St John of Jerusalem
Church of England Primary School

Teaching and Learning Policy

TEACHING AND LEARNING POLICY

Aim:

To have a consistent and coherent approach to teaching and learning that promotes excellence for everyone

Purpose

The purpose of this policy is to exemplify our expectations in relation to good teaching. We expect every teacher to be good teacher – no child deserves less.

At the heart of our expectations lie 7 'P' words:

- ♦ Purpose
- ♦ Passion
- ♦ Pace
- ♦ Positive teaching
- ♦ Partner work
- ♦ Participation
- ♦ Progress (including focus children for literacy, Maths & Science)

To do this we need to:

- achieve the highest possible academic standards

- provide a friendly, caring, stimulating environment in which learning can flourish

- help the children to acquire the knowledge, concepts, skills and attitudes which will enable them to be full, responsible members of society

- create a whole school ethos and curriculum which develops a positive self-image, and fosters mutual respect and esteem

- ensure that all staff has high expectations of themselves and the children

- teach in a way which encourages children to be confident, independent and active participants in their own learning

- involve parents as fully as possible in their children's learning and progress

- ensure equal access to resources which provide a sufficiently broad and balanced curriculum

- actively encourage partnerships with the wider community

The Teacher must expect children to:

- come to school on time

- work to the best of their ability

- be co-operative at work and play

- tell the truth

- act considerately

- value the work of others

- help and support others

- take responsibility for their actions by developing/exercising

  self-discipline

- value and respect each person and their beliefs

- be as independent as possible at every stage

- respect and value their environment

- be active participants in their own learning

The Teacher must:

- provide a safe, caring environment

- value each child and treat him/her according to individual need

- be clear about his/her teaching objectives and plan effectively to achieve them

- follow agreed assessment procedures

- support learning through appropriate intervention

- appreciate the importance of positive relationships

- value and promote partnership between home and school

- work collaboratively with colleagues

- have high expectations

- foster independent learning

What is an Independent Learner?

- A child with good concentration/listening skills, who follows instructions, works on own without supervision, tackles new ideas with confidence and overcomes difficulties by accessing information from a range of sources.

- A child who gets on independently with a piece of work set at own level, accesses and uses resources, takes responsibility for own equipment, understands and uses strategies for self-correction, stays on task.

- A (younger) child with social skills who also enjoys reading on own, dresses him/herself, is happy and confident, and listens to and follow instructions.

- A child who concentrates on a task (chosen/directed) without excessive support, resolves a problem and applies previous learning to a new situation.

- A child who takes responsibility for own learning by showing motivation, and recognising and using the methods by which he/she learns best.

Key areas and expectations

KEY AREA 1: KNOWLEDGE AND UNDERSTANDING OF PUPILS

Basic Practice
♦ An acceptance of, and interest in, the individuality of each pupil
♦ A belief in equal entitlement and opportunity for all
♦ Consistent and appropriate expectations of behaviour and attainment
♦ A range of teaching styles and strategies
♦ Some awareness in curriculum planning which takes account of pupils' experiences, locality, abilities and developmental stages
♦ Pupils' worked is marked regularly against shared learning intentions
♦ Awareness of the range of factors which may be impacting on individual pupils' ability to learn such as health or family concerns, child protection issues, bereavement, acting as a young carer

Good Practice
♦ A wide range of teaching and learning styles which match the learning styles of the group
♦ Flexibility within the curriculum, shaped through dialogue with pupils
♦ Lessons which are responsive to pupil interest/needs and which change pace, direction and pitch to meet those needs and hold their interest.
♦ Pupil aware of the possibility of shaping the curriculum
♦ All pupils are challenged through the curriculum
♦ The teacher will take calculated risks to extend pupil learning
♦ A wide range of assessment and data analysis informs teaching
♦ Use of individual, group and class targets
♦ Marking gives clear suggestions for improvement
♦ Fun and humour used in teaching
♦ Enthusiasm of all pupils is valued and nurtured
♦ Confidence and lack of tensions in teacher and pupils

