

Teaching and Learning Policy



Teaching & Learning Policy

This policy outlines the fundamental aims which underpin all teaching and learning at Ranelagh Primary School.

What is Teaching and Learning?

Quality of Teaching

Where teaching is good, pupils acquire knowledge, skills and understanding progressively. The lessons have clear aims and purposes, and are driven by specific objectives and success criteria. They cater appropriately for the learning of pupils with differing abilities and interests, and ensure the full participation of all. The teaching methods suit the topic or subject as well as the pupils; the conduct of the lessons signals high expectations of all pupils and sets high but attainable challenges. There is regular feedback against success criteria which helps pupils to make progress, both through thoughtful marking and discussions of work with pupils. Relationships are positive and promote pupils' motivation. National Curriculum standards and Programmes of Study are taken into account. Where appropriate, homework which extends or complements the work done in lessons is set regularly.

Quality of Learning

Where learning is good, most pupils respond readily to the challenge of the tasks set, show a willingness to concentrate on them, and make good progress. They adjust well to the demands of working in different contexts, selecting appropriate methods and organising effectively the resources they need. Work is sustained with a sense of commitment and enjoyment. Pupils are sufficiently confident and alert to raise questions and to persevere with their work when answers are not readily available. They are provided with the skills to evaluate their own work and come to realistic judgements about it. Where appropriate, pupils readily support one another as part of the learning process.

Good teaching and learning raises standards of achievement across the whole curriculum. It supports and enables the aims, ethos and values of the school and provides a secure, well ordered environment where each child can achieve their maximum potential.

Aims of a Teaching and Learning Policy

To support the aims of the school through:

- Providing a secure, stimulating environment where all pupils are challenged to meet their full potential
- Providing a broad and balanced curriculum which is differentiated accordingly to meet the needs of all pupils
- Addressing issues of entitlement whereby equality of opportunity is made available to all children
- Promoting a positive self- image where children are encouraged towards a sense of responsibility for themselves and others
- Providing skills of self-reflection which in turn encourages children to become confident, independent learners.

At Ranelagh we believe that effective learning takes place when:

- Pupils feel valued as individuals and are actively involved in the learning process
- Pupils are taught skills to learn independently and from others
- Children are made aware of what is being learnt and how it will impact the future and the wider development of skills
- Classroom relationships are built on mutual tolerance and respect
- Pupils are encouraged by their teachers and are given opportunities to enjoy a genuine sense of achievement
- There is a common awareness that high standards of self- discipline and order are expected
- The environment in which pupils and teachers are working is stimulating and comfortable
- Lessons are well prepared, with tasks and resources appropriate to pupils' learning needs.

We therefore aim to ensure that:

- Lessons are prepared, structured and paced to make effective use of the time available
- Pupils are made aware of lesson objectives and success criteria to help them achieve.
- Pupils have a clear and common understanding of the high expectations their teachers hold of them and of the targets towards which they are working
- The teaching styles, resources and tasks pupils encounter are varied and challenging, offering opportunities for achievement by pupils across the ability range, irrespective of social class, race or gender
- Having a positive attitude to change and the development of their own expertise
- Establishing links with the local community to prepare pupils for the opportunities, responsibilities and experiences of adult life
- Working collaboratively with a shared educational philosophy and commonality of practice.

Pupils work towards the school's aim by:

- Attending school regularly, being punctual and ready to begin lessons on time
- Being organised – bringing the necessary equipment or kit for lessons as requested by staff, taking letters home promptly, returning reading books regularly
- Conducting themselves in an orderly manner both inside and outside school, in line with the school's values
- Taking growing responsibility for their own learning.

