order to further children's learning intellectually, socially, emotionally and physically
- Identify specific areas of responsibility at a whole school and individual level

The policy takes account of:

- The nature of our school community and the context in which teaching for learning takes place
- The collective experience and expertise of both teaching and support staff
- Educational research and knowledge and understanding about children and education

Our primary aim is delivering a high quality education by providing teaching that:

- Allows all children to access a rich, balanced and relevant curriculum in a variety of ways
- Allows children to make connections between their learning and to apply this in varied and meaningful contexts
- Recognises the children's different needs and talents and allows all children to experience success in their learning
- Provides challenge and support to allow all children to become literate, numerate and technologically competent and to achieve their personal best
- Provides a positive, caring and safe environment, which values all members of the school community;
- Provides high expectations and promotes curiosity, problem solving, critical thinking, perseverance, resilience and high aspirations.
- Enables children to reflect and take ownership of their learning, with the confidence to question and show originality
- Promotes emotional wellbeing and a healthy lifestyle, including self-respect, self-discipline and positive relationships
- Develops enduring values of respect, fairness, courage, compassion, forgiveness, honesty, integrity, healthy competition and sportsmanship
- Develops an appreciation of aesthetics and how the Arts contribute to society
- Develops the social skills and awareness to work collaboratively together and to interact confidently and politely with peers and adults from a range of backgrounds.
- Encourages children to value diversity through an understanding of other beliefs and cultures
- Encourages children to respond optimistically to the opportunities, challenges and responsibilities of a rapidly changing world;
- Encourages children to become active and responsible citizens, contributing positively to the school, local and global community
- Builds on positive relationships with parents and the wider community to support and enrich learning.

Learning

Learning is a complex process which relates to changes in the brain. The following definitions are helpful in clarifying the different types of learning that occur:

Shallow Learning is the ability to learn facts and memorize information, which can then be replicated in tests or when reciting times tables etc. When the information is no longer in use, it is often forgotten.

Deep learning is focused much more on the creation of individual understanding. Through reflection, learning is internalized, becoming personally significant and valued, allowing the confidence to interpret and so to act independently. Skilled self-assessment of what has been learnt and identification of 'next steps' is a good indicator of deep learning.

Profound learning is a very complex process but it moves the learner into the highest levels of intellectual, cognitive and emotional learning. This learning has a moral aspect, allowing children the capacity and willingness to challenge and to be comfortable with creativity. Profound learning is best described through the process of creating personal meaning – the way in which we all make sense of ourselves, the world in which we live, the people with whom we interact with and the ideas by which we interpret all those competing realities. Being able to clearly articulate understanding and to seek challenges to extend this through independent investigations are good indicators of profound learning.

Although learning is a unique and personal process, we believe that children are more likely to learn effectively when:

- they are happy, healthy and alert – receptive and positive
- they are interested and involved – learning is relevant and stimulating
- the learning intention is clear and they know how to be successful in their learning
- the purpose of a task is understood – they understand why they are doing it
- they have the opportunity, vocabulary and language structures to discuss their ideas
- they feel secure – in terms of environment, relationships and learning
- they feel valued – teachers and other adults care about their development as learners
- they have opportunities to explore, take risks and to learn from their mistakes
- they are actively involved, making choices and taking responsibility in their learning
- they understand what good learning looks like and have strategies to achieve this
- they have opportunities to work both independently and collaboratively to develop their ideas
- they regularly reflect upon what and how they learn and know the next step
- they receive positive feedback and praise for achievements
- the learning environment is well-organised and resources are easily accessed
- tasks are differentiated, matched to the child and remove potential barriers
- learning is built on existing knowledge and experience and makes connections across subjects
- they are provided with first hand experiences, such as educational visits
- the teacher is knowledgeable, enthusiastic and motivated
- consistent strategies and expectations are taught and upheld across the school

We define good learning behaviours as:

- Being curious
- Questioning
- Being motivated
- Giving best effort
- Contributing ideas
- Good listening skills
- Ability to work collaboratively
- Being resilient
- Being reflective
- Being confident
- Striving to improve
- Showing self-awareness
- Being able to self-regulate
- Willingness to have a go
- Taking risks in their learning
- Trying different ways to solve a problem
- Ability to explain their thinking
- Being organised
- Asking for help when needed
- Knowing how best they learn

Teaching

We believe that teaching is most effective when combining the following elements:

