



# Teaching and Learning Policy & Guidance (Primary)

Start Date: September 2014

## **Teaching and Learning Policy & Guidance**

Outstanding teaching leads to outstanding learning. It stems from effective lesson design whatever the age of the learner, their level of ability, or the subject, skill or concept being learned.

We are committed to the Oasis Charter and the values and beliefs expressed its ethos and outcomes:

- We are motivated by the life, message and example of Jesus Christ
- Learning, achievement, personal fulfilment and good citizenship are at the heart of all that we do
- We want to serve our children, young people, families and local communities with love, optimism, enthusiasm and integrity.

We aspire to the following in all our educational work:

- That every person matters and we value everyone in the Oasis Academies
- We have a passion for learning and we want everyone to achieve their full, God-given potential
- We are committed to community development and will help to increase community cohesion, locally, nationally and globally.

Our ethos will be to fulfil:

- A passion to include everyone
- A desire to treat everyone equally, respecting differences
- A commitment to healthy and open relationships
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul

### **Aims and principles:**

The Academy curriculum offers all pupils the opportunity to learn and to undertake experiences in a wide variety of activities and to do so with an assurance of success. The curriculum is based on pupils having the confidence to achieve at a pace and level that meets their needs, which is suitably challenging, engages them in the learning process and is delivered with purpose and rigour by the staff.

Pupils will receive and develop:

- A range of basic skills through the teaching of the National Curriculum
- The stimulus of a broad and balanced curriculum that introduces new ideas and experience to all
- Respect and consideration for theirs and others' individuality, particular backgrounds, cultures and religions
- The confidence that comes when achievement is recognised

- The benefits of learning and growing in a calm, friendly, stable and structured environment
- An education which gives them high expectations for their future
- A curriculum that builds on multi-sensory approaches to learning and teaching
- An education that allows development and expression through a vibrant arts curriculum
- An education that uses real experiences as a foundation for learning
- A curriculum that supports the physical, emotional, moral and spiritual development of the pupil
- A curriculum that encourages risk taking in the pursuance of excellence

### **Objectives:**

Each pupil will be encouraged to:

- Acquire good moral values and develop habits of effective self-discipline and positive social behaviour
- Good and effective listening skills
- Develop an enquiring mind with the confidence to explore through risk taking
- Learn to communicate effectively
- Learn to communicate meaning in pictorial or written forms
- Learn to acquire information from various sources and to record findings in various ways including the use of ICT
- Understand mathematical ideas
- Learn to apply numerical skills
- Understand basic scientific ideas
- Gain a basic understanding of historical and geographical skills and knowledge
- Acquire the control of tools, ICT equipment and technology
- Learn about different religions and beliefs
- Appreciate the joys and benefits of physical activity and experience a range of sporting activities
- Use music, drama and art/craft forms as a means of creative expression and enjoyment
- Learn self-help skills and be made aware of the working world in preparation for adult life

The pupils need to be provided with a safe, caring and supportive atmosphere where learning is challenging. Pupils are encouraged to reach their potential, become independent in their learning and develop a positive attitude towards lifelong learning.

The staff strive to empower pupils with the knowledge, understanding and skills that will equip them to live successful lives in the future, as well as the present, by developing personal skills and skills of co-operation.

### **Expectations:**

- Outstanding teaching occurs when teachers...
- Have high expectations of the effort that pupils should make and what they can achieve.
- Enthuse, engage and motivate all pupils so that they learn and make progress.

- Demonstrate expert and versatile subject knowledge.
- Use data efficiently to inform their planning to accelerate progress and narrow gaps for vulnerable groups
- Actively engage pupils in their learning so that they make their own meaning from it.
- Make the learning challenging and well-paced by using stimulating activities.
- Match the learning experience to a range of learning styles.
- Develop pupils' learning skills so that their learning becomes increasingly independent.
- Focus and structure teaching so that pupils are clear about what is to be learned, why and how it connects with what they know already.
- Differentiate effectively to all pupils, especially those with disabilities or special educational needs.
- Are mindful of the need for developing good literacy skills, especially reading, in different contexts and for different audiences and purposes.
- Use assessment for learning techniques in order to maximise the quality of all learning experiences.
- Create an environment that promotes learning in a settled and purposeful atmosphere.
- Contribute to the teaching and learning community within and beyond the school, sharing best practice and actively seeking professional development opportunities

Classroom teachers will be expected to:

- Meet all Teacher Standards and expectations for personal and professional conduct (September 2012 onwards)
- Plan effectively and deliver lessons appropriate to the teaching group, ensuring they engage the interest of pupils, provide a suitable level of challenge and where relevant effectively deploy support staff to enhance learning.
- Ensure that planning includes pedagogical techniques deemed as effective by Academy based CPD to help break cognitive barriers to learning e.g. development of thinking skills, hypothesis based learning, literacy for learning, assessment for learning, speaking and listening etc.
- Ensure pupils' work is marked, assessed and recorded promptly and provide guidance on how the learner can improve.
- Monitor pupils' progress and maintain effective records, using ICT based systems where appropriate
- Create a secure, stimulating classroom climate that will motivate pupils to learn and to perform to the best of their ability.
- Support pupils in their learning and help them become confident independent learners.
- Use ICT selectively and appropriately to enhance the teaching process and motivate pupils towards positive attitudes to learning, enabling them to take more responsibility for their own learning.
- Offer pupils opportunities to develop research and independent learning skills by designing engaging and varied home learning activities.
- Make effective use of Academy VLE to support effective and appropriate home learning.
- Take into account views of pupils' views when planning learning.

- Attend moderation/standardisation activities to ensure summative assessment is secure.
- Attend regular pupil progress meetings to review impact of role, identify target pupils and agree specific actions for closing attainment gaps
- Self-review to monitor individual progress towards targets.

Support staff will be expected to:

- Work collaboratively with the class teacher(s) in planning for learning and teaching.
- Adhere to TDA standards in their performance management and have professional development targets set.
- Support pupils in specific aspects of their learning as agreed with class teachers
- Support pupils who have a statutory entitlement.
- Attend training to improve skills and knowledge
- Where appropriately trained, implement small group or 1:1 interventions in accordance with the school provision map and direction from the ALT/SENCo

Pupils will be expected to:

- Behave in a mindful, appropriate and considerate manner which will be conducive to outstanding progress in learning.
- Aim to achieve challenging goals and meet targets and respect the rights of others to do the same.
- Take responsibility for their own learning by asking for help when necessary, being clear about learning outcomes and what they have to do to improve their performance and being pro-active in using self-assessment techniques.
- Meet deadlines for completing all tasks set and complete any home learning requested.
- Endeavour to become independent lifelong learners.

Parents and Carers will be expected to:

- Work in partnership with the Academy in all aspects of their child's education.
- Support Academy initiatives which involve collaborative working to raise pupil achievement.
- Encourage and support their child to work to meet their potential
- Monitor and encourage the completion of required home learning.
- Ensure full attendance and punctuality.
- Attend meetings with teachers and other school staff to discuss their child's progress

### **Learning environment:**

*We believe that...*

- A stimulating learning environment engages and enthuses the learner to make better than expected progress.
- This occurs when the classroom has stimulating displays that promote the learner's interest in the subject

- Displays contain guides as to how learners may make further progress and demonstrate examples of excellent work at different levels
- Pupils learn best where the classroom environment is conducive to learning.
- Teachers should consider the way in which furniture is organised for different activities and ensure that this supports learning.
- A classroom should be an exciting and motivating learning environment where pupils work and achievements are valued.
- The displays in the room should support the creation of a learning environment and act as a learning resource for pupils in the classroom.
- displays should depict „high standards and expectations“ and should support pupil learning e.g. literacy/ numeracy working wall, assessment wall, recognising pupils“ achievements, displays linked to what the pupils are learning which can be referred to as a teaching aid.
- High expectations should be set in the way pupils present themselves within the classroom.
- Classrooms should be warm, secure and comfortable.

*Therefore we will ensure that...*

- All classrooms are visually stimulating and designed to motivate learning and that displays:
- Reflect the nature of the curriculum area and promote the learner“s interest
- Explain and exemplify progress
- Show examples of outstanding work at different levels of progress
- Contains motivational quotes to inspire learning
- Demonstrates the high expectations of the Academy

A working wall is:	A working wall is not:
Situated close to where the teacher most often teaches A place where children can find key information about their current learning Added to over a series of lessons A place where anyone can make a contribution A storehouse of information and ideas – vocabulary, guidance, images, diagrams Frequently changed to be current Adapted to suit purpose Age related A place to display targets Explicit acknowledgement of children“s contributions A place that has visual impact Confidence building Constantly used and referred to A place for planning / structure of children“s work A teaching aid reinforcing teaching points	A display A permanent fixture A receptacle for every bit of information relating to a topic/ series of lessons