Parents work towards the school's aim by:

- Ensuring that children attend school regularly and punctually
- Ensuring that children bring appropriate equipment to school, e.g. reading book bags and PE kit
- Providing support for discipline within the school
- Being realistic about their children's abilities and offering encouragement and praise
- Participating in discussions concerning their children's progress and attainments
- Ensuring early contact with school to discuss matters which may affect a child's happiness, progress or behaviour
- Communicating promptly with the school, returning forms, letters etc.
- Supporting children with reading and other school related activities
- Giving due importance to homework
- Allowing children to take increasing responsibility as they progress throughout the school

- Participating in the development of school policy

To enhance effective partnerships the school will explain to parents:

- What the children learn
- How the children learn
- Why the children learn these particular subjects
- What the children achieve.

The school will do this by:

- Having educational evenings in school to explain particular curriculum areas
- Inviting parents to visit classrooms to see the children at work
- Talking to individual parents and encouraging the children to explain to their families what they do at school
- Showing parents the work that the children have done in assemblies and at open evenings.

The school will support the parents in helping their children to learn at home

The school will do this by:

- Encouraging children to take books home to share with parents
- Having a Homework Policy for the school
- Being available to talk to parents
- Talking to individual parents at parents' meetings about how they can help their children at home
- Putting on workshops and activity weeks to explain the work the children do and how parents can help e.g. book fairs and book weeks to encourage reading.

The School will get to know the families better

The school will do this by:

- Inviting new parents to meet and talk to the Head Teacher and staff
- Having meetings of new parents and children with the staff at the beginning of each school year in order to know each other better
- Arranging social events in the school for parents and staff.

The school will make everyone feel as welcome as possible

The school will do this by:

- Producing weekly newsletters to keep everyone informed about the school
- Having members of staff in the playground before and after school who are there to talk to the parents and children as they arrive and leave each day
- Encourage parents to come into the classrooms and get involved in all the activities.

In Ranelagh Primary School we believe that a good teacher:

- Is organised for all aspects of their role
- Has clear learning intentions and outcomes, and the success criteria to enable children to achieve in each lesson.
- Sets clear targets and is able to provide positive reinforcement
- Is committed to improvement and raising standards of achievement

- Is open to new ideas and suggestions
- Is able to work as part of a team
- Is sympathetic and responsive to the needs and aspirations of all children, families and the community
- Is able to communicate clearly and in a variety of ways
- Recognises, supports and contributes to the school ethos
- Makes learning enjoyable
- Demands a high quality of work from all pupils
- Encourages independence
- Has appropriate and high expectations of pupils
- Is willing to listen to constructive criticism and learn from others
- Is well prepared for lessons
- Is adaptable and flexible
- Takes note of and adheres to whole school procedures
- Establishes clear, consistent and realistic standards of behaviour
- Listens to children
- Employs a variety of teaching methods
- Values children's work and opinions
- Is consistent and fair with children
- Is supportive, co-operative and fair with colleagues
- Is calm and patient
- Is enthusiastic and can motivate pupils
- Is a reflective practitioner
- Assesses and evaluates pupils' work against clear/ explicit success criteria.

Children learn best when:

- There is a clear focus to the work
- They understand what is expected of them
- The work meets the needs and ability of the child
- They are interested, happy, comfortable and challenged
- Clear examples of expected standards are given e.g. reminders displayed around the room
- They are praised
- The teacher is enthusiastic
- Their behaviour is relevant
- They have been taught the necessary skills
- They are aware of the relevance of the learning
- They, their teacher and their families value their work
- The lesson is well planned, prepared, relevant and appropriately challenging
- There is a calm, orderly learning environment
- They feel secure
- The activity has been clearly explained and understood
- The teacher is sure about the learning intentions and how they can be achieved
- A variety of approaches are used
- Learning is made relevant and interesting
- Home and school work link together successfully
- The teaching is planned, taking account of past achievements and progression
- They experience success.

