Teaching and Learning Policy
2017-18

'Education is not the filling of a pail, but the lighting of a fire'. (W.B.Yeats).

All children have the right to an education which develops their personality and talents to the full (RRS Article 29)

RATIONALE AND PURPOSE

The purpose of this policy is to realise our school aims in every aspect of school life and across **all** areas of learning. Through the processes involved in creating the policy, we committed to striving relentlessly to secure high standards of learning and teaching across all aspects of school life, **both in and out of the classroom.** Pupils'/Learners' Voice permeates this policy and is inseparable from the learning and teaching approaches we practise.

SCHOOL AIMS

•**To celebrate our achievements and then set new goals.**
•**To empower everyone to develop self-belief, self-respect and self-discipline to live a happy, healthy life.**
•**To feed a love of learning through a creative, dynamic, fun and challenging curriculum suited to the twenty-first century.**
•**To provide first class teaching and learning experiences which ensure progress for everyone.**
•**To be at the heart of the local community, preparing everyone to become responsible and pro-active national and global citizens**

PLANNING

We believe that **quality, collaborative planning** is fundamental to supporting **quality** learning and teaching. Parkhill Junior School plans in three ways:

   a. The **curriculum overview** is the framework which breaks down the programmes of study into blocked and continuing units. This ensures full coverage of the New National Curriculum as well as **continuity and progression**. This is supported by the school's own schemes of work adopted from a variety of sources. The school uses the LA schemes of work for maths and English.
   b. **Medium Term planning** completed for each half term breaks down the schemes of work further into broad learning objectives, differentiated activities, experiences and learning outcomes. This includes a curriculum map showing linkage between subjects.
   c. **Short Term** plans are the final part of the cycle. Teachers plan weekly to ensure specific learning objectives, success criteria and outcomes for each session. Assessment opportunities are planned for and provide the formative evidence for future planning.

Teachers in each year group meet in the previous term to plan the curriculum for their classes. Pupils will then be involved in the planning process. They will be asked for contributions and suggestions on the prospective theme. Teachers will meet every half term to monitor progress. They also hold a weekly planning meeting in year groups to assess the week's learning and use those assessments to inform the teaching and learning for the following week. Teachers continuously evaluate their planning to ensure that work is on track and fitting into time scales. Good planning balances what is expected of a child across a day or a week to make the most of their willingness to learn.

Our school has a standard lesson planning proforma. All staff use this proforma in their planning of lessons. Our planning is influenced by our knowledge and understanding of our pupils as well as the pupils' level of attainment. We plan some subjects in a cross curricular way to make learning meaningful and use block teaching for agreed topics.

We build upon their skills, understanding and knowledge by ensuring the tasks are accessible to each pupil's current level of ability. We build the fundamental skills for effective learning and enable them to reflect on the learning process and their development as learners

When planning work for pupils with special educational needs we use the information and targets set out in the child's Individual Education Plan (IEP). Pupils with IEPs are identified within the planning and evaluation to match their performance against set objectives. We are committed to providing appropriate challenge for all pupils. We set agreed curricular targets in reading, writing and mathematics with pupils and share these targets with parents. Targets set are **SMART** – specific, measurable, achievable, realistic and time bound.

Our Ingredients for a Good Lesson.

Hook for learning (quote, toy, story, question)

Sprint and prompt starter – activity set referring to previous learning and stimulating new learning demonstrating being ready for learning.

Modelled activities are pacey and brief

Open questions that lead to enquiry

More child talk than teacher talk

Use of Rights Respecting language and behaviours

Independent, proactive, autonomous learners

Time given for pupils to apply and act on wishes

Differentiated support given

Model use of support within teaching

Low floor, high ceiling tasks – activities available and accessible by all through support given

Referring back to success criteria or sharing examples of good work

Focus group – precision teaching for progression

Pupils aiming to achieve targets in target books

Challenge – High expectations for all

Peer assessment and self-assessment (Plenaries and mini plenaries)

Teacher assessment

Key vocabulary

Talk partners

Role Play

Targets books to be out and in use in every lesson

Teacher will have engaged with every child, in varying degrees, during every lesson.