*Created by the staff of Yew Tree Community School, Birmingham.*

## Assessment

*'the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.'*

(„Assessment for Learning“ Reform Group - 2002)

*We believe assessment should:*

- Be embedded in a model of teaching and learning of which it is an essential part
- Involve sharing learning goals and assessment criteria with pupils
- Aim to help pupils know and to recognise the standards they are aiming for
- Involve pupils in self- and peer-assessment
- Provide developmental feedback
- Be underpinned by a confidence that every pupil can improve
- Involve teacher and pupil reviewing and reflecting on assessment data

(adapted from Paul Black and Dylan William, „Beyond the Black Box“ 2002)

*Methods to ensure this:*

- Pupils receive regular developmental and motivational feedback in a variety of ways to enable them to progress
- Feedback includes quality written comments for age appropriate pupils which recognise the strengths of a piece of work and identify targets for improvement in a constructive, personalised way
- Pupils are encouraged and able to act upon the advice they are given to improve their performance
- Frequent opportunities are taken within lessons to provide immediate verbal feedback
- Pupils are encouraged to judge the success of their own work and set themselves targets for their own improvement
- The language of subject progress is shared with pupils.
- Pupils are made aware of the criteria for progression between levels and are enabled to interpret these criteria in a meaningful way.
- Pupils are encouraged to critically, but supportively, judge the performance of others within their group.
- Levels of work are modelled through display and explanation
- Within areas there are opportunities for marking to be standardised across a year group

## Feedback

High quality feedback improves the self-motivation of pupils resulting in maximising their learning outcomes.

*Therefore we will ensure that:*

- Accurate and thorough tracking of progress takes place, with the teacher regularly monitoring each pupil's learning against expected outcomes and identifying the barriers to progress



- Feedback is given with the goal of improving future performance
- Feedback is specific and relevant to the work involved
- Feedback is supportive and motivating for improvement
- Written and oral feedback is always solution-focused
- Feedback is timely and honest
- Feedback concentrates on developmental issues
- Action orientated targets are set using outcomes, process and performance

**Links with other policies and documents:**

- Assessment, Recording and Reporting Policy
- Special Educational Needs Policy
- Curriculum Policy
- Staff handbook

**Monitoring and Review**

This policy will be monitored and reviewed by Oasis Community Learning annually.



## Guidance

### **Classroom Practice: Principles and Practice**

#### Before the Lesson:

- Planning must be sound. Know what you want to teach and how. Do you know what you want each pupil to achieve? Learning outcomes and success criteria are essential.
- Differentiation is vital in ensuring that the needs of every pupil are catered for, ensuring full access to the curriculum.
- Ensure a good well managed learning environment is in place; bright well-presented displays, orderly desk, no litter, system established for giving out resources
- Are the learning needs of the pupils integrated into every key objective?
- Has your plan been shared with the teaching assistant(s)? Do they know who they are working with and why? How? Are they clear about the outcomes expected and the success criteria against which to assess? Are you prepared in case the TA is unavailable?
- Do not try to achieve too much in one lesson – remember it's about what is learned, not covered
- Ensure you have all the right resources e.g. Visual aids, practical activities
- Have you photocopied or have multiple copies of resources?
- Is the board prepared, e.g. date, first learning objective?
- Is a visual timetable ready?
- Run through the lesson in your head - plan for the possible weak points.
- Welcome the pupils with confidence. The first 2/3 minutes of a lesson are crucial
- Be adaptable and flexible as the lesson progresses – really listen to what the pupils are saying and be ready to address misconceptions or confusion before moving on

#### Start of the Lesson:

- Establish clear routines – and remember that these need to be taught
- There should be a clear beginning to every lesson and a speedy start – how do you recruit the pupils into the learning? What stimulus could you use (a story, an object, a TV clip, music etc)
- Link each lesson with the previous one through the use of questions and answers. (It is vital that pupils see how the work they do is related). Aim to build on the previous knowledge (would it help to keep up/show the previous day's lesson objective?)
- Always state the lesson's subject, context and purpose. The pupils should always know what is expected of them, if they understand what is required of them and can achieve they are less likely to disrupt
- Be enthusiastic about what you are teaching
- Have clear limits for your classroom management and clearly articulate these. Don't set unreasonable limitations!
- Catch any pupils being good straight away and reward them using the rewards system.