A good lesson at Ranelagh Primary School

- Starts and finishes on time and in good order
- Begins with clear intentions and expectations shared with children

- Has a beginning, a middle and an end
- Is well prepared, planned, organised and resourced
- Involves every child
- Checks understanding regularly
- Uses a variety of appropriate methods
- Is in line with the school's ethos
- Is orderly and pleasant
- Reflects back on learning that has taken place previously and looks ahead to next time.
- Prepares the child for the next instalment of learning,
- Delivers the National Curriculum, including appropriate cross-curricular issues
- Establishes clear targets and deadlines and the teacher reminds pupils of these
- Is briskly paced
- Is in line with the curriculum framework including appropriate cross curricular links.
- Is in line with the school's lesson timeline – see Appendix A, and general guidelines

Indicators of good practice within the quality of teaching would include:

- Pace of Learning and Teaching commensurate with capabilities
- Clear objectives of lesson(s) communicated to pupils
- Well-planned teaching methods align pupils with objectives; well matched to pupil's capabilities
- High expectations which challenge but do not defeat pupils
- Sensitive informal assessment of pupil adjusts teaching content to their needs
- Learning reinforced by supportive marking and discussion of work
- Regular homework complements (not merely completes) classwork
- Relationships based on mutual respect; contributions sought and valued from all pupils
- Knowledge and ideas made memorable by imaginative teaching
- Progressive acquisition of knowledge, skills and understanding related to National Curriculum.

Indicators of good practice within the quality of learning would include:

- High levels of understanding and ability to draw on knowledge sensibly and cogently
- Ready response to tasks set; good concentration and a high proportion of time on task
- Evidence of interest and enjoyment and high personal expectations
- Perseverance and commitment even with difficult work
- Can call on earlier learning to meet new demands
- Use of initiative in seeking answers, finding ways of tackling new work, organising themselves and using resources to solve problems or reach objectives
- Use self - criticism as a means of self-improvement.

These in turn will provide good indicators of raised achievement across the school:

- High expectations and achievements of most pupils in most subjects
- Consistently good standards in each age group achieved across most subjects
- Individual pupils' performances are consistent across the curriculum
- Skills in reading, writing, speaking and listening and in practical and expressive activities are high and contribute effectively to the standards reached.

The Learning Environment

Successful classrooms are calm, welcoming, stimulating environments where high value is placed on learning.

The visual environment is very important and should display work which is representative of all children and all ability levels.

Displays should reflect the taught curriculum, and be changed regularly to sustain interest and discussion.

There is a calm environment when:

- Children are on task
- Children are aware of acceptable noise levels for classwork and teachers help to maintain this by example
- Children are taught to tidy up after themselves
- Children know the teachers' rules and boundaries
- Classroom support staff and helpers work in a similar way to the teacher and collaborative planning reflects this
- Children have an appropriate amount of room for the activity.

The room is well organised when:

- Drawers and tidy areas are labelled so that pupils can be independent and know what goes where
- Children's resources are accessible
- Storage areas are set up
- There is a clear furniture layout
- The room is kept tidy.

Classroom Organisation and Management

A well organised and managed classroom is essential if Learning and Teaching is to be effective. Teachers should, therefore:

- Be punctual to and from the playground and to and from assemblies
- Start lessons promptly after morning registration and assemblies
- Ensure the computer is in effective use by children
- Ensure your desk and all classroom areas are tidy
- Ensure your daily plans are in your room. If you know you will be away from class please leave your plans or brief details for the supply teacher
- Ensure all displays are maintained neatly
- Books should be displayed attractively and all book areas should be inviting
- Is your presentation providing a good role model when using your classroom board for modelling or teaching?
- Reading records should be kept in the reading area
- Do children clearly understand your high expectations of them? (Presentation, behaviour and attitude to learning)
- Have you established classroom rules which support the learning environment?

Resources

Relevant resources are essential to the quality of Learning and Teaching.

Basic resources, such as pens, pencils, rulers etc. should be organised and stored properly. Pupils should know the class and school rules about these.

Resources relevant to the particular subject should be ready before the lesson.

Pupils should be taught to use resources properly and carefully and put away after use.