KEY AREA 2: ORGANISATION AND GROUPING OF PUPILS

Basic practice
♦ classroom routines and ground rules are made clear to all pupils and adults working in the classroom
♦ a range of behaviour management strategies are used
♦ groupings are explicit and referred to in planning
♦ decisions about the size and information of teaching groups are based upon the subject matter and/or the learning needs of the pupils concerned
♦ additional adults involved in teaching are well briefed
♦ variety of groupings used: whole class, ability, friendship, individual
♦ children are given clear instruction as to what is expected of them

Good practice

- Pupil grouping and adults are used to actively promote learning and to keep pupil on task
- The amount of teaching time to be given to particular groups is planned for and is communicated to pupils
- Effective routines and organisation in groups allow teachers to focus on teaching
- Planning indicates the link between the organisation and management of the classroom and the resources
- Teachers are able to relate their choice of grouping to the aspect of a subject being taught
- The organisation of the room supports learning and is easily changed to meet pupil' needs
- Adult support is shared appropriately between the groups
- Some times groups are formed in order to give pupils experience of leadership and responsibility by helping other pupils less skilled or knowledgeable
- Pupils have opportunities to engage in collaborative work

KEY AREA 3: PLANNING

Basic practice

- Clear expression of what the children should learn in the lesson
- Use of the words 'be able to', 'know' or 'understand'
- Activities which demonstrate a clear link to the learning objective
- Reference to the range of needs in the class and how they are to be met
- Planning for the role and use of supporting adults
- The time required for activities
- Links between current teaching and previous lessons
- A range of activities over both a day and a week
- Clear links between long, medium and short term planning

Good practice

- Learning objectives are narrow and explicit
- An even clearer match of activity to learning
- The range of teaching strategies to be used, with a particular focus on different types of questioning
- References to preferred learning styles
- Evidence of imaginative links and activities
- An indication of the amount of teaching time to be given to particular groups/individuals

How do we Promote Independent Learning?

Well Ordered Tidy Environment (established routines):

- Organised classroom – children know where things are
- Resources suited to task, well stored, enough and ready at beginning of lesson
- Clear labelling – everything in its place and at right level
- Clear expectations of good behaviour
- Good use of other adults
- Core curriculum areas clear
- Good use of spaces/surfaces/use carpet in every class
- Timetable which is known to the children

Excellent Planning (which is actually happening in classroom):

- Clear objectives shared with children
- Clear instructions which promote independence
- Children understand task
- Children recognise what a good piece of work is
- Extension activities for more able children
- Open ended questions

Clear and Consistent Assessment and Monitoring of Targets

- Teach children the skills they need and constantly reinforce them
- Show progression and development
- Ensure work and expectations are at right level
- Use peer support (e.g. checking work)
- Pick up on learning difficulties/behaviour problems as early as possible
- Ensure literacy in KS1

Constant Evaluation of own Practice and Children's Work

- Be self-critical
- Act on positive suggestions and improve
- Set clear targets and act on them
- Praise/Positive Reinforcement (e.g. examples of good behaviour/good work)
- High Teacher expectation/stickers/gold book
- High self-expectation for every child especially presentation
- Cover range of skills which can apply to new situations and across curriculum
- Ensure differentiation – all children being stretched
- Children know what did well and what need to work on next time
- Vary voice but no shouting/non-verbal warnings/agreed sanctions
- Job monitors
- Pick up on everything/don't let things ride

Positive Encouragement to those who show Independence

- Understand that being independent is making progress
- Train young children in basic skills (e.g. read and follow instructions)
- Encourage concentration for increasingly longer periods
- Don't be afraid to make mistakes
- Expectation that child will learn something every lesson
- Persevere and ignore distractions
- Know when to ask appropriate questions and to whom (teacher = last resort)
- Class list which promotes independent activities e.g. writing, reading, checking
- Make sure parents are aware of importance and independence
- Give real examples of children who show any kind of independence

Teaching strategies

The range of strategies which underpin effective teaching include those listed in the box below.