Effective deployment of other adults

Opportunity to apply skills (problem solving)

Time to reflect at the end of the day 3 times a week. (Shaped around a set of structured questions)

To promote self assessment of learning in all contexts of school life. Learning behaviours incorporated.

However, not all chefs using the same ingredients produce a superb dish. The same principle applies to teaching. Teachers work the magic. Think outside the box… and sparkle.

As non-negotiables we commit to ensuring that:
- Every teaching and learning session is well organised with high quality resources. E.g table top resources, working wall, policies on display.
- Support will be different, differentiated support/assistance for all the children. (Opportunities and access for all.)
- All pupils should make at least good progress in their class. Children should exceed their own expectations
- Every Teaching and Learning session has at least one teacher focus group.
- The learning environment is celebratory, sparkling and stimulating with high quality resources and examples of children's work. (one you can imagine yourself in as a child)
- Clear learning intentions and outcomes in the form of success criteria, referred to throughout the session.
- Accurate assessments of pupils' progress are made using a range of tools such as high quality questioning and other AfL techniques.
- We are creative and confident to **reshape** a lesson in the light of learners' responses e.g mini plenaries
- The *Teacher Talking Rule is:* **Speak No Longer than the Age of The Child**

- Personal qualities such as perseverance and autonomy are promoted. Embraced by the 6Rs and learning behaviours.
- Daily *living and modelling* of the school aims and motto.
- Modelling adaptability, flexibility and working effectively in a team.
- Modelling and actively promoting reflection on learning through designated reflection time and reflective drawing.
- Brisk pace – no time wasted. Urgency for learning!

INCLUSION AND ENTITLEMENT FOR ALL.

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. (RRS Article 31)

Inclusion is about everybody. Our Teaching and Learning policy allows **every** child to excel in our challenging curriculum.

Pupils should be given the opportunity to choose the challenge of work they would like to carry out with guidance where necessary. Parkhill Junior School believes that engaging and exciting activities contribute significantly to deep and meaningful learning; equally, pupils must be encouraged to reflect upon their own learning and use their targets to advance on this. The practice of pupils modelling is invaluable and encouraged at Parkhill Junior School. **(Peer teaching)**

Learning environment is accessible for all, labelled for all learners and their needs.

Differentiation is key to Inclusion and Entitlement for All

Our definitions of differentiation:
- Well considered differentiating support given in order to achieve learning intentions and targets and not different activities. Activities will vary based on the personalised needs of individual children.
- Pupils vary in their learning needs; a range of different teaching methods should be employed.
- Differentiation involves skilful teaching, it depends as much on a perspective, and professional rapport with the pupils as it does on planning and preparation. E.g. targeted questioning and personalised targets.
- Differentiation is a whole school strategy – an entitlement which offers all pupils access to limitless learning through a dynamic curriculum.
- Differentiation involves providing resources for learning which are appropriate: greater emphasis is on table top resources which we see as a requirement e.g. VCOP, maths boxes, silent teacher.
- Differentiation must promote autonomous learning. Children being encouraged to be autonomous in knowing the resources they need.
- EAL displays to reflect different cultures, if needed in any particular class
- Pupil Voice is a requisite of differentiation; it encourages and allows learners to:
  - engage in all activities facilitated by accurately judged levels of support
  - assume greater responsibility for their own learning (6 Rs)
  - measure their own achievement through the use of self assessment, reflection and target books.
  - assist the teacher in meeting those needs
  - identify areas for improvement and next steps for learning

Learning Support Assistants and other Support Staff

- There may be other adults working in the classroom alongside the teacher. These may include volunteers, learning support assistants and support teachers. All volunteers must be given clear and explicit instructions as to your expectations and to pupil outcomes.
- There must be good communication between the teacher and learning support assistants. It is the responsibility of each teacher to ensure this takes place and this must be supported by the learning assistant.
- Support staff are responsible for knowing the learning intention of each activity.
- Support staff have dedicated time **daily** for making resources, discussing their learner(s) with the class teacher. This is non-negotiable.

