

Premier Learning



LEARNING COMMUNITY

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MORAL PURPOSE

Teaching and Learning Policy



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This Policy agreed by the Local Governing Body on:	28th November 2017
This Policy ratified by the Board of Trustees on:	7th December 2017
Next Review Date:	November 2018



Teaching and Learning Policy

At Premier Learning Trust (PLT) we strive to ensure that all teaching is of the highest quality in order to result in effective learning.

Effective learning takes place when work is planned effectively

- Teachers set challenging teaching and learning objectives which are relevant to all pupils in their classes. These are based on knowledge of pupils' past and current achievement and the expected standards for pupils of the relevant age range.
- Teachers use these teaching and learning objectives to plan lessons, and sequences of lessons, showing how they will assess pupils' learning. They take account of and support pupils' varying needs so all pupils can make good progress.
- Teachers select and prepare resources, and plan for their safe and effective organisation, taking account of pupils' interests and their language and cultural backgrounds, with the help of support staff where appropriate.
- Teachers provide opportunities for a variety of learning experiences that cater for the learning styles of all pupils.
- Teachers plan for the deployment of additional adults who support pupils' learning, including their use during shared sessions (assessment, modelling etc)
- Teachers plan collaboratively with colleagues in their team sharing ideas and good practice freely.
- Teachers plan opportunities for pupils to learn in out-of-school contexts, such as school visits, museums, theatres, field-work, with the help of other staff where appropriate.

Children (sample of current year 5 and 6) say they learn best when:

- *It is quiet (first)*
- *They feel confident (second)*
- *They have work that challenges them (third)*

Other areas mentioned:

- *They are not distracted by their friends*
- *They make a mistake and learn from it*
- *They have work that interests them*
- *They are praised for doing something well*
- *They listen to what others have to say and are not interrupted when they speak*
- *Lessons are fun*
- *There is time for talking to and working with partners*

Effective learning takes place when a good partnership is set up between home and school

- Homework is set according to the school's policy and in line with the guidelines for that particular year group.
- Reading books are changed as soon as children complete a book, and the teacher is aware of the level and suitability of books being read.
- Teachers respond promptly to requests from parents to resolve any issues.



- Teachers contact parents promptly if there are any issues with the child's learning or progress.
- Teachers monitor the completion of homework and encourage all to participate, with rewards given for completion
- Teachers ensure homework is marked regularly and in accordance with the marking policy.

Effective teaching takes place where teachers teach effectively and have good class management skills

- Teachers have high expectations of pupils and build successful relationships, centred on teaching and learning. They establish a purposeful learning environment where diversity is valued and where pupils feel secure and confident.
- Teachers teach clearly structured lessons or sequences of work which interest and motivate pupils and which:
 - have a clear learning objective understood by all pupils – **(not always this way?)**
 - employ interactive teaching methods and collaborative group work
 - promotes active and independent learning that enables pupils to think for themselves and to plan and manage their own learning
 - challenge children of all abilities.
- Teachers differentiate their teaching to meet the needs of pupils, including the more able and those with additional educational needs. They take account of the varying interests, experiences and achievements of all pupils.
- Teachers explain work in a way that children can understand.
- Teachers ensure that children are given sufficient time to complete work, and have opportunities for working for sustained periods of time, appropriate to their age whilst recognising the need for a good sharply focused pace
- Teachers set high expectations for pupils' behaviour and establish a clear framework for classroom discipline to anticipate and manage pupils' behaviour constructively, and promote self-control and independence.
- Teachers secure a standard of behaviour that enables pupils to learn, and act to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the school.
- Teachers organise and manage teaching and learning time effectively.
- Teachers use ICT effectively in their teaching.

Effective teaching takes place when teachers accurately monitor and assess pupil progress

- Teachers make appropriate use of a range of ongoing monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives, and use this information to improve their own planning and teaching.
- Teachers monitor and assess as they teach, giving immediate and constructive feedback to support pupils as they learn. They involve pupils in reflecting on, evaluating and improving their own performance.
- Teachers are able to assess pupils' progress accurately.
- Teachers ensure that assessments take place in line with the school's assessment timetables and that deadlines for submitting results are adhered to.



- Teachers identify and support more able pupils, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties. They seek guidance from more experienced staff or subject leaders where appropriate. Children may be selected for booster sessions and/or interventions in order to provide extra support to their learning.
- Teachers record pupils' progress and achievements systematically to provide evidence of the range of their work, progress and attainment over time. They use this to help pupils review their own progress and to inform planning. Where appropriate, school data formats (electronic and paper-based) are used consistently.
- Teachers are able to use records as a basis for reporting on pupils' attainment and progress orally and in writing, concisely, informatively and accurately for parents, carers, other professionals and pupils.

