

# Ringway Primary School Teaching & Learning Policy

*The Future starts here*

Our aim is to provide the foundations for a positive future for our pupils.

A future where pupils learn to stay safe, to understand the importance of a healthy lifestyle , and to enjoy all they do.

A future where they are money smart & make a positive & respectful contribution to their culturally diverse community - at a local, national & global level.

A future where they aspire to be the best they can be & achieve their full potential.

Created 2015 to be reviewed 2018

Signed C of Gov.....

Headteacher.....

# TEACHING & LEARNING POLICY

## OVERVIEW

In this school every child will benefit from teaching and learning of the highest quality. We expect all teaching to be good or outstanding to ensure that pupils make good progress and attain high standards. We expect teachers to enthuse, engage and motivate pupils so that they enjoy learning and make good progress. This policy sets out the criteria for teaching and learning. Teachers will be given the professional responsibility to ensure that their teaching meets this standard. The headteacher, senior leadership team and other key members of staff will monitor, evaluate and review teaching and learning to ensure that this high standard is met. This policy should be read in conjunction with the school's policies for Performance Management, Policy for Monitoring, Behaviour Policy, Assessment Policy & Classroom Observation Policy

## OBJECTIVES

1. To ensure that all teaching is good or better
2. To set high expectations for pupils' achievement.
3. To ensure that all pupils benefit from teaching and learning of the highest standard.
4. To continuously improve the quality of teaching and learning to increase progress and raise standards so that all pupils make good progress and attain high standards.
5. To provide a basis for monitoring evaluating and reviewing teaching and learning.

## STRATEGIES

1. Teachers must demonstrate high expectations by setting challenging tasks for all pupils.
2. Teachers must expect and demand high standards of behaviour in all lessons using praise, recognition and rewards to shape and build pupils' positive attitudes towards learning.
3. Teachers must base their teaching on the school curriculum guidelines. Planning must be done on school pro forma and available in Red planning folders for any visitors or staff.
4. Lesson planning should have clear learning objectives to deepen pupils' knowledge, skills, and understanding.
5. Learning objectives and teaching strategies should be differentiated to match pupils' abilities and provide good opportunities for them to develop the skills needed to learn for themselves. Work should be set with flexibility of challenge- SEN should be encouraged to access a range of tasks.
6. Appropriate teaching strategies should be used to meet the needs of pupils with SEN and disability. We would not expect the SEN group to be sitting with the TA for every lesson - but to be given a variety of teaching opportunities including learning partners and direct teaching from the class teacher.
7. All pupils will be sat in mixed ability tables
8. Differentiation will be child based-all maths lessons should have 3 to 4 levels of challenge (bronze,silver,gold etc) children are encouraged to choose their own challenge. The teacher should encourage the child to challenge themselves.
9. All maths lessons should have a minimum of 3 levels of challenge.
10. Most literacy lessons should have challenge or extension work.
11. Where a challenge or a review task has been added, subtitles must be used to make it clear for monitoring purposes.
12. Teachers will plan and teach from a 'top down' approach where the content and the expectations of the lesson are high. All classes will be expected to teach from the expectations of their year group, not 'water it down'.
13. Teachers should plan across year group phases to ensure that all children receive the same learning opportunities and curriculum content.
14. Pupils making unsatisfactory progress must be identified early and and helped to successfully overcome their difficulties - Interventions should be arranged for am/pm sessions and after school.

15. Teachers should use a wide and appropriate range teaching and learning strategies to engage, challenge and inspire pupils of all ability levels.
16. Teachers are expected to teach the skills of literacy and reading and the basic skills of the core curriculum effectively.
17. All teaching should include: clear explanation; good modelling of language; use of a wide range of questions; lessons building on prior learning. All teachers should be using WALT & WILF to explain the LO and the success criteria.
18. Opportunities should be sought in lessons to promote pupils' spiritual, moral, social and cultural development. Children's targets and target books should be referred to regularly in lessons.
19. Lessons must have good pace for teaching and learning and time must be used well.
20. Resources must be well managed and classrooms should be well organised stimulating and exciting places for learning.
21. Wherever possible children should benefit from first-hand experience, opportunities for investigation, opportunities for problem solving, visits out into the environment, visitors and other activities that stimulate their learning.
22. Teachers must ensure that time, support staff and other resources, especially ICT are used effectively to provide for each pupil's individual needs. Children should be carrying out specific tasks on ipads etc not free surfing.
23. WALTs and WILFs should be at the top of each piece of work. Success criteria should be included for children and teachers to self assess.
24. Teachers must assess pupils' work thoroughly and ensure that pupils are given regular constructive feed-back on their progress and standards and what they need to do to improve.
25. Where appropriate, teachers should use homework effectively to reinforce and extend what is learned in school
26. Teachers may aim to teach some groups of pupils in advance in interventions to either scaffold or extend learning.
27. High quality corrective interventions can be used to go over misunderstood concepts and to reaffirm learning if the student needs more experience and time.
28. All children will receive appropriate high quality corrective feedback and activities/teaching. These activities may be different from the initial teaching.

29. At the start of each new topic teachers should aim to 'hook' the students in eg high quality resources/inspiration and stimulus, talk for writing, drama and speaking and listening activities.
30. The end product for each literacy unit should be a piece of Big Writing. All the elements required for the piece should be displayed on the Literacy working wall. Big writing can be done over two days where the children have the opportunity to draft independently and through guided marking redraft to produce a final 'polished' version.

## MASTERY TEACHING

It is our aim that mastery teaching will consolidate and strengthen knowledge by adopting the following principles:

- Making sure objectives and instructional goals are clearly stated to all
- Making clear links between learning objectives, teaching activities, and assessment
- Communicating high expectations
- Breaking down the curricular goals into small units
- Adopting corrective / formative assessment approaches
- Setting clear standards of achievement and success criteria
- Giving students access to their progress in a form they can relate to

Examples may include

- rooting a lesson in real life
- an 'I do, we do, you do' lesson structure
- each maths topic must build up to problem solving tasks at the end of each unit.
- Plenaries in maths should be used for mastery activities eg problem solving or reasoning activities.

The benefits of challenges in maths are

- No ceiling on the learning
- Freedom and independence over learning
- Self-motivated to challenge themselves
- ALL children are challenged not just the children who finish their learning moving onto an extension activity

By adopting the mastery teaching model it is hoped that children will

- Mastering a skill before learning new skills
- Understanding a skill conceptually and making links between topics
- Children should be able to show or explain a concept in a variety of ways
- Children can apply a concept in a new situation

## OUTCOMES

All teaching will be good or better causing pupils to make good progress and achieve high standards. This will result in Pupils who:

- Acquire new knowledge, skills and understanding well.
- Apply intellectual, physical or creative effort to their work
- Are productive and work at good pace
- Enjoy teaching and learning, show interest in their work, sustain concentration, and think and learn for themselves
- Understand what they are doing, how well they have done and how they can improve

There will be no 'stuck' learners.

**Revised and adopted by the Governing Body .....**