Teaching Strategies

Each teacher should make the learning intentions and teacher expectations very clear to the children from the outset of the lesson as well as the purpose of a teaching concept or point needing to be explicit. In addition, the teacher should disclose success criteria/ generate with the help of the children.

All sessions should include a range of interactive teaching strategies and significant modelling by the teacher.

A variety of teaching methods needs to be employed, thereby matching methods to needs – these could include:

- Lecture – information formally given to a large group
- Note taking – either dictated by the teacher or made individually
- Question and Answer – verbal enquiry by the teacher with response from Pupils (See Appendix C for further guidance)
- Whole class discussion – teacher led, in which a problem is discussed
- Forum – audience questioning following a speaker, video or film
- Projected visuals – e.g. video, slides, digital whiteboards, films
- Non-projected visuals – e.g./posters, leaflets which supplement a verbal presentation
- Research project – individual study of a problem, for presentation either written or oral, may be made use of
- Questionnaires – groups or individuals construct a questionnaire or use one previously constructed to find out factual information, opinion etc. of class members, parents or other members of the community
- An attitude scale – a series of statements on scale between strongly agree/disagree, true/false/don't know, to which students have to react
- Open ended technique – partially stated question or statement which has to be completed
- An inclusion of a wide range of activities which incorporates a variety of learning styles
- Demonstration by teacher and pupil to illustrate and reinforce particular teaching points. Pupils are encouraged to reflect on their progress.
- Further support in the provision for all pupils is provided.

Pupil Groupings

Working groups

Pupils should be given the opportunity to work in different groups and with different pupils, in mixed ability groups. This is particularly important for bilingual learners so less experienced English speakers can model themselves on more fluent speakers.

For some lessons, pupils will work in ability groups. There should be regular opportunities for reviewing the groups.

Care should be given to seating arrangements. These should be mixed boys and girls, although numbers may be uneven. You will need to consider whether there are pupils sitting on the same table who may distract each other. Even when not sitting on the same table consider this also, pay attention to who is near each other and who can easily gain contact with each other.

Children may sit in groups, though the work may be completed individually or they may need to work cooperatively. Teaching children to work cooperatively needs to be developed from

year EYFS upwards and each teacher needs to plan opportunities for this as well as suitable strategies to build upon existing skills.

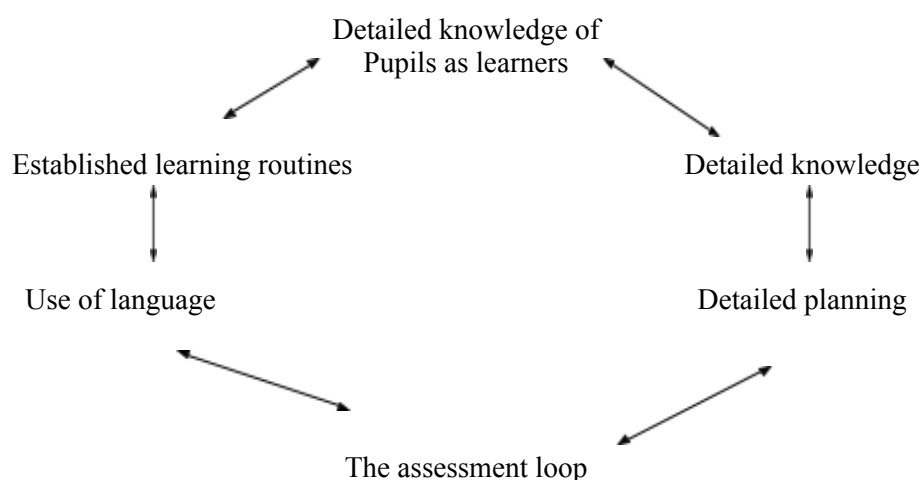
Challenge

Indicators of appropriate challenge for all:

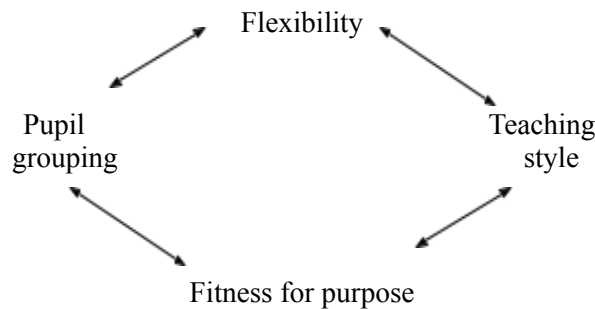
- 1 Challenge for all is not necessarily a case of ‘individual programmes of work for all children’. In some instances differentiation might equate to individual work programmes, but this would clearly not differentiate successfully for any child who learns more effectively in a group rather than in isolation.
- 2 Challenge for all is concerned with attempting to match learning opportunities with individual learning needs.
- 3 Children vary in their learning needs, so a range of different teaching methods should be employed.
- 4 Challenge for all involves skilful teaching, it depends as much on a perspective, professional rapport with the children as it does on planning and preparation.
- 5 Challenge for all is a whole school issue – a concern which should affect the way a school offers all children access to an appropriate curriculum.
- 6 Challenge for all involves providing resources for learning which are appropriate: careful selection and evaluation are required.
- 7 Challenge for all involves effective assessing of children’s ability and building appropriate expectations into future work.
- 8 Challenge for all is influenced by the school’s approach to entitlement; this has implications for individual planning.
- 9 Challenge for all involves teachers establishing learning objectives and sharing the success criteria with children so that they can:
 - assume greater responsibility for their own learning
 - measure their own success and achievement
 - identify more clearly their own learning needs
 - assist the teacher in meeting those needs
 - identify areas for improvement.

So how can we improve in differentiation within the classroom?

The following is an effective model for planning and implementation.



The Good Differentiator



Planning

Good planning is essential to effective Learning and Teaching.

The school plans in three ways.

The **long term** plan is the curriculum framework which breaks down the programmes of study into blocked and continuing units which ensure full National Curriculum coverage, continuity and progression. The curriculum skills grids are broken down into year groups ensuring the coverage of the national curriculum. It is the responsibility of subject leaders and phase leaders to ensure the curriculum coverage is in line with statutory guidance.

Medium term planning is completed for each half term and breaks down the schemes of work, curriculum maps further into broad learning objectives, experiences and learning outcomes.

This medium term plan is devised in conjunction with subject leaders and year group partners. Year group partners meet weekly to evaluate the effectiveness of the plan and to share and moderate children's work which has been achieved within a week. Within year group meetings assessment tasks and observations may be discussed to inform the next week's plans.

Short term planning is the final cycle. Teachers plan weekly to ensure specific learning objectives, success criteria and outcomes for each session. Teachers will highlight teaching styles, teaching focus and differentiated activities for groups and/or individuals. Assessment opportunities are planned to provide formative evidence which informs future planning.

All children with IEPs are identified within the planning and evaluation to match their performance against set objectives. All children with IEPs have weekly targets broken down from the IEP.

The weekly planning includes an evaluation and monitoring section where teachers are encouraged to be self-reflective on Learning and Teaching strategies and in addition, monitor children's needs for future planning.

Assessment, Record keeping and Evaluation

Good assessment, record keeping and evaluation improves the quality of teaching and learning and as such is integral to the whole process.

School procedures should be followed carefully. Please refer to the school's Assessment, Marking and Evaluation Policies for further details.

Role of Support Staff

There may be other adults working in the classroom alongside the teacher. These may include parents, other volunteers, teacher assistants and Learning Support teachers.

Each adult's role has to be clarified, known to all involved and included in daily, and where possible, medium term plans. The adults should know the learning intention of the activity.