Effective teaching takes place in a stimulating, imaginative and informative learning environment

- Teachers organise and manage the physical teaching space, tools, materials, texts and other resources safely and effectively with the help of support staff where appropriate.
- All resources are clearly labelled and accessible to children.
- Resources are appropriate to the age and ability of the children.
- Classrooms have an appropriate range of displays e.g.
 - Celebration of children's work
 - Working Walls
 - Information displays to support children in their learning or stimulate their ideas
- All display work and titles will be mounted, except ongoing work and examples used as part of a Working Wall, and may include a web reference, where appropriate.
- All classrooms will have a reading area with a range of books displayed in an attractive way.
- Classrooms will be kept tidy with children taking responsibility for their own trays and desks and shared areas of the room.
- Teachers will model the expectations for organisation by maintaining a high standard of tidiness with their own possessions and working areas.

Effective teaching takes place when teachers are organised and prepared

- Teachers meet children punctually, and greet them at the start of the day and at the end of break and lunch time.
- Copies of planning are given to and discussed with Teaching Assistants on Monday morning, or before the week starts.
- Resources needed for the lesson are prepared in advance of the start of the lesson.
- Resources prepared for children are of good quality.
- Teachers have effective time management skills and ask for support if needed.

Effective teaching takes place when teachers establish positive relationships with pupils and other adults

- Teachers always listen to children, although this may not always happen immediately.
- Positive encouragement is given to pupils at all times.
- Teachers provide Teaching Assistants with a suitable method to enable feedback to inform their future planning.



Effective teaching takes place when teachers establish clear routines with the children

- Daily timetable are displayed within classrooms.
- Children are made aware of expectations with regard to setting out of work and these are monitored by all staff.
- Children are aware of procedures to enable reading books to be changed quickly and efficiently.
- Teachers ensure homework procedures are clearly explained to the pupils and followed.

Effective teaching takes place when teachers have high expectations of all pupils

- Teachers have high expectations of all children regardless of ability and do not accept work that is poorly completed or presented. Children are made aware of these expectations.
- Teachers work with their class to set out expectations in terms of behaviour, by discussing and reinforcing the school rules.
- Teachers demonstrate and promote these expectations by their own attitude and behaviour.
- High standards are set when work is modelled to the children e.g. in terms of handwriting, spelling and presentation generally.

Effective teaching takes place when the work given to children stimulates them, and the children enjoy their learning

- Teachers show enthusiasm for what they are teaching and convey a positive message about the value of learning.
- Teachers find out what the children already know as a starting point for work, and build on this.
- Planning takes place within the framework of the school's medium term plans, which are amended to suit the particular needs of that year group and class.
- Planning is aimed at providing a range of activities throughout the week and at accommodating different learning styles.
- Planning demonstrates that work is differentiated for different ability groups within the class. Children are able to use their assessment cups in order to choose the level of their activity within each lesson. This is carefully monitored by class teacher within the lesson. Each lesson is planned with a clear learning objective.
- Teachers evaluate the effectiveness of lessons and amend future lessons accordingly.

Effective teaching takes place when teachers have a secure subject knowledge

- Teachers have a secure knowledge and understanding of the subjects they are trained to teach.
- Teachers know and understand the curriculum for each of the National Curriculum subjects. They have sufficient understanding of a range of work across the foundation subjects to be able to teach them in the age range for which they are trained, with advice from subject leaders where necessary.
- Teachers ensure that they are aware of expectations, typical curricular and teaching arrangements in the year group before and after the ones they teach.
- Teachers ensure that they keep up to date with their subject knowledge.
- Teachers show a commitment to identify their own professional development.
- Teachers join in with professional discussions set up through staff meetings or training days.
- Teachers know how to use ICT effectively, both to teach their subject and to support their wider professional role.



Effective teaching takes place when teachers work effectively with children who have special educational needs

- Teachers understand their responsibilities for children with special educational needs set out under the *SEN Code of Practice*, and know how to seek advice from specialists on less common types of special educational needs.
- Teachers review progress of SEN pupils every term in consultation with the child, Teaching Assistant and SENCO, and then discuss these with parents twice a year.
- Teachers ensure that targets set are worked towards and that children make progress against these targets.

