

# Winslow Church of England School

## Teaching and Learning Policy



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## **Introduction**

At Winslow Church of England School we believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone. We promote excellence and enjoyment. We believe that high quality teaching and learning experiences help children to lead happy and rewarding lives. Our Teaching and Learning policy is underpinned by the principles outlined in our school mission statement. Be the best we can be.

## **Aims**

This teaching and learning policy aims to:

- Provide a creative and stimulating curriculum where every child matters
- Enable all pupils to reach their full potential
- Enable pupils to become enquiring and independent learners
- Develop high self esteem and confidence in pupils
- Provide high quality teaching using a wide range of teaching and learning styles
- To promote effective partnerships between home, school and the wider community

## **Principles of Teaching and Learning**

Effective teaching and learning should:

- Ensure every pupil succeeds to the best of their ability
- Build on what learners already know
- Make learning vivid and real
- Make learning an enjoyable and challenging experience
- Enrich the learning experience
- Promote assessment for learning strategies

## **Effective teaching**

At Winslow, teachers and learning support assistants play a key role in facilitating learning for our pupils.

We base our teaching on our knowledge of the pupil's level of progress and attainment. Our main focus is to develop further their knowledge and skills. We strive to ensure that all tasks / activities are differentiated to the needs of the pupil. We have high expectations for all children. Teaching is stimulating, enthusiastic and constantly challenging, stemming from up-to-date knowledge of the curriculum subjects, how to teach it and how children learn.

**Enabling learners to be successful, we need to:**

### ***Produce clear explicit planning for learning***

Long, medium and short term planning identifies clear learning objectives and outcomes for pupils. They take account of learners' differing needs.

### ***Share learning objectives and / or outcomes***

Learning objectives are shared clearly, both visually and orally, during all parts of a lesson. They identify a clear purpose to the learning, based on previous and future learning and they explain the process by which the learning will take place.

### ***Have high expectations and set clear success criteria***

Share clear success criteria with pupils, negotiating challenging criteria for success for individuals and groups, raise aspirations and insist on high standards of behaviour. Set high but attainable challenges.

### ***Provide focused feedback***

Focused regular feedback on learning objectives uses constructive comments, identify strengths and give pupils support / suggestions to improve their learning. Feedback will be carried out:

- Verbally (1:1 comments)
- Written, including next-step marking
- Mini-plenaries and overall plenary sessions.

### ***Manage time effectively***

We plan for time to think and talk with pupils about their learning and also provide time for questions, queries and ideas. Lessons will have good pace to enable learners to make good progress against the learning objectives. Give pupils ample time to complete tasks. Build in opportunities for pupils to pre-learn subjects / topics and to over-learn key skills. Re-shape lessons as needed – responding to pupils' needs and next steps.

### ***Ensure secure subject knowledge and understanding of the learning and of the learner***

Teachers show secure command of areas of learning and the curriculum and keep up-to-date with development in subjects. They encourage pupils to ask questions and provide appropriate challenge and support.

### ***Teach and model to learners how to become self-evaluative***

Providing opportunities for pupils to reflect on their learning enables them to become self-evaluative. Encouraging focused talk about learning and using questions engages learners in thinking about learning. Allowing opportunities for pupils to respond to marking and to self-improve their work. Teachers and Learning Support Assistants modify their practice in response to learners' feedback; constantly seeking to extend learner's understanding and competence.

At Winslow, we believe that these elements noted above, are considered to be the non-negotiables which are characteristic of effective teaching in our school.

### ***Promote excellence and enjoyment***

Promoting creativity is a powerful way of engaging pupils with their learning. Teachers reflect on their current practice and model enjoyment of learning; they develop positive relationships with pupils.

### ***Model desirable behaviours and effective learning strategies***

Pupils are provided with models of high quality in social and learning behaviours, task outcomes and presentation of work. Teachers encourage creativity and problem solving skills to interest, encourage and engage pupils.

### ***Create a stimulating learning environment***

The classroom environment is lively and stimulating, creating a setting for learning. Teachers manage an orderly, purposeful environment in which pupils are not afraid to express their ideas, ask questions and work together. Interactive displays are incorporated to support teaching and learning. ICT Computing and other new technologies are used in a wide range of contexts to extend and enrich the learning experience.

### ***Provide opportunities for learning in different ways***

Varied opportunities are created for pupils to work in pairs, in groups and with the whole class. A range of questioning techniques and high order thinking skills are used to further the pupil's learning. Teachers differentiate the work to suit the learner's level of understanding and competence. A range of resources are used to engage and stimulate learning. Learning Support Assistants and other measures of support are used effectively throughout the school. Teaching methods are used effectively to engage, motivate and challenge all pupils, enabling them to make good or better progress and to be aware of their achievements and progress.