- **Scene setting** – this activates prior knowledge by allowing the children to place the learning in context and link it to what they already know; three questions to assess prior knowledge should be provided in Science and foundation subjects; the use of clips, photographs and artefacts can also stimulate curiosity
- **Input** – the pupils receive new information from their teacher through the use of visual and auditory resources and reading, and instruction and exposition. The learning is modelling so the children know how to be successful and feel confident to have a go
- **Practice** – pupils are provided with opportunities to practice the new skill – this often takes place during the shared session using interactive resources. This allows immediate feedback before the children move on to complete the main task
- **Application** – pupils have an opportunity to apply and develop their learning by completing independent or collaborative tasks. These are differentiated to meet the children's needs and often involve the learn being applied in a new context
- **Reflection** – pupils actively reflect on what and how they have learned, identifying their successes and looking forward to the next step

To deliver effective lessons, we believe teachers must:

- Have secure subject knowledge; using an understanding of their strengths and weaknesses to access and support continued professional development
- Have a sound understanding of the expectations for their year group and know how the school's curriculum builds, year on year, in each subject area
- Make effective use of lesson planning to ensure lessons have a clear learning intention and are appropriately sequenced to build on prior knowledge
- Apply their knowledge of the children when planning to address the children's differing learning needs, preferred learning styles and their interests
- Have high expectations of all learners and design tasks which remove potential barriers to learning, so that all pupils are able to be successful learners
- Use their professional judgement to structure the lesson in the way that best supports the learning
- Provide a learning environment which optimises learning
- Share the learning intention of the lesson with the children and provide them with the vocabulary and language frameworks needed to share their ideas
- Model the learning process, including verbalising their thought processes, so pupils understand the steps they need to complete and the decisions they need to make in order to be successful
- Share outcomes which exemplify standards of excellence in learning and presentation
- Help pupils to make connections between what they are learning and what they already know, allowing time to practice new skills before applying them in context

- Make learning relevant and purposeful, modelling enthusiasm and motivation for new learning
- Provide opportunities for purposeful talk, encouraging pupils to discuss, raise questions and communicate what has been learned, for example by passing on their understanding to others
- Use resources effectively, including the use of available adult support and new technologies
- Support pupils to develop their meta-cognitive skills by scaffold tasks and gradually withdrawing support as pupils acquire the skills to become more autonomous
- Allow pupils to make choices in their learning, for example through self-selection
- Set appropriate challenge and support children to take risks in their learning
- Use questioning, interactive teaching and observation to support formative assessment throughout the lesson, adapting their teaching accordingly and providing further instruction to address any misconceptions which may arise
- Allow opportunities for reflection, encouraging pupils to apply a growth mindset by recognising and building upon their successes and mistakes
- Provide feedback which identifies successes and areas for improvement and allow pupils time to act upon this
- Provide a menu of different learning experiences to allow pupils to develop their skills to learn both independently and through collaboration with others
- Provided a range of first hand, social and cultural experiences which extend the children's understanding of the world, appreciation of the arts and respect for different cultures and beliefs
- Make accurate assessment judgements and use these to inform planning
- Set ambitious but realistic targets for progress in RWM and track progress towards this throughout the year

Planning

Learning Overviews are in place for each year group and identify how the learning from the National Curriculum and Agreed Syllabus for RE will be delivered.

Subject Leaders have worked with colleagues to create medium term plans; for most subjects each plan covers a half term, however in English most units last for 3 weeks, often allowing a fiction and non-fiction unit to be delivered each half term.

English and Maths lessons are taught daily. Science, History, Geography and PHSCE are taught as 'topic' – each half term topic has either a Science or Humanities focus. PE, RE, Computing and French (in KS2) are taught weekly. Art and Music are also taught weekly in KS1, whereas in KS2 the children receive one term of specialist Music provision and two terms of Art. DT is delivered through Technology Days which are held each term.

Year teams plan collaboratively using the medium plans to create weekly plans

When planning teachers need to identify or take into consideration the following:

- Pupils' prior knowledge and any relevant assessment data
- The learning intention
- The key vocabulary and language structures to be used by the children
- What the children need to do to be successful in their learning and how this will be modelled
- The tasks to be used to practice and apply the learning
- Pupils' individual needs and how best to support these, for example through the use of resources, groupings and use of support staff
- How the learning will be reviewed.

Plans are expected to include enough detail for a supply teacher to be able to follow them.