- There must be good communication between class teachers and support teachers and a collaborative approach should be used.
- Teachers and teaching assistants model rights-respecting behaviour, for example. teachers and teaching assistants listen positively to pupils' views and show respect for their opinions; they avoid put-downs and sarcasm; they give clear reasons for use of sanctions; teachers avoid use of 'blanket' sanctions of the whole class when only individual pupils have misbehaved; teachers show respect for teaching assistants and all other adults

ASSESSMENT

Assessment for Learning (AfL), metacognition and effective feedback.

The following are elements of good practice to which we all commit and expect to see across all learning and teaching:

- Learning intentions explained to pupils with success criteria clear and referred to in the lesson
- Structured lessons with **explicitly** clear examples of how to improve work including editing lessons.
- No hands up policy **as appropriate** to the task - targeted questions.
- Use of the pleanries which should refer clearly to the learning intention(s). It should be an opportunity to **reflect** upon what has been learned and to revisit teaching points and further learning. It is also an opportunity for the teacher and Learning Support Assistant to assess learning. The plenary may lead into the next lesson and can be used to prepare pupils for what they will be learning next. **Mini** plenaries (sharing examples of work and re addressing misconceptions) should be used at any stage during a lesson in response to pupils' learning.
- Asking the child - pupils have regular opportunities to give their teachers feedback on what helps them learn and what they enjoy most about their lessons; and also to comment on what might hinder their learning and what the next steps to learning are. (Self assessment written in books at the end of every lesson)
- Peer / self assessment – pupils are fully involved in the assessment of their own learning and the evaluation of their own work; there is supportive evaluation of their peer's work leading to re drafting and publishing.
- Wider picture – build relationships (parents) inside and outside of school by being available to speak to parents at the beginning and end of the day and parents evenings. Target sheets to parents will be sent at the end of every half term.

Policy into Practice for marking and giving pupils feedback and next steps for learning is displayed in every classroom and shared with learners. It must be followed by all staff in their different roles.
Time to reflect on learning is scheduled three times a week at the end of the day. This session is non-negotiable.

Our Assessment Policy details systems we use to assess and track our pupils.

LEARNING ENVIRONMENT. (Sparkling Classrooms and the Silent Teacher.)

A stimulating environment sets the scene for learning; a sparkling classroom promotes independent use of resources and high-quality work by the pupils. Each classroom should have clearly labelled resources that are readily accessible to children. We change displays regularly to ensure that the classroom reflects the areas currently being studied by the pupils. We ensure that all pupils have the opportunity to display their work at some time during the year. Pupils have responsibility for aspects of classroom organisation. Displays are used to reinforce awareness of rights in relation to each other and others locally and globally. All classrooms have dictionaries, thesauri and fiction and non-fiction books, as well as displays relating to English, science, maths and humanities. Books corners should be appealing, inviting and spectacular! Table top resources must be available and appropriate to support learning. Ensure **all** resources are high quality. There is a list of non-negotiables outlining what **must** be prominently on display. All written display should be in Nelson font, size 24. All displays should have a balance of printed work and children's work.

We aim for our learning environment to:
- be welcoming
- reflect the diversity and richness of our community and cultures
- be stimulating and celebratory
- be organised, orderly and tidy
- be well resourced in all areas

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- promote autonomous learning
- provide for equal opportunities and promote learning for all

Each classroom and corridors are evaluated three times a year. With the Creative Arts Lead, this is carried out by colleagues including middle and senior leaders. (See guide below.)

OUR EXPECTATIONS

High. Our learners deserve the best. We are trained to give them the best and to provide learning opportunities and experiences that maximise learners' progress.
All children and young people have a right to a primary education, which should be free. (RRS Article 28.)