## **Successful Learning**

Successful Learning can be summarised in two core concepts:

### **It is a physical process we are all capable of**

As educators, we must acknowledge that learning is a physical process, within the brain, where neural pathways are created, developed and strengthened as a child grows.

For some, the pathways do not grow or connect in straight lines, so learning is more difficult: but this does not mean that they will not get there. It will just take a little longer and require more concrete experiences.

## **Memory**

### **Working Memory:**

Successful Learning relies on the development of skills to retain, recall and adapt previous experiences to new concepts.

The working memory emerges around age 4 and is fully developed at age 14. There are no academic benefits from trying to improve working memory: although it is known that a better working memory will result in an easier learning journey. Children who read by age 6 tend to have a better working memory; and this is something we need to consider.

The under-developed nature of working memory at primary school age means that retaining information and instructions is taxing. As such, we endeavour to remove the unnecessary taxation on working memory through careful planning and lesson structure. This allows us to focus on the business of moving core skills from the working memory to the long-term memory; thus creating meaningful links and reinforcing those neural pathways.

### **Long Term Memory:**

In order to physically move our experiences to the long-term memory, the learning journey must be:

- **Joined up** – meaningful links
- **Repetitive** – rehearsing core concepts within 24 hours of the neural pathway being triggered, strengthens it.
- **Creative and exciting** – linking sensory experiences to the concept that need to be retained enable children to recall experiences more easily.
- **Challenging** – learning is hard, because the connections between neurons needs to be established before the skill or concept is embedded and 'mastered'. The more challenging and the more effort required, the deeper the neural pathway will become.

Taking all of this into consideration, at Winslow Church of England School, we embrace the Growth Mindset, as developed by Carol Dweck. We nurture a positive, safe learning environment where risk-taking and learning from mistakes is actively encouraged.

We recognise the importance of a healthy body and mind in the learning process. We ensure that the children have access to drinking water and participate in at least 2 hours of Physical Education per week. A range of play equipment is available in the playground to encourage children to be active.

In order to ensure that every child's learning journey is holistic and personal, we consider the Spiritual, Moral, Social and Cultural development of each individual, in each lesson.

### **Therefore, successful learning is identified as:**

- Sustained / retained – life long, encouraging further learning
- Learning which can be applied - is cross curricular and ensures a transference of skills beyond the classroom
- Incorporating independent thinking and problem solving
- Broad based
- Learning which takes place via a variety of methods in response to a variety of stimuli
- Enjoyed learning – ability to extend own learning
- Motivated to fulfil potential
- Relevant to their world and that of society as a whole – at home and abroad
- Learning which:
  - allows them to work co-operatively in order to develop social skills
  - incorporates values
  - encourages pupils to ask...What if...?
  - reflects, and makes use of, our electronic age
  - develops a child's ability to express and explain
  - nurtures confidence
  - encourages creativity of thought and action.

### **Concerning the structure of a lesson, learning theory tells us:**

- To connect with previous work
- To give learners the 'big picture' of the whole lesson
- To explain the learning objectives and why the lesson is important
- To present the information in a range of styles
- To allow opportunities for the pupils to build up their own understanding through various activities
- To review what has been learnt, and so increase recollection
- To provide feedback, celebrating success and reviewing learning strategies
- To outline the next step in learning before moving on.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn

**Children will have the opportunity to:**

- work individually, in groups and as a class
- make decisions
- work co-operatively
- solve problems
- be creative
- discuss their ideas
- develop social skills
- develop independence
- use initiative
- receive support
- achieve academically

**Children should be encouraged to develop organisational skills and independence through:**

- appropriate tasks
- confidence building
- example
- co-operation
- provision of suitable opportunities

**In summary, our non-negotiables for successful learning are:**

- **Joined up** – An exciting, creative curriculum, with meaningful cross-curricular links
- **Repetitive** – key concept revisited and built upon
- **Creative and exciting** – opportunities for auditory, visual and kinaesthetic approaches to learning, with resources available to promote independence and enhance the experience.
- **Challenging** – Growth Mindset for all stakeholders
- **A team effort** - Involvement of all stakeholders, including training for parents with learners to be part of the planning process and celebrations of success!