Lesson Delivery

The following elements should be taken into consideration when planning and delivering lessons:

Learning Intention

- clear and child friendly;
- displayed and clarified with the children;
- are not muddled up with the context of the lesson (the task);
- the task is designed to allow the children to provide evidence that the learning has been achieved

How to be Successful

- share the star (topic) words that the children will be expected to use during the lesson;
- model the task, sharing your learning thinking as you do so;
- share an example of the outcome, so pupils are clear about what is expected. This may need to be differentiated to support different abilities;
- break down the learning – in English & Maths success criteria will mostly be used and stuck into the children's books. For some tasks a checklist may be more appropriate

Questioning

- will include open/closed; higher and lower order;
- key questions will be carefully planned;
- no hands up policy used during shared sessions to support full engagement;
- differentiated and targeted to assess learning throughout the lesson;
- used to challenge and deepen thinking/ understanding and to help unpick misconceptions, for example by using difficult distractions;
- Opportunities provided for pupils to develop their own questions

Lesson structure

- Should be chosen to best support the delivery of the learning;
- Should be flexible and adapted to ongoing assessment during the lesson;
- Should make most effective use of the adult support and digital devices available;
- Possible structures include: whole class teaching, ability grouping, independent learning, collaborative learning in pairs or groups, guided groups, one to one teaching/conferencing;
- Possible teaching methods include: didactic; interactive, investigation; experimentation; observation; discussion; asking questions; brainstorming, practical exploration, role play; retrieving information; imagining; repetition; problem-solving; teacher observation and intervention.

Differentiation

- differentiated questioning should be used during the shared session to meet the needs of all learners, including challenging the more able;
- sharing of sentence starters may be required to help all pupils to be share their ideas;
- the outcome of the main task will often need to be differentiated – the expectation for different groups must be made explicit, for example through the use of differentiated success criteria;
- should remove potential barriers to learning, for example preventing poor literacy skills from limiting learning in other subjects;
- can take place in various ways, such as pace, task, resourcing, level of autonomy, groupings and learning pairs or use of adult support;
- consider using pre-teaching to support lower attaining pupils to access class teaching

Active Learning

- teachers take into account children's concentration span, ensuring an appropriate balance of adult/pupil talk;

- use of talk partners, whiteboards and interactive resources (number/ phonics fans) is encouraged during shared sessions;
- opportunities for pupil discussion are planned, allow pupils to deepen and share their understanding;
- opportunities are provided for pupils to make decisions about their own learning and they are encouraged to communicate findings in a variety of ways;
- over a series of lessons pupils are given opportunities to work both independently and collaboratively, develop their ability to work in a range of groupings and to take on different roles, such as chair, scribe, time keeper, mediator;
- strategies to support independent learning are provided to help pupils to become autonomous learners, including the use of the 'learning pit' to help the children identify what to do when faced with a difficulty in their learning and what further input is needed from adults or their peers to support them;
- Scaffolding of the learning process is gradually removed, allowing pupils to gain more autonomy in planning, monitoring and evaluating their own learning

Reflection

- learning is reviewed throughout the lesson (constantly referring pupils back to the learning intention and success criteria) and is not confined to the end of the lesson;
- should not interrupt the learning process; pupils need time to complete sufficient work before the class is stopped;
- pupils should be actively involved in this process, for example, through the use of self/ peer evaluation; for this to be effective, time must be provided to model and train pupils in the use of self/peer assessment, including the use of highlighting;
- pupils should be provide with time to respond to peer/self-assessment, in order to make improvements and up-level their work. From Year 2 onwards improvements will be made using blue biro;
- pupils should be encouraged to reflect on both what they have learned and what has helped them to learn, including recognising how useful learning mistakes have helped them move forward. 'The Power of Yet' can be used to build resilience;
- three multiple choice questions should be asked at the end of the lesson in Science and foundation subject lessons to check the children's understanding. These can be revisited at the start of the next lesson.

Feedback & Marking

- verbal feedback will be given to the children through the learning process;
- feedback identifies success and areas for improvement/next steps learning;
- Refers to learning objectives, success criteria, children's age appropriate expectations in grammar and spelling (refer to Marking and Feedback Policy);
- pupils are given regular time to respond to marking in blue biro;
- teachers check back to ensure that pupils have taken on board the feedback given, e.g. corrected spelling mistakes are not being repeated.

Homework

Homework is an important part of learning. It extends the time for learning, allowing children to consolidate their learning and to deepen their understanding. It also encourages independent learning and self-motivation and helps pupils to understand that learning should not be restricted to school hours. Furthermore it allows parents to be actively involved in their child's learning, allowing the children an additional opportunity to discuss and explain what they have learned. Getting into the routine of completing homework also helps pupils to prepare for secondary school.