Reading – Additional Information

Each week, every class has at least one reading lesson that focuses on a single aspect of reading comprehension. The focus of these lessons varies each week, but with an emphasis on improving children's ability to recall and infer/deduce information from a text. Reading lessons are differentiated appropriately for the children in each class and teachers use a wide range of literature. Teachers will include cross-curricular reading in foundation subjects, which allows the children to read a variety of texts and have a wider experience of books. We believe that individual reading is hugely important, we include as many possibilities for children to choose books and read for pleasure. Children are encouraged to use book corners and reading areas throughout the school day. We aim that all children have time to read individually to an adult in school every week. Reading aloud helps to develop confidence and fluency as well as enabling staff to give vital feedback to children on their decoding and comprehension skills. Children are encouraged to read at home to support their reading journey at school.

Writing – Additional Information

Each year group teaches a variety of text types, building on prior learning as the children progress throughout the school. Each unit of work begins with an independent cold task to assess what the children can and cannot do. This will then inform the teacher which areas they should focus on during that unit. Children then write a first draft, which is edited before writing a hot task. Cold tasks are written on blue paper, whilst hot tasks are on pink.

Independent writing takes place two/three times per half term. These pieces of work are usually for a different text type to that being taught in English at that time. It can also be linked to topic content being covered in the foundation subjects.

Discrete spelling and grammar lessons are also taught. These cover skills that may not be relevant to text types taught at that time, however there are times when the main English lesson will have a grammar focus. Grammar and spelling is formally tested half termly, and included in marking ladders for independent writing as well as hot and cold tasks.

Maths – Additional Information

Mathematics is taught as a separate subject and incorporated in a cross curricular manner in planning and timetables for each year group.



Learning activities are sequenced to ensure progression and deeper understanding leading to mastery. This may be by means of direct teaching to the class or small groups, or by providing direct experiences in practical tasks through using a wide range of equipment and resources.

Subject activities are incorporated in weekly year group planning. Overview and evaluation are recorded on a medium-term plan in teachers' individual curriculum planning documents. There is a consistent planning format in use across all year groups and this shows clearly differentiated lessons that promote particular learning outcomes.

The Early Years Foundation Stage

The Early Years Foundation Stage is the statutory curriculum which is followed by all childcare providers, nursery settings and reception classes.

The curriculum is divided into core and specific key areas of learning and development. They are:

The prime areas of learning:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning:

- literacy
- mathematics
- understanding the world
- expressive arts and design

The learning characteristics:

- playing and exploring
- active learning
- creating and thinking critically

Together, these areas of learning make up the skills, knowledge and experiences appropriate for your children as they grow, learn and develop. At PLT we strive to ensure that each child's learning and development occur as an outcome of their individual interests and abilities so our planned learning reflects this.

An EYFS learning journey will be completed for each child.

Each child will be assessed in relation to the 17 Early Learning Goal descriptors.

Assessments will be based primarily on observation of daily activities and events.

For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of the Reception Year (expected), exceeding this level (exceeding), or not yet reaching this level (emerging).

The completed EYFS Profile must include a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.



EYFS – Specific elements

- Assessment is used to inform planning on a daily basis
- Carpet sessions are kept to a minimum in both frequency and length
- Planned learning delivered inside (the classroom) is replicated outside using a different challenge
- Focus teaching is the key teaching tool which is pupil interest led
- Child initiated play should have limited interruptions
- Learning is kept fluid without interruption for fruit, milk or unnecessary breaks.
- Free flow learning takes place inside and outside the classroom.
- Planned daily opportunities for observations



Appendix 1

Classroom Non Negotiables – what we expect in every lesson

- Lessons will start and finish on time
- Differentiation and challenge will be evident in every lesson
- Opportunities for speaking and listening will be maximised
- We will aim for all children making progress in the lesson
- Marking will be in line with the agreed Marking Policy. Children will be aware of the next steps and time will be allowed for children to reflect upon and respond to their marking
- Success criteria will be used when appropriate
- LO (Learning Objective) and date will be on every piece of work
- All adults will be actively employed and will know what they are doing. TAs will be briefed at least weekly on planning
- There will be opportunities for assessment and self assessment and this will inform the next lesson and subsequent lessons
- A good depth of subject knowledge will be demonstrated by adults
- Teachers will have high expectations of children of all abilities
- Time will be allowed for plenaries and mini-plenaries during lessons
- Plans will be adapted and annotated during the week to reflect the needs of the pupils
- The learning environment will support independent learning. Working walls will show evidence of the current literacy or maths area being taught and displays will be current and well maintained.
- Teachers to model correct presentation at all times.