> sharing the learning intentions – questioning –modelling
> explanation – ignoring – linking to previous experience – praising
> demonstrating – directing – instructing
> analysing – giving feedback
> maintaining pace – evaluating – exposition – re-teaching
> evaluation and target setting – encouraging experimentation
> using pupil as teachers – discussion – 1:1 support
> humour – surprise/novelty

A KEY TEACHING STRATEGY: TURN TO YOUR PARTNER

TTYP is a simple, effective strategy for involving all the children in the class and developing talk.

TTYP means that every time a question is asked, everyone is expected to answer by turning to their partner. Selected partners then report back to the whole group, or the teacher might report what he/she heard different partners saying. This strategy should be taught to children from reception upwards.

We Remember
10% of what we read
20% of what we see
30% of what we hear
50% of what we see and hear
70% of what we discuss with another
85% of what we experience, personally
95 % of what we teach

William Glasser

GUIDELINES FOR EFFECTIVE PARTNER WORK

- Choose partners who **will** work well together
- Establish the management signals thoroughly by modelling – stop signal is flat hand, not too high
- Identify the partner you want to talk first – e.g. when children are sat at tables, ensure all tables have a red or yellow sticker on them so you can say I want red partner to ….

Good Partners

Look	Sound	Feel
• Sit side by side • Always return the stop signal • TTYP quickly after a question has been asked • Take turns in answering first • Wait while another is talking	• Helpful to each other • Check that they both understand the question • Talk loud enough for each other to hear, through not too loud to interrupt others • Build on what a partner says • Say '*We* think that…'	• Ready to answer • Safe and secure • Listened to • Interested in what each other has to say

Skills and qualities

Some of the skills and qualities which underpin effective teaching are those listed in the box below:

> inspiration – control – confidence – sensitivity – enthusiasm
> role playing – presentations – observation – pre-emptive strikes
> use of voice- quick reactions – anticipation – flexibility
> recognising opportunities – listening
> -knowing who and when to praise

Whole class teaching

Studies have found teaching the whole class as a single group (also called direct instructions) to be most effective method of teaching basic skills.

However, to harness the potential of whole-class teaching, you need to ensure that the structure of your lesson and the presentation of its content are absolutely clear to children.

The model below is used as a very basic guide. Within such a structure, which must be used flexibly, there are many other elements.
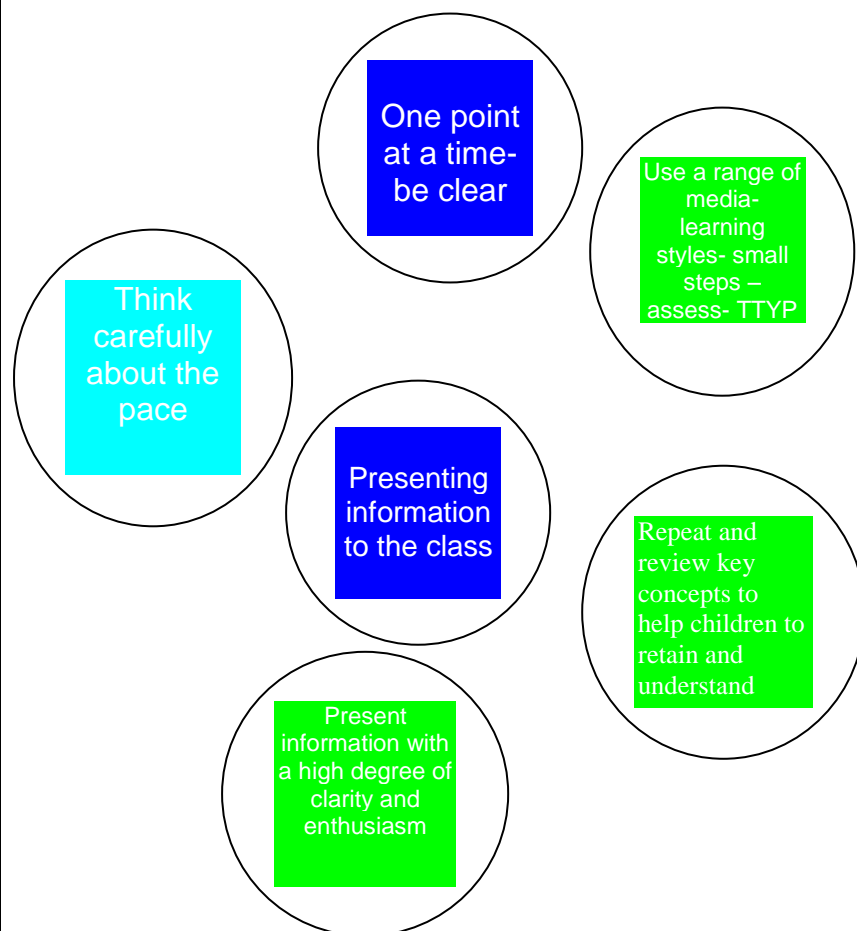
Start with a review/recall/rehearsal of what was learnt during the previous lesson.

