

# Brighter Futures Academy Trust

## Teaching and Learning Policy



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
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## **Siddal Primary School Core Purpose Statement**

We aim to provide the highest standards of education, in an inclusive and pleasant environment, by developing knowledgeable, curious and caring children within a broad, balanced and personalised curriculum that includes rigorous assessment and all statutory requirements. We value our belief that through fun we can build ambition, independence, resilience and self-worth within every person at Siddal so that all learners become confident individuals, able to live safe and healthy lives as lifelong learners and responsible citizens who will make an active and positive contribution to a peaceful society that can compassionately deal with economic, social and cultural change.

### **Introduction**

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children.

It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

This teaching and learning policy is intended to promote consistency and high standards and the achievement of the school values. At Siddal we aim to provide a caring, supportive and stimulating environment with high quality teaching.

### **Purpose and Principles**

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

At the heart of our expectations lie our key words:

- Purpose
- Pace
- Challenge
- Engagement

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 pupils as teachers – discussion – small group support  
humour – surprise/novelty**

## Skills and qualities of outstanding teachers

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

**inspiration – control – confidence – sensitivity – enthusiasm role playing – presentation – 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 that teaching the whole class as a single group (also called direct instruction) to be the most effective method of teaching basic skills. However, to harness the potential of whole-class teaching, you need to ensure that the structure of the lesson and the presentation of its content are absolutely clear to children. Always remember Glasser's words to ensure children do not sit for too long listening to you, especially if they already know the basic skills you are trying to teach.

## Key areas and expectations

### KEY AREA 1: KNOWLEDGE AND UNDERSTANDING OF PUPILS

#### *Basic non-negotiable 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
- Awareness in curriculum planning which takes account of pupils' experiences, locality, abilities and developmental stages
- Pupils' work 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, absence

#### *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
- Pupils 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 tension in teacher and pupils

## **KEY AREA 2: ORGANISATION AND GROUPING OF PUPILS**

### *Basic non-negotiable 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 formation 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 instructions as to what is expected of them

### *Good practice*

- Pupil grouping and adults are used to actively promote learning and to keep pupils 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 pupils' needs
- adult support is shared appropriately between the group
- Sometimes 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 non-negotiable 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
- Reference 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

## KEY AREA 4: ETHOS AND RELATIONSHIPS

### *Basic non- negotiable practice*

- Liking pupils
- A sense of moral purpose
- Pupils at the centre of the curriculum
- Simple classroom routines and effective behaviour management
- Displays of pupils' work relevant and changed regularly
- 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
- Targets 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 pupils, teachers, support staff, volunteers, admin and premises staff
- Teachers sharing ideas
- Ability to take risks
- 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 non-negotiable practice*

- Has explicit long term aims and objectives for pupils' learning
- Communicates the intended learning and standards to be achieved
- Poses an acceptable level of challenge and pace throughout each lesson
- Plans lessons and activities which reflect relevant content and appropriate pitch
- Demonstrates an 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 question
- Encourages pupils to formulate and ask questions

- Builds in an expectation of success and failure, supports pupils building on failure
- Allows pupil choice in working and recording
- Encourages pupils to evaluate their own work
- Allows pupils to play a part in identifying future learning needs
- Uses analysis of assessment to modify immediate teaching and future teaching
- Displays work from a range of abilities which demonstrates process as well as finished product
- Does not accept first attempts as sufficient
- Builds relationships in which asking for more effort is not seen as negative
- Demonstrates an enthusiastic approach to learning

## **KEY AREA 6: TIME MANAGEMENT**

### *Basic non-negotiable practice*

- Clear classroom routines
- Acceptable pace and challenge in a lesson
- Variety for pace of the work in the lessons
- Planned work is allocated the right amount of 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 and adult support to ensure it responds to and reflects the learning needs of pupils
- Teaching time for groups/individuals 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 its purpose
- Pupils are required to work at a good pace with an understanding of 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 non-negotiable practice*

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

### *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

#### *Core beliefs re Learning Environment*

- The surroundings in which children learn can greatly influence their academic performance and well-being in school
- The better the school looks, the more it inspires the people inside it
- Pleasing surroundings will definitely lead to better attendance, improved concentration and a healthy dose of motivation and self-esteem
- Staff need to have an outstanding environment which is adaptable to their day-to-day professional needs
- The more attractive, well-lit and colour co-ordinated school classrooms are, the better pupils will feel
- A well cared-for classroom can make pupils feel that what they achieve and how they themselves are perceived is important

#### **Developing and monitoring teaching**

At Siddal Primary School we are committed to making sure every teacher is a good or outstanding teacher. The following guidance outlines the ways we believe are most effective to achieving this aim.