The relationship of this policy to other curriculum related policies is symbiotic.

This policy replaces the following policies which instead will have *Policy into Practice* guidance:

MFL Policy, PE Policy, RE Policy, History and Geography Policy, Performing Arts Policy, Creative Arts Policy, Computing /IT Policy, Science Policy.

The guidance will be specific and allowing it to be quickly assimilated, in our rapidly changing education landscape.

This policy will be signposted in the following policies: Assessment Policy, Reading Policy; Calculations Policy; Equal Opportunities Policy; E-Safety Policy, Promoting British Values Policy, Pupil Premium Policy, Inclusion Policy,

Our *Safer Working Practices Statement* applies across all policies and is displayed prominently around our school.

Last reviewed - October 2017
Next review – October 2018

Teaching and Learning – *Questioning* guidelines.

Classifying	Explaining
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 …?	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…?

Describing	Generalising
What is … like? What can you see? What did you notice about…? How would you describe …?	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…?

Evaluating	Inferring
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 …?	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?

Recalling Information	Predicting and Hypothesising
How many …? Where is …? In which year did…? Why did…?	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 …?

Appendix 2

Classroom Learning Environment – a guide for teachers.

General

All non negotiables are on display. (see staff h'book).	**Comments**
Your room is organised and free from clutter. No items stored on tops of cupboards	
Pencils are sharp and equipment is in good, working order.	

Furniture

The layout of the classroom supports an inclusive, interactive teaching approach as well as collaborative learning. All chn can see IWB.	**Comments**
Tables and chairs are of the correct size and in alignment.	
Seating is used flexibly to support working in different contexts and for different purposes.	
Teacher's desk is placed against the wall.	
Seating is well spaced and with adequate workspace for every child- observed in lesson time.	
Pupils are not too close to a radiator or in any other place that will make working uncomfortable.	

Storage

All trays and cupboards are clearly labelled.	**Comments**
All work books are clearly and neatly labelled accord and are stored centrally.	

Book Areas

There is a wide range of books that are well organised.	**Comments**
The book area is attractive and inviting for all levels of readers.	
Books must be in good condition and *bedraggled* books removed.	

Resources

	Comments
The provision of resources supports collaborative learning.	
Resources reflect pupil's family lives, the range of learners and their communities in an inclusive manner.	
Resources are of a high quality and have a designated place.	
All pupils are aware of storage and trained to keep and leave the classroom tidy- observed in lesson time.	
Resources should be matched to learning needs	
Table top resources should match the unit being taught	

Displays

	Comments
Weekly planning and timetables are displayed.	
Displays reflect the learning process in different curriculum areas, not just finished work.	
Diversity in all its forms is visibly celebrated.	
Curriculum displays include statements and questions to highlight key learning points.	
Labels are created on the computer using Nelson font (Labels for trays and cupboards must be laminated).	
Key questions and key vocabulary displayed.	

Scrutiny of Work – a guide for teachers.

Teaching and Learning	Assessment
Evidence of: 1. Standards above national *standards/expectations.* 2. Consistently stimulating range of learning styles and approaches. 3. Individual and collaborative enquiry is evident. 4. Core skills very effectively developed through all activities including practical activities. 5. Challenge and support given according to choice of activity 6. Presentation is consistently outstanding. 7. Precision teaching with focus groups	*Evidence of:* ▪ Assessment plays a strong role in the teaching and learning process. ▪ Marking is interactive and pupils improve their work as a result. ▪ Teachers provide constructive feedback; close the gap tasks and improvement time to ensure that pupils develop the most appropriate skill. ▪ Assessment leads to target setting shown in use of target booklets for English and maths. ▪ Personalised learning is evident in pupils' work. ▪ In self and peer assessment evaluative, accurate, diagnostic comments are relevant and thoughtful.

Appendix 4 Features of a Rights Respecting classroom .