Clearly stat the objectives of the lesson at the outset, ('Today we are going to learn about …')

During the lesson, emphasise key points, so children don't get lost in the whole. Make clear transitions

Summarise TTYP

PRESENTING INFORMATION TO THE CLASS

One point at a time- be clear

Use a range of media- learning styles- small steps – assess- TTYP

Think carefully about the pace

Presenting information to the class

Repeat and review key concepts to help children to retain and understand

Present information with a high degree of clarity and enthusiasm

A word about pace

Bear in mind that in higher years or for more demanding content, the pacing needs to be slower to allow children more time to develop understanding. Fast-paced lessons are best suited to teaching lower level basic skills and younger children, as they maintain the momentum and the interest of children, and allow a relatively large amount of material to be covered.

KEY AREA 4: ETHOS AND RELATIONSHIPS

Basic practice
♦ Linking pupils
♦ A sense of moral purpose
♦ Pupils at the centre of the curriculum
♦ Simple classroom routines and effective behaviour management
♦ Displays of pupils' work
♦ An understanding of equalities issues and their impact on pupil learning
♦ Knowledge of pupils and their particular circumstances
♦ Positive relationships within the whole school community

Good practice (teaching)
♦ Relevance of the curriculum- teaching rooted in pupils' experiences
♦ Liking, respect and enjoyment of all pupils and adults is evident
♦ Feedback to pupils about ongoing and completed work and behaviour with consistency and clarity of expectation
♦ Pupils work is moved forward by marking
♦ Target for individuals and groups
♦ Teachers and pupils are receptive and willing to learn

- Teachers make good use of body language, eye contact and voice to keep control and encourage learning
- Teachers know when to intervene
- Teachers use pupils to reinforce particular points
- Pupils take pride in their work and are motivated to complete work to an acceptable standard within time limits

Good Practice (impacting on whole school community)
- Good relationships across pupil, teachers, support staff, volunteers, admin and premises staff
- Teachers sharing ideas
- Ability to take risk
- High input and 'presence' of all teachers around the school
- Staffroom atmosphere- discussion/networking about children
- Inclusion of support staff in the above
- fun

KEY AREA 5: HIGH EXPECTATIONS

Basic practice
- Has explicit long term aims and objectives for pupil' learning
- Communicates the intended learning and standards to be achieved
- Poses and acceptable level of challenge and pace through out each lessons
- Plans lesson and activities which reflect content and appropriate pitch
- Demonstrates and understanding of equalities issues and their impact on learning
- Uses questions which focus pupils on their learning

Good practice
- Plans activities which engage pupils in a range of learning experiences and styles
- Communicates explicitly the pace, amount and quality of work required
- Balances the range of strategies to maintain challenge for all pupils
- Uses a wide range of questions
- Encourages pupils to formulate and ask questions
- Builds in an expectation of success ad failure, support pupils building on failure
- Allows pupil choice in working and recording
- Encourages pupil to evaluate their own work
- Allows pupils to play a part in identifying future learning needs
- Uses skilled assessment to modify immediate teaching and future teaching
- Displays work from a range of abilities which demonstrates process as well as finishes product
- Does not accept first attempt as sufficient
- Builds relationships in which are asking for more effort is not seen as negative
- Demonstrates an enthusiastic approach to learning