The following homework is set across all years:

- Daily homework is set to support Reading. Pupils in Reception to Year 4 use the digital resources: Bug Club; pupils in UKS2 take home a class novel;
- Weekly homework is set to Mathematics, Grammar and Spelling. This makes use of high quality independent tasks which are posted on google classroom, along with the use of weekly spelling lists;
- Half termly research projects are used to enable pupils to deepen their understanding linked to other areas of the curriculum. Pupils are given a selection of activities to choose from. At the end of the half term a class prize is awarded for the best overall research project and the one showing most effort;
- Winter and Spring holiday packs are also provided to ensure that pupils continue to practice their basic skills and to consolidate their use and understanding of key subject vocabulary;
- Summer project which relates to the Autumn topic that the children will be learning

The returning of homework is monitored and teachers ensure that feedback is provided orally, through peer/self-marking or by the use of auto responses.

Assessment, Recording and Reporting

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of pupils by determining their current level of understanding. A range of strategies are used to support formative assessment such as questioning, observation, marking, testing and benchmarking (in Reading).

Summative testing of Reading and Maths takes place in December and June. Standardised NFER tests are used in KS2. In KS1, Reading is benchmarked and PUMA Maths tests are used. In Writing, pupils complete a piece of unaided writing at the end of each unit. This is teacher assessed and each child's attainment is recorded on Classroom Monitor

In Science and the foundation subjects, a teacher assessment is made at the end of each unit. In some subjects this is supported by the use of Kahoot quizzes. Classroom Monitor is then updated to show whether each child is working at, below or above the expected level.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. In Reception, a baseline assessment is completed within the first four weeks of the child joining the school and the children's attainment is recorded at the end of the year on the EYFS profile.

The children's attainment in Reading, Writing and Maths is updated on attainment profiles at the end of the Autumn and Summer terms. This is used to track the progress the child are making towards their end of year targets.

Parent Consultations are held each term and an end of year report is sent home in July. Results of individual pupils' assessments are made available to the parents concerned and the overall statistical profile (but not individual results) is made available to parents, governors, LA and national government.

Learning Environment

At Old Palace we believe a positive, inclusive environment sets the climate for learning and enables all children to access the curriculum. By promoting excellence, high standards can be modelled and our pupils' achievements celebrated. All areas of the learning environment will be planned for, including,

where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

We create our learning environment to:

- Provide a fair and disciplined environment in line with the school's behaviour policy.
- Promote an appropriate atmosphere for learning supported by the school's high expectations and Code of Conduct.
- Model positive relationships and values including courtesy, kindness and respect.
- Be welcoming and inviting to children and adults by reflecting diversity encouraging interaction where children feel they belong and can foster a sense of pride.
- Be warm, comfortable and clean with the provision of suitable, functional furniture and fittings.
- Be safe and hazard free, both emotionally and physically.
- Provide effective teaching and learning, which can only take place in a classroom which enables children to develop as independent, reflective learners.
- Follow seating plans to support strategic placement of students to learn and collaborate effectively.
- Encourage cooperative and collaborative learning and good working relationships, through the flexible use of space and the ability to adapt to whole class, group and individual learning.
- Ensure displays encourage students to believe that any exhibited work reflects their highest standard of personal achievement of excellence.
- Celebrate achievement and value effort in the display and presentation of children's current learning across the curriculum. It should help raise self-esteem and confidence.
- Allow displays to act as a learning resource for students in the classroom, exemplifying progress and ways learners may make further progress. Teachers should refer to and use their Maths and English working walls as part of day to day teaching.
- Provide Learning Journeys in the classroom (KS2) that reflect the half termly topics being taught and evolve as the unit develops. Initially they should contain resources to stimulate learning, such as images and key vocabulary. As the unit progresses, pupils will provide a comment on what they have learnt which can be referred to in future lessons to help recap prior knowledge gained. A photograph will then be taken of the completed learning journey and added to the topic display boards in the corridor.
- Provide surface top displays linked to their topic should be stimulating and interactive, in order to promote the learner's interest in the subject and also provide opportunities for pupils to develop their ideas through independent enquiry.
- Include Book corners which are an attractive space that will promote reading for pleasure and extend the children's reading choices. Reading strategies and book recommendations will be displayed to inspire children's reading habits.
- Display Children's research projects (KS1) should also be valued and should be reflected somewhere in the classroom.
- Respect children's work by the care shown by staff when preparing and presenting the work to be displayed.
- Recognise the importance of a display in its various forms and is reflected in the quality and variety around the school.
- Promote independent use of resources.
- Provide opportunities for pupils to be taught and shown by example, that resources are finite and that we all have a duty of care for equipment. It must not be misused, damaged or wasted. Books and other equipment represent a considerable investment of money.
- Support and challenge learning by ensuring appropriate resources are accessible for the children, encouraging them to be independent in different areas of learning.
- Be kept well organized and uncluttered, using available space to best advantage.
- The appearance of the classroom is valued by the teacher and children and time and time should be made for tidying up.