We conduct a range of formal observations, monitoring and coaching designed to improve teaching and learning:

- Coaching with peers
- Mentoring with leaders
- The use of IRIS
- Formal observations and Lesson Studies
- Learning walks
- Work scrutiny
- Classroom environment scrutiny
- Monitoring planning documents

Other strategies include:

- General observation (e.g. the HT or member of senior staff member walking past a room)
- Discussions with children (formal and informal)

The aim is to ensure that we get an accurate view of teacher performance over time. Coaching observations seek to ensure all teachers who are not performing to a consistently good standard get the necessary advice to enable them to do so.

We are committed to sharing good practice and all teachers are given regular opportunities to observe good and outstanding practice of more experienced practitioners within the school.

All school leaders observe lessons and look at children's work throughout the year: the outcomes are reported to the SLT, along with the main strengths and areas for development termly to the round table.

Siddal believes fundamentally in the broad curriculum – and that belief is underpinned by the notion that the 'broad' curriculum is also of high quality.

## *Follow up*

**When aspects of a lesson are outstanding** a lot of praise is given, other teachers observing the teacher and a clear desire to make sure the teacher understands why the lesson was outstanding so they can repeat the teaching at this level more often. Outstanding lessons are often talked about to ensure staff within the school learn from each other. Very good practice is shared as widely as possible.

**When aspects of a lesson/work scrutiny requires improvement** targets are set on the feedback sheet and drop in observations follow up the actions needed. The urgency with which this happens will depend on the bigger picture, e.g. Does this judgement seem a fair reflection of the teacher's work as a whole?

**When aspects of a lesson/work scrutiny are inadequate** the completion of a post lesson observation/work scrutiny action plan – by the teacher is required. (This process happens after the verbal feedback is given. The teacher is required to explain what has been said to them in writing – this enables us to immediately see if they have understood what has been said. The teacher then completes a short action plan, support may be arranged, and a re-observation date is scheduled.) Some teachers may opt to go on/or maybe required to go on the school's 'Additional Support Programme'. The ASP is designed to strengthen teaching as an initial alternative to the formal capability procedure.

Sometimes an issue connected with teaching and learning being inadequate is not to do with the question of a teacher's capability. For example, failing to implement a key aspect of policy, or failing to mark work to an adequate standard, may be best dealt with under the disciplinary procedures. Noncompliance with the teaching and learning policy may be another disciplinary route.

Where teaching, and the bigger picture, reveals widespread concerns about pupil progress, the quality of the curriculum and pupil safety we will immediately implement the capability procedure.

Newly Qualified Teachers are in a very different position to experienced staff. We follow procedures as clearly stated by the Government Induction of NQTs document.

## **Training**

- Providing the most effective training is crucial.
- CPD is not confined to teachers.
- All staff receive professional training.

Needs are derived from a number of sources not all of which are imposed by government. They can be very imperfectly understood at the outset. They can change in the light of professional learning and events. They are not always the same as 'wants'.

We use a range of strategies to determine what training to provide:

### Individual needs analysis

- Collective analysis of individual needs – what is the big picture from this data?
- Training needs identified by the leadership team as a result of observations
- Training needs identified by the leadership team as a result of data
- Teachers self-assess against the core Professional Standards for Teachers and this forms part of a discussion about training needs
- Training needs identified by the individual in order to develop their career in the direction of their choosing
- Self-assessments will be developed for other staff groups linked to relevant standards or job descriptions

## **Reaching out**

Schools are seldom successful when isolated. Siddal is linked with the other two trust schools, to the Elland Cluster and to the Trinity Teaching School Alliance. Siddal is also a National Support School and staff are expected to support other schools as needed to help others become better school educators.

## **CONTINUING PROFESSIONAL DEVELOPMENT PROVISION**

All staff have equal entitlement to CPD. The opportunities available will fully reflect the Code of Practice produced by the DfE in that they will only be offered if they:

- meet identified individual, school or national development priorities
- be based on good practice - in development activity and in teaching and learning
- help raise standards of pupils' achievements
- respect cultural diversity
- be provided by those with the necessary experience, expertise and skills
- be planned systematically and follow the agreed programme except when dealing with emerging issues
- be based, where appropriate, on relevant standards
- be based on current research and inspection evidence
- make effective use of resources, particularly ICT
- be provided within accommodation which is fit for purpose with appropriate equipment
- provide value for money
- have effective monitoring and evaluation systems including seeking out and acting on user feedback to inform the quality of provision.

## **EVALUATION AND IMPACT**

All relevant leaders are required to assess the impact of CPD in intelligent ways. People who have experienced good CPD, in any form, must share this as widely as possible – always first discussing with a senior person who should, in turn, discuss with the Headteacher to check the ideas fit in with the overall strategies for the school.

All staff are expected to complete a CPD evaluation form after attending training.

## **Appendix 1**

### **Learning and Teaching Policy**

#### **Planning**

The EYFS and Early Learning Goals are used to plan the curriculum for children in the Nursery and Reception classes. Children experience a wide range of practical and first-hand experiences in order to develop within The Prime Areas of Communication and Language; Physical Development and Personal, Social and Emotional Development as well as The Specific Areas of Expressive Art and Design; Numeracy; Literacy and Understanding the World.