KEY AREA 6: TIME MANAGEMENT

Basic practice
- Clear classroom routines
- Acceptable pace and challenge in a lesson
- Variety for pace of the work in the lesson
- Planned work is allocated the right amount time so it can be completed
- Time is allowed for plenary or evaluation
- Pupils are on task

Good Practice
- The teacher is able to manipulate the use of time to ensure it responds to and reflects the learning need of pupils
- Teaching time for groups/individual is identified on plans
- In focused teaching the pace responds to pupils' understanding
- Independent work is timed, focused and completed
- The plenary is allocated the right amount of time and emphasis to reflect it's purpose
- Pupils are required to work at a good pace with an understanding if the quality and quantity of work expected of them by certain deadlines
- Pupils are given clear instructions as to what is expected of them within a given time
- The teacher systematically monitors the work undertaken
- All pupils are on task, interested and involved

KEY AREA 7: RESOURCES

Basic practice
- A safe and organised learning environment
- Resources which pupil can do use to support learning
- Well maintained and sufficient numbers of resources
- Pupils find resources accessible and available when required
- There are established routines for finding, using and returning resources
- Pupils are taught how to use resources properly, with regard to health and safety and respect for personal property

Good practice
Good teachers use resources in a more flexible and differentiated way taking on issues such as
- Resources being tidily stored, clearly labelled and accessible to teacher and pupils as appropriate. Care is taken to ensure equipment is cared for and that pupils take responsibility for obtaining and clearing away resources
- Teacher varies presentation of resources knowing when they need to be laid out for pupils and when pupils need to choose time, resources, space; additional adults are well used and managed to promote the learning of specific knowledge and skills and keep pupils on task

The classroom environment

Schools in the federation will be an inspirational educational environment for children, staff, parents and others; an environment that is all about learning, that children use to learn and are proud of.

Key principles
♦ Classroom displays are a learning resource, rather than a reflection of previous learning
♦ Corridor and online displays can reflect previous learning
♦ Some displays are 'permanent' – museum-style, as constant reminders
♦ Online learning environment are key

Guidelines for Independent Learning

Early Years	Infants	Juniors
Sit nicely	Sit nicely	Listen to instructions
Look and listen	Listen to instructions	Read instructions
Listen to instructions	Read instructions	Organise your work
Work quietly	Work quietly	Settle quickly
Help each other	Help each other	Stay focused
Settle quickly	Settle quickly	Present your work well
Be independent!	Be independent!	Check your work
		Think for yourself
		Be independent!

N. B. Please display these instructions in a prominent place in your classroom.

Note: This policy will be reviewed annually

DATE APPROVED			
REVIEW DATE **Biennial**			
SIGNED HEADTEACHER		**DATE**	
SIGNED CHAIR OF GOVERNING BODY		**DATE**	

St John of Jerusalem Church of England Primary School		**Lesson Observation**	

Teacher		Observer	
Year		Subject	
Observation Area			
Date		Time In		Time Out	

Previous areas for development:

Teaching
- Subject knowledge
- Effectiveness of planning
- Suitable teaching strategies
- Appropriate differentiation
- Challenging all pupils, expecting the highest levels of achievement
- Interests and engages pupils
- Encourages pupils
- Promotes equality of opportunity
- Appropriate use of resources
- Effective use of time
- Effective use of Teaching Assistants and other support
- Sharing of learning objectives

Learning
- Pupils acquire new knowledge or skills, develop ideas and increase their understanding
- Pupils are interested and engaged
- Pupils show willingness to contribute
- Pupils show ability to work independently and collaboratively
- Pupils are working at least in line with national expectations

Class management
- Behaviour management
- Organisation of routines
- Organisation and availability of resources

Assessment
- Questioning techniques
- Assessment opportunities
- Assessment used to inform planning
- Identifying and addressing misconceptions

▪ Revisiting learning objectives	

Summary:

Areas for development:

Signed: _____

Observer: _____

Teacher: _____