Some suggested strategies for working successfully with other adults are:

- Listen to other teacher/adult whilst you are working with the children
- Adults should not interrupt each other whilst working with the Children
- Watch for signs of children not understanding and choose an appropriate time to help children to understand what the other teacher/adult has said
- Take turns to do daily tasks e.g. register (school staff only)
- Make roles within the lesson explicit to children
- Agree support roles within the classroom and divide teacher focus accordingly during activities.

This document is a working document for all members of our school community. As such it should encourage reflection and self-evaluation which in turn will improve the quality of teaching and learning at Ranelagh Primary School.

Appendix A

Teaching and Learning – Generic Timeline

Introduce learning to take place using a way to engage the learners. The learning objectives and steps to success (success criteria) are generated/shared within the lesson context. Outline your end expectations. E.g. ‘At the end of this lesson you will be able to....’
Do all the children fully understand the lesson objective?

Interactive strategies to reinforce the concepts and to make learning concrete.

As the children set to task, identify the group you are working with, usually linked to ability. Once this group is established free yourself to take an overview of how the other groups are performing.

Plenary – this is one of the most important parts of the lesson. A chance to reinforce common teaching points, misconceptions and self-assessment (using the success criteria) as a tool for AfL.

Direct teaching of concepts with use of teacher modelling.

Introduction to tasks. Do all the children fully understand what is required of them? Have you fully declared your expectations? (Quantity, quality, style.)

Halfway through the independent tasks stop, refocus and introduce a mini plenary – an ideal time to revisit the success criteria and refocus children on the desired outcomes of the lesson

Summing up of the lesson and informing children of where we go next. ‘Next time we will....’

Appendix B

Suggestions for improving the plenary part of the lesson

Aspects to consider when planning and teaching the plenary:

Making links

- To the objective/s for the lesson/s
- To previous lessons
- To future lessons/units of work
- To position of lesson in overall unit
- To other aspects of mathematics
- To other subjects in the curriculum
- To what will be taught next to give children a clear idea
- To what has been completed at home
- To other ways of recording
- Between informal/formal methods of recording and presentation
- To the next stage of refining methods

Assessing

- Against key teaching and learning points
- Key points and methods to remember: revise; practise
- Key words, facts, ideas, notation
- Consolidating knowledge and understanding
- Clarifying children's developing knowledge and skills
- Recognising and correcting errors and misconceptions
- Checking and extending children's use of vocabulary
- Learning against targets (individual or group)
- Learning against key objectives
- Formative assessment to inform planning
- The role of additional adults

Questioning

- Targeted
- Prompting
- Probing
- Open
- Challenging assumptions and conclusions
- Prompting children to ask their own
- Testing generalisations and hypotheses
- Solutions and strategies
- To address errors and misconceptions
- To gauge children's responses: what they know, what they have learned, what they need to practise further

Appendix C

Teaching and Learning – Questioning

<p><u>Classifying</u> Which of these go together? Why? Can any of these be put together? How are these things alike/ similar/ different? What could you call these groups? What are the characteristics of all these things in this group? What criteria have been used to classify these? How could you rearrange ...? How could you compare ... and ...? Can you find another way to ...?</p>	<p><u>Explaining</u> Why does...? How do you...? Why did this happen? Why do you think that...? What caused this? What might be the result of...? Why do you think so? Can anyone think of another reason/ explanation? Can you explain...?</p>
<p><u>Describing</u> What is ... like? What can you see? What did you notice about...? How would you describe ...?</p>	<p><u>Generalising</u> What is true about all of these? What can you tell us about...? What have you found out about...? What seems to be generally true about...? What have you learned about...? What conclusions can you draw now? What does this tell you about...?</p>
<p><u>Evaluating</u> Do you think this is a good thing/ bad thing? Why? How do you feel about this? Why? Is there anything you would have done differently? Why was this done? Do you think that it was a good idea? What were the reasons for this? Do you think this is just/ fair/appropriate? Why? What do you think is important about this? Why? How could this be improved? How could you justify this? Can you take another point of view about...? How would you feel if you were ...? Is this the best way to ...?</p>	<p><u>Inferring</u> Can you explain from this how...? / why...? What do you think might be happening here? Why? What do you think might cause this? Why do you think they did this? How do you imagine they are feeling? Can anyone think of a different idea?</p>
<p><u>Recalling Information</u> How many ...? Where is ...? In which year did...? Why did...?</p>	<p><u>Predicting and Hypothesising</u> What are we going to see at ...? What would/ might happen if ...? If..., what do you think would be the result? What would it be like if...? What would you do if...? How would you plan for ...?</p>