From Years 1 to 6, there are units of work for every subject, which are designed to ensure coverage, continuity and progression of knowledge and skills from the National Curriculum and International Primary Curriculum.

Class teachers have the responsibility to use assessments to form Medium Term Plans for each unit in each subject thus ensuring that learning is pitched at the appropriate level for the children in each class.

Medium Term Planning should include the following as a minimum:

- Learning Objectives
- Success Criteria
- Outline of activities
- Cross curricular links

Short Term Planning should include the following as a minimum:

- Learning Objectives (Knowledge and/or skill)
- Success Criteria (for the skills objective)
- Context for Learning
- Role of teacher and TA
- Key questions
- Differentiation and Challenge
- Assessment for Learning Questions to assess progress
- Assessments of the progress that has taken place
- Evaluation of the lesson

Learning is assessed daily. Various assessment for learning strategies are used which match the learning activity and the age and ability of the children. These include:

- Questioning
- Observing
- Discussing
- Analysing (marking written work, discussing responses with children)
- Checking children's understanding
- Engaging children in the reviewing process (including self-evaluation and targets setting)

Children should be encouraged to self-assess and edit their own work to improve the quality using RAR on marked work to support this (see Marking and Feedback Policy).

Weekly planning can be done although every lesson should be annotated and subsequent lessons altered due to the assessment for learning that has taken place.

## **Appendix 2**

### **Core standards for teachers**

These are our basic standards for teachers

#### **RELATIONSHIPS WITH CHILDREN AND YOUNG PEOPLE**

Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them. Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

#### **STATUTORY FRAMEWORK**

Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.

#### **COMMUNICATING AND WORKING WITH OTHERS**

Communicate effectively with children, young people and colleagues. Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being. Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people. Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.

Have a commitment to collaboration and co-operative working, where appropriate.

#### **PERSONAL PROFESSIONAL DEVELOPMENT**

Evaluate their performance and be committed to improving their practice through appropriate professional development. Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified. Act upon advice and feedback and be open to coaching and mentoring.

#### **TEACHING AND LEARNING**

- Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
- Know a range of approaches to assessment, including the importance of formative assessment.
- Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.

- Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

## **SUBJECTS AND CURRICULUM**

Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments. Know and understand the relevant statutory and non-statutory guidance for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.

## **LITERACY, NUMERACY, SCIENCE AND ICT**

Know how to use skills in literacy, numeracy, science and ICT to support their teaching and wider professional activities.

## **ACHIEVEMENT AND DIVERSITY**

Understand how children develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching. Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and wellbeing of children and young people. Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

## **HEALTH AND WELL-BEING**

Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children. Know the local arrangements concerning the safeguarding of children. Know how to identify potential child abuse or neglect and follow safeguarding procedures. Know how to identify and support children whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

## **PLANNING**

Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge. Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.

Plan, set and assess Brain Builder and other homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.

## **TEACHING**

Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:

(a) use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.

(b) build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.

(c) develop concepts and processes which enable learners to apply new knowledge, understanding and skills.

(d) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.

(e) manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.

Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.

## **ASSESSING, MONITORING AND GIVING FEEDBACK**

Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment. Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development. Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners. Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

## **REVIEWING, TEACHING AND LEARNING**

Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.

Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

## **TEAM WORKING AND COLLABORATION**

Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.

Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

## Appendix 3

### **Teaching and Learning Strategies**

There are a number of different teaching strategies which class teachers use to enable children to develop specific skills. It is up to the class teachers when these tools are used but they must have a clear purpose and be used to develop learning skills and enable progress to occur within the lesson.

The following is guidelines as to the purpose of each of the strategies and how they could be included in lessons:

#### Building Learning Power

- Develops independent learning skills and focuses on how children learn
- Used as a language of learning across classes
- The capacities should be taught so children know what they are and how they can be successful at them.
- Create links between capacities and learning skills so children can see the purpose of them e.g. distilling and note-taking.
- Discuss what skills the children have developed and how these have supported them in their learning.

#### Kagan Cooperative Learning Structures

- Used to develop children's collaboration, cooperation, speaking and listening skills.
- Structures should be used to challenge and support independent learning.
- Class teachers should consider why the structures are being used and how they can support the children in making progress in the lesson.

#### Thinking Hats

- Used to structure the thought process for the children.
- Develops children's logical thinking around problem solving.
- Used to help children plan and structure their writing

#### T.A.S.C

- Used as a way to structure independent learning and a way of children applying their skills into different contexts
- Gives a structure for personal enquiry
- Used as an assessment tool – enable teachers to observe children's skills and knowledge in identified subjects.
- Used as a tool for more able children to begin to work independently across the curriculum
- Use as a whole school tool for developing teaching and learning within Design Technology

#### Philosophy for Children

- Improve children's questioning skills
- Improve children's Speaking and Listening skills
- Develop children's reasoning skills
- Improve children's thinking skills and imagination through critical enquiry
- Develop children's understanding around issues that affect them as individuals and collectively.