Resources

Each classroom is equipped with a basic set of resources including digital devices and books appropriate to the age range. Class teachers will ensure:

- All children know where classroom resources are kept and the rules about their access and use;
- Children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- The class library is a valued and used appropriately;
- Digital devices are stored securely and charged at the end of each day

Subject Leaders are responsible for purchasing specialist equipment. These resources are stored in the appropriate curriculum resource cupboard and will be regularly audited by the subject leaders. For some subjects, topic boxes are available, which will be distributed to year groups at the start of each half term. The year group teaching assistant is responsible for ensuring that the contents of these boxes are checked before they are returned to storage.

Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

Roles and Responsibilities

In order to facilitate good teaching and learning **ALL staff** we will commit to:

- Promoting the aims and values of the school
- Holding consistent high expectations of every pupil, irrespective of ability, race or gender;
- Establishing a well ordered and positive learning environment, which supports growth mindset and the children's learning and emotional needs;
- Ensuring all pupils are fully aware of the school's behaviour and presentation expectations and that these are applied consistently;
- Fostering positive relationships, a sense of belonging and promoting British Values;
- Having a good understanding of the primary curriculum including the skills, concepts, knowledge and attitudes to be taught and how these build as a child progresses through the school;
- Using the school's curriculum overview and medium term plans to guide teaching;
- Ensuring planning meets the school's expectations and is communicated effectively to support learning;
- Ensuring that the learning needs of all pupils are met, for example by differentiating tasks and by using appropriate strategies and resources to support learning and provide challenge;
- Offering regular feedback to pupils and modelling learning skills to allow them to develop greater independence;
- Being reflective, supportive of colleagues and mindful of their own and other's wellbeing.

Subject Leaders and Curriculum Teams will:

- Take the lead in policy development and the production of schemes of work designed, in collaboration with the Headteacher, to ensure progression and continuity in their subject throughout the school;

- Support colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- Take responsibility for the purchase and organisation of central resources for their subjects;
- Monitor progress in their subject, including producing termly subject leader reports;
- Keep up-to-date through personal research and relevant CPD opportunities

Governors will:

- Make sure that the school building and grounds are best used to support successful teaching and learning
- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that Staff Development and Teacher Appraisal Policies promote good quality teaching.
- Monitor how effective teaching and learning strategies are, in terms of raising pupil attainment.
- Monitor the effectiveness of the school's Teaching and Learning Policy through the school self-review processes, including: information from subject leaders, the Head teacher and external advisers.
- Monitor teaching strategies in the light of health and safety regulations.
- Challenge and ask questions about data to ensure good progress for all.

Role of Parents

We believe that parental support is essential in helping a child to achieve their full potential.

We would like parents to:

- Have a positive attitude towards school and learning, supporting and working with school.
- Make sure that their child has the best attendance record possible.
- Make sure that their child arrives on time and is well rested, wearing the correct uniform and bringing the necessary equipment, such as their PE kit.
- Inform the school if there are matters outside of school that are likely to affect a child's learning or behaviour at school.
- Support the school's expectations with regard to behaviour and attitude and where targets are set, apply a consistent approach at home to help achieve these
- Read daily with their child at home and support them with completing their homework.
- Attend parents' evenings and any other meeting arranged by the school to discuss their child's learning or behaviour.
- Read communication from the school, such as newsletters and attend workshops whenever possible to ensure they know how best to support their child's learning at home

Monitoring

To ensure consistency and high standards are maintained, we monitor our teaching and learning in the following ways

Weekly/ Fortnightly

- Drop ins
- Planning meetings
- Progress meetings
- Book Looks

Termly

- Moderation staff meetings
- Analysis of attainment data in Reading, Writing & Maths
- Subject leader book looks, learning conversations and reports
- Head Teacher report to Governors

Annually

- Peer observations
- Evaluation Days
- Challenger Partner Review
- Opportunities for external moderation of pupils' work

The school is committed to providing high quality Continued Professional Development to ensure staff have the knowledge, skills and understanding to deliver the best possible education.

A range of methods are used including: staff meetings, moderation meetings, planning meetings, Subject Leader clinics, Action Research, Peer Observations, online training, such as Educare, participation in Challenge Partner hub and national events, local authority and external training.

This policy will continue to be reviewed regularly and will be updated as required to reflect any developments in teaching and learning