- Give clear instructions; do not get into a debate; repeat instructions as necessary, "I want you to"

#### Main Part of the Lesson:

- Give the big picture; link with prior learning objective; describe what class are going to be learning today; explain learning objectives
- Are you encouraging high standards? Establish expectations and rules for communication, working in pairs, groups etc
- Have a signal for silence and teach it regularly
- Careful timing: Move the lesson along with steady pace and rigour. This can potentially avoid points of disruption and often helps many pupils achieve more – this doesn't mean though that misconceptions and wrong answers are ignored; decide whether it is worth exploring these as a whole class or to speak to the pupils individually later in the lesson
- Use examples that the pupils can relate to. Clarify any points throughout – mini plenaries to assess the learning thus far.
- MAKE LESSONS INTERESTING and move at a pace that allows pupils enough time to communicate about and consolidate their learning
- Vary the timing of activities – do not get stuck in the „3 part lesson“ rut; do the pupils always have to sit on the carpet? At their desks? Do they always have to be seated by ability? Do they always have to be inside?...
- Are you assessing the understanding of the pupils with the questions that you are using? Do you really listen to their responses and explore their thinking before moving on?
- Are you flexible with your pupil grouping, making final decisions as the lesson progresses, using your teacher assessment?
- Are you treating all the pupils fairly? Use praise, no put downs; accept wrong answers and explore the thinking behind them
- Be flexible and adaptable. Are pupils learning? Adjust the lesson plan if necessary
- Think of ways you can draw key concepts from the pupils. Are you appealing to their curiosity and encouraging them to respond creatively?
- Use part of the board for key words/ key terms/ focus on spelling, use these words frequently
- Keep individual abilities of pupils fixed in your minds
- Prompt action needs to take place to address poor behaviour
- Be consistent in the use of consequences for poor behaviour
- How much are you talking? Are the pupils active or passive?
- Key question – WHO WORKS THE HARDEST? (It should be the pupils.....)

#### End of Lesson:

- Leave enough time to close the lesson calmly
- Go back to the big picture and show where today lesson fits in and what will be happening next
- Clarify what the pupils have learnt, and set a question for the next lesson
- Have a procedure for collecting up books or completed work

- Allow time for pupils to self and peer assess.
- Ensure all resources are cleared up and handed in
- Has homework been allocated and how does it relate to the learning in the lesson just delivered?

What we mean by:

### The Big Picture

This is when the teacher explains to pupils the content of the lesson and how it fits into the unit of work or how it links from the last lesson and its place in the sequence of lessons. This helps give a point and a purpose to the lessons and unless the pupils see a purpose to a lesson they can tend not to be engaged with the learning.

### Lesson Objectives

This is an important part of the lesson where you explain to the pupils what is to be taught and learned during the lesson. Objectives outline what the pupils should know, understand and be able to, or what they need to be aware of as a result of the lesson.

Lesson objectives should always be written up on the board. Success criteria will state by the end of the lesson pupils will:

<i>Know</i>	knowledge; factual information, for example names, places, symbols, formulae events
<i>Be able to</i>	skills: using knowledge, applying techniques, analysing information
<i>Understand/ explain how or why</i> <i>Be aware of</i>	reasons effects, principles, processes and concepts attitudes and values; empathy, caring, sensitivity towards social issues, feelings, moral issues

### Visual, Auditory, Kinaesthetic (VAK)

Variety in teaching strategies can access different learning preferences of the pupils who are in the main predisposed to prefer learning through visual, auditory or kinaesthetic stimulus. Teachers should strive to ensure pupils are activating both sides of the pupils' brains. For example:

- Have pupils listen to a story (auditory – Left brain) and turn this into a picture or diagram (visual kinaesthetic – Right brain)
- Ask pupils to turn key words (auditory – left brain) into a poem (visual –right, stand up and walk around to recite the poem (kinaesthetic – left)
- Listen to coins dropping into a pot and count how many there are (auditory), repeat the count pointing to numberline (visual) and then count with fingers (kinaesthetic)

## **Reviewing / Plenaries**

Use the pupils to recall what has been learnt during the lesson, fill in any missed point; avoid the exchange of information always being between teacher and pupil. Can they discuss the learning as a group or table, can they be given one question each to consider as a group (see plenary placemat)? Identify any key facts, strategies etc. that they need to remember and transfer between lessons – how could these be recorded? A class power point or book? Or individually in their subject books? Remember to use self-assessment at the end of the lesson. How do they think they fared against the success criteria? Remind them to review their learning at home.