## **The Learning Environment**

Effective teaching leads to successful learning and this should be reflected in the school environment. Winslow Church of England School achieves this by:

- providing a happy, secure environment which is stimulating and motivating
- catering for all children irrespective of social background, ability/disability, culture, creed and gender
- making reasonable adjustments to the learning environment to meet the needs of pupils with special educational needs
- providing a welcoming and friendly atmosphere which encourages parents, visitors, helpers and all staff to work together for the well-being of the children in its care
- providing a wide range of experiences within the curriculum and with extra curricular activities for each child to reach his/her potential whatever that might be

- giving opportunities for children to develop, extend and enjoy a wide range of activities and to acquire new skills
- ensuring that each child feels valued and confident enough to express his/her views, demonstrating positive self-esteem
- ensuring staff and pupils take responsibility for maintaining the school environment
- maintaining an attractive outside area which is actively used for learning
- promoting high standards of behaviour

### **Behaviour (also refer to our Behaviour policy)**

Winslow Church of England School has extremely high expectations for behaviour. Members of staff act as excellent role models for the children.

All staff and pupils are encouraged to:

- follow school the behaviour policy which promotes positive behaviour (golden lives, golden tickets, child of the week, values cups)
- treat others with respect
- show tolerance and understanding of different cultures and beliefs
- demonstrate kindness and politeness at all times
- interact with others taking an interest and negotiating plans and ideas
- cooperate with others to achieve the best results
- celebrate the achievements of others
- take care of own possessions, those of others and the school environment
- respond positively to class and school codes of conduct

### **Classroom environment**

The classroom environment should:

- be well-ordered and organised, demonstrating effective use of space
- be clearly labelled so that children can be independent
- have easily accessible and appropriate, good quality resources that support learning
- have a range of up to date technology (IWBs, visualisers)
- have flexible lay-out of furniture which encourages collaboration (all children need to be in a position to see the board and access resources and check lists needed for their work, and to be able to collaborate with their peers)
- be clutter free
- have reflective areas

### **Displays**

Up to date displays should be high quality, attractive, challenging, stimulating and motivating. They should be changed regularly to maintain interest and reflect current learning.

Displays should show and contain:

- a range of curriculum areas and include interactive displays with children's input
- a range of abilities
- neat presentation
- a celebration of achievements
- a reflection area and display which demonstrates Christian values
- school values
- success criteria and learning objectives for children to refer to
- opportunities for practical relevant exploration of ideas and current topics

The classroom and school environment at Winslow Church of England School encourages positive, challenging opportunities for learning. Welcoming, approachable, dedicated staff, happy, secure children and supportive parents all help to make the school successful.

## **Assessment for Learning**

It is our aim for all pupils to know where they are in their learning, what they need to do next to improve and to be actively involved in the assessment process.

As a school we strongly promote the use of Assessment for learning. All teachers and pupils use formative assessment to ensure successful teaching and learning.

We believe that Assessment for Learning helps learners know how to improve and produces motivated learners with high self-esteem.

### **Formative Assessment (daily assessment)**

We use the four core elements of formative assessment:

- Sharing of learning objectives and success criteria.
- Effective questioning.
- Effective marking and feedback.
- Pupil self and peer evaluation.

### **Sharing of learning objectives and success criteria**

- All year groups produce plans with clear and focused learning objectives.
- Learning objectives are communicated to pupils verbally and in written form in all lessons. Learning objectives are referred to at different points through lessons.
- Marking and feedback from teachers is always focused on the learning objective for the lesson.
- Pupils are asked in many lessons to self-evaluate their work and that of others against the learning objective.
- As a school we recognise the importance of sharing success criteria with pupils. This ensures that pupils are equipped with knowledge of all the elements required to make their work successful.
- All teachers include success criteria on plans where it is relevant to do so.
- Success criteria is communicated to / or agreed with pupils in lessons.
- Marking and feedback from the teacher is linked to the success criteria set.
- Pupils are asked in many lessons to self evaluate their work and that of others against the given success criteria.

### **Effective questioning**

- All our teaching staff use a system of talking partners to promote effective thinking and discussion in class.
- As a school we promote the use of extended thinking time and “no hands up” time as strategies to involve all pupils in thinking and discussing.
- Teachers plan effective questions that further and deepen learning rather than simply establish prior knowledge.
- Teachers use plan questions that are open ended, challenging and that further and deepen learning.
- In our classrooms we promote a supportive climate where all pupils are confident to articulate their ideas.

### **Effective marking and feedback (also refer to our Feedback and Marking Policy)**

- All our marking and feedback is focused on the learning objective and success criteria of the lesson.
- We have a separate marking and feedback policy – all staff have a copy of this policy.
- Teachers give pupils focused and effective feedback to which informs them of where they have been successful and how they can improve further.
- Pupils are given both written and verbal feedback, which is based on showing their successes, and giving improvement prompts.
- Pupils are given time to receive feedback and make improvements to their work.
- Teachers give integrated feedback during some lessons. This involves teacher and pupils identifying successes and points for improvement, pupils self-evaluating their work in progress and making improvement during the lesson. This strategy enhances and deepens the learning process for pupils.