IN A RIGHTS-RESPECTING CLASSROOM:

- Pupils and teachers negotiate and agree a classroom code of conduct, agreement or charter expressed in terms of rights from the Convention
- Pupils have regular opportunities to give their teachers feedback on what helps them learn and what they enjoy most about their lessons; and also to comment on what might hinder their learning
- Pupils are fully involved in the assessment of their own learning and the evaluation of their own work; there is supportive evaluation of their peer's work
- Pupils have responsibility for aspects of classroom organisation
- Pupils have opportunities to make choices in their learning
- There is a strong emphasis on mutual support and collaboration
- teachers make use of a wide variety of teaching strategies and routes to learning, recognising that pupils may differ in their preferences for how they learn
- Learning support assistants are valued and respected by all, as reflected in their relationships and communications with teacher colleagues and with pupils
- Behaviour is good or improving as everyone recognises and respects the rights of all to their education
- Teachers and teaching assistants model rights-respecting behaviour, for example. teachers and teaching assistants listen positively to pupils' views and show respect for their opinions; they avoid put-downs and sarcasm; they give clear reasons for use of sanctions; teachers avoid use of 'blanket' sanctions of the whole class when only individual pupils have misbehaved; teachers show respect for teaching assistants and all other adults
- Displays are used to reinforce awareness of rights in relation to each other and others locally and globally
- Pupils respect and value each other's similarities and differences and support each other; there are few incidences of negative behaviour, name-calling, racist or sexist comments
- High status and adequate time is given to listening and acting on pupils' views, for example the Parkhill Parliament
- **All** pupils make progress to the best of their abilities

Types of Talk

Type	Example	Purpose
Narrate	- Retelling real life events in history - Drama - Time (problem solving)	Chronology (order/linking) Consolidating Retrieval
Explain	- Telling how/why (Science/reading/maths) 'because…' - Precise summary 'Explain how you know…'	Justifying Understanding Own perspective
Explore and evaluate ideas	- Reading - Conclusions in science - Evaluations - Book reviews - PE- gym/dance units - Art- peer/self-assessment/exploration	Conjecture Convince Enquiring Theorising Prioritising
Discuss	- Debating (RE/PSHE) - Counter-arguing - Discursive writing - Maths ('Which is the odd one out?' - Concept cartoons (science) - Drama	Active listening Understanding Processing and articulating Compromising Questioning Evaluating
Argue, reason and justify	- Persuasive writing - Maths- using known facts to make inferences and draw conclusions - History- perspective/historical people/source material - Maths- 'Convince me…' 'I know that I am right…'	Conjecture and convince Inference Elaborate Retrieving evidence Logic Interpreting Ordering/prioritising
Negotiate	- Practical activities- Science - Roles in group work - Target setting - Parkhill Parliament/pupil voice groups NB: Need evidence of this at class level	Reasoning Listening Processing Compromising Justifying Analysing Evaluating Elaborating Concluding Logic Persuading Summarising
Receive, act and build on answers	- Group/collaborative talk - Redrafting - Responding to written feedback	Synthesise Understanding Select Elaborate Extrapolate Absorb- high level

		Application
Analyse and solve problems	- PSHE- Agony Aunt - Empathising - Letter in role - PE- team games - Nrich 'Where am I?' - Team activities - Troubleshooting (Computing) - Programming (Computing) - Scenarios - Maths (Problem Solving)	Evaluating Deciphering Interpreting Reasoning Prioritising Logic Predicting Decomposition
Instruct	- Rules for a game - Demonstrating	Logic Ordering Sequencing Working out relationships between each other Disseminating
Asking different kinds of questions	- Hot seating - Interviewing - 'Who am I?' - Newspaper/magazines - Identifying different types of questions - Predicting on the nth term	Understanding Evaluating Analysing Categorising Autonomy of thinking Critical/creative/conjecture
Reasoning	- Maths justification - Debating - Evaluating effectiveness (Science, D&T, Art) - English – convincing - Pattern finding	Reasoning Understanding Evaluating