Appendix D

Teaching and Learning Framework

Purpose

Is the teaching objective clear?
Has it been explained to the children?
Do they understand the task?
Do they understand the teacher's expectations and do they know what is required of them by the end of the session?
Has reference been made to success criteria?

Introduction

Is there a whole class introduction?
Are the children responsive?
Are the interactive strategies employed to sustain interest?
Is the teacher using a wide range of questioning including higher order skills?
Are the children attentive and is there good order in the room?
Is there a good use of teacher modelling?
Is there reference to success criteria?

Group/ Individual Work

Is there appropriate differentiation to ensure full curriculum access including the needs of SEN/ EAL/ MA?
Are the activities purposeful and challenging?
Are the children on task in a calm, purposeful setting?
Is the role of the additional adult used to good effect?
Are success criteria used to focus children's learning?

Teacher Focus

Is the teaching and resourcing matched to the level of the attainment of the group?
Is the teacher teaching? This is crucial-supervision, overseeing the room, overseeing groups, etc. is not teaching.
Is the lesson well planned and does it build on previous learning?
Has the teacher high expectations?
Is there a good sense of pace?
Is the teacher insistent on best work and best presentation?

Plenary

Does the plenary address any common misconceptions?
Does the plenary offer further follow up teaching opportunities?
Does the plenary reinforce the objectives?
Does the teacher tell the children what is going to happen in the next session?
Is there reference to the objective and success criteria as outlined at the start of the session?

The Learning Environment

Is the room tidy and organised?
Is the teacher's desk tidy?
Are well kept resources freely accessible and arranged attractively in a central area?

Are computers in use?

Are keywords and relevant vocabulary clearly displayed?

Is children's writing celebrated and evident around the room?

Are displays big, bold and attractive?

Are displays clearly labelled including community languages?

Is the teacher using Key Questions to encourage children's thinking through display?

Is the school vision displayed in every room and clearly understood by all?

Is a wide range of subject areas celebrated through display in the classroom?

Does the room feel welcoming and inviting for children and adults?

Is the book corner inviting?

Appendix F

Suggestions for teaching and Learning Strategies

Whole-class section

Speaking and Listening opportunities:

- Talk partners;
- Role play
- Hot seating;
- Drama
- Whiteboards;
- Text marking;
- Reading strategies;
- Singing;

A variety of stimuli:

- Video;
- Pictures;
- Text;
- Drama;

Interactive Strategies:

- Demonstrations;
- ‘show me’
- Drama

Guided/ group work/ independent work:

- writing frames;
- speaking frames;
- word banks/ vocabulary;
- drama/ games;
- mixed ability pairs;
- reading aloud/ reading independent;
- DART activities;

Use of TA (as classroom support):

- Scribing;
- Modelling or remodelling;
- Drama;
- Games;

Plenary:

- Help address lesson’s key objectives;
- Should best fit lesson purpose;
- Provide opportunities review and clarify their learning;
- Encourage reflection on **what has been learnt and how**;
- Use of a range of strategies;
- Extend thinking further;
- Develop strategies to remember what they have learnt;
- Build-up a ‘meta-language’ to help them talk about what they’ve learnt;
- Secure the place of the plenary – try to give it its allocated time.