### **Pupil self-evaluation**

- We believe that it is very important to equip our learners with the skills to self- assess and become independent learners taking responsibility for their own learning.
- As a school we promote self-evaluation as we believe it has a very positive impact on learning.

- Teachers model effective evaluation and feedback using success and improvement to train pupils in self-evaluation.
- Self-evaluation always begins with the highlighting and feedback of successes.
- Self-evaluation is always focused on the learning objective / success criteria of the lesson.
- Self-evaluation happens during lessons, sometimes at the beginning, but also in the middle and during plenaries.
- Time is planned and given for discussion and feedback to take place after self-evaluation. Also, time is given for pupils to make improvement to their work.

### **Summative Assessment**

- We have an Assessment Policy which outlines the school's Summative Assessment procedures – see separate policy.
- All pupils in the school are involved in a programme of formal summative tests at different points in the academic year. These include Compulsory SATs and the Foundation Stage Profile.
- The data from these tests is used by teachers to track pupil progress in terms of numerical levels within their class.
- The data from these formal tests is collected by the Assistant Head teacher with responsibility for assessment to track pupil progress using the SIMS Assessment Manager Programme.

### **Target Setting**

- The Assistant Head teacher with responsibility for Assessment sets end of KS2 targets in English and Maths for all pupils as they begin KS2.
- Interim targets are set for Years 3, 4 and 5 for all pupils in English and Maths.
- Most pupils are targeted to achieve their Age Related Expectations.
- These targets are based on pupil performance in the end of KS1 assessment process. Targets are challenging for all pupils including pupils on the SEN register.
- Summative Teacher assessment data is used to track pupil progress against these targets. Pupil Progress meetings take place in teams with AHTs leading to monitor progress and attainment - this monitoring is carried out half termly.
- Following this monitoring process intervention measures are put in place for pupils who are found not to be making the expected level of progress or meeting ARE targets.
- Targets can be increased for pupils making more than the predicted level of progress.

### **Roles within Teaching and Learning**

#### **Pupil**

To be successful learners, children need to know what they are learning about and why they are learning. Knowledge is active, experiential and communicative, and as such, the learner must be an active participant. They need to become responsible, independent learners, involved in reviewing and improving their work and knowing what they could do next to further their learning.

At Winslow Church of England School, children play an important role in the monitoring of their work. They assist in the creation of Success Criteria and both self and peer evaluate. The children are set clear objectives, against which their work is marked so that they can understand where they need to make progress and what they have achieved.

In order to be successful learners, children need to:

- develop a positive 'can do' attitude to their learning
- be prepared and organised
- be motivated and interested in learning
- be aware of the learning objectives
- be involved in setting personal goals and objectives
- be aware of their own potential
- be observant
- seek information independently
- read in order to gain information

- use I.T. to gain information and communicate information
- take the initiative
- look for patterns and deeper understanding of what is presented to them
- pose questions and solve problems
- communicate ideas and information through speaking and writing
- apply what has been learnt to unfamiliar situations
- evaluate their work
- collaborate with others
- be sensitive to the needs of others
- concentrate and work productively

### **Class teacher**

The priority of the class teacher is to promote excellence and enjoyment in a safe and stimulating environment, creating an ethos in which learning is interesting, testing but also collaborative. Their responsibility is to ensure the progress and achievement of potential in every child. They should provide the model of a good learner, demonstrating effective learning strategies. Through this model, teachers should encourage children to become self-evaluative and ensure secure knowledge and understanding. At Winslow Church of England School, teachers have high expectations of all children and provide appropriate differentiation to ensure all are supported and challenged. Clear Success Criteria ensure all children can be confident in achieving the learning objective.

Planning is precise, detailed and consistent across the school; providing differentiated opportunities for all learners. Teachers use a wide range of teaching methods and resources to provide opportunities for different learning styles. Using a variety of Assessment for Learning strategies (including mini plenaries during a lesson), teachers are able to re-shape tasks according to the needs of the pupils. Through quality marking and discussion with the children, teachers provide focussed feedback, allowing the children time to improve and develop their work. This model is used throughout the school and through clear scaffolding and structure, children are able to feedback to their peers as well as self-evaluate.

Alongside academic achievement, the teachers at Winslow Church of England School facilitate the development of the whole child. Opportunities are provided for personal reflection and general discussion, allowing children to interact socially.

### **Learning Support Assistants**

Our Learning Support Assistants and adult helpers are used to support children in their learning: 1;1, in small groups and whole class, as directed by the class teacher. They are aware of different pupils' needs and learning styles and are proactive in providing resources that will facilitate the progress of the pupils they are working with. They feedback to the class teacher, maintaining records as requested and discussing progress, in order to support the planning and implementation of future strategies. They deliver specific learning programmes as requested by the classteacher, undertaking the necessary training and preparing of resources to ensure their effectiveness,

### **Subject Leaders**

At Winslow Church of England School subject leaders collaborate together in faculties to ensure that standards remain high and continue to improve year on year; through monitoring of books, planning and lessons.

All subject leaders seek the views of staff and endeavour to improve teaching and learning through CPD, resources and provision of in-house training according to the Monitoring and Evaluation Schedule which is closely integrated with the School Improvement Plan.

Subject leaders develop their own subject knowledge in their area in order to provide advice and expertise to other staff members. They consider progression across the whole school and monitor assessment of their subject area. A subject leader may also organise enrichment projects and enhancing experiences for their subject across the school as well as in their year group.

### **Head teacher**

The Head teacher is responsible for employing effective practitioners who share Winslow Church of England School's ethos and values. Ultimately the Head teacher is accountable for the standards of the school. It is his/her responsibility to motivate, encourage and enthuse staff with new initiatives, monitoring them with the help of the SLT, in order to continue to raise those standards.

## **Leadership Team (SLT)**

The Leadership Team's role is primarily to make decisions regarding teaching and learning for the whole school; in order to maximise progress and raise standards in all areas. They are responsible and accountable on behalf of the staff and provide a channel of communication between staff and governors. The Leadership Team monitor and review standards of teaching through frequent lesson observations and scrutiny of planning and marking, according to the Monitoring and Evaluation Schedule. They offer constructive feedback and coaching where necessary, so that staff can continue to improve their practice.

## **Parents**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding parents' information evenings; including how to use taught strategies at home to bolster children's understanding
- Parent and teacher consultations to review and discuss children's progress
- Holding book evenings and open days, to give parents the opportunity to view the children's work
- Sending information to parents at the start of each term in which we outline the topics that the children will be studying that term
- Sending an interim report half way through the academic year to outline the progress that each child is making
- Sending an end of year report in which we explain the progress made by each child and indicate how the child can improve further
- Explaining to parents how they can support their children with homework (including reading, times tables and spelling)
- Providing up to date information on the school website

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents to:

- Ensure their child has the best attendance record possible
- Ensure their child is equipped for school with the correct equipment, uniform and PE kit
- Inform school if there are matters outside of school that are likely to affect the child's performance or behaviour
- Promote a positive attitude towards school and learning in general
- Fulfil the requirements set out in the home-school agreement
- Volunteer as class helpers, in running clubs or accompanying on trips
- Support their child with homework
- Attend key parents' meetings to discuss their child's progress
- Support the school within the community

## **Governors**

At Winslow Church of England School, our governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school building and premises are used optimally to support teaching and learning
- Check teaching methods in the light of health and safety regulations
- Seek to ensure that our staff development and our performance management both promote good quality teaching
- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the annual head teacher's report to governors, and a review of the in-service training sessions attended by staff
- Monitor standards in the Core Subjects and constantly review ways to make improvements in Teaching and Learning in order to continue to raise standards
- Ensure teacher accountability by asking questions and requesting information regarding the school's progress in line with National results
- Are aware of curriculum enrichment projects in school and keep abreast of events and school improvements

- Offer their skills in support of school projects and initiatives
- Visit the school to offer commitment and support to all staff and develop their own understanding

## **Monitoring and Review**

The monitoring of Teaching and Learning at Winslow Church of England School is the responsibility of all Subject Leaders and the Senior Leadership Team.

- Subject Leaders are able to suggest developments in their subject areas and those who need support are identified;
- The Senior Leadership Team prioritise these developments over time, resourcing them appropriately;
- Members of the appropriate Governing Body Committees receive reports on progress.
- The constant monitoring of delivery and learning outcomes enables relevant planning to continue to a systematic and effective way. This will ensure that individual needs are identified quickly and the appropriate action taken to support and extend the learning of the child.

## **Equal Opportunity**

All teaching and learning takes account of equal opportunities. Planning allows all children to access the curriculum irrespective of their sex, ethnicity, creed or disability. Please also refer to our Equalities Policy.

Last Review – June 2017