Teaching and Learning Policy

Chair of Governors: Mrs Sally Allen-Clarke

Headteacher: Mrs L Coates

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Teaching and Learning Policy

At East Tilbury Primary School & Nursery, teachers comply with the teaching standards (Appendix 1) and strive to ensure that all teaching is of the highest quality in order to result in effective learning. As a staff we have agreed a set of statements that reflect our expectations with regard teaching and learning:

Before the Lesson:
- I will have knowledge of pupils' **prior understanding**, learning and attainment (**data)**
- I will plan engaging and **differentiated** lessons with explicit learning outcomes for each level of ability to ensure/promote progress for all, ensuring support staff are clear on expectations.
- I will make sure that my **subject knowledge** is of a high level
- I will make sure that the lesson is accessible to all groups of learners so that they make **good progress**

During the Lesson:
- I know the steps to meet the **learning outcomes** at every level and use those to check progress/ challenge and then adapt plans as appropriate in order to move learning forward
- I will ensure that the **learning environment** is engaging in order to develop and support **independent** learners
- I will ensure that teaching supports the **learning styles** of the range of pupils
- I will give constructive **feedback** and provide opportunities for pupils to reflect and respond.
- I will ensure that challenging **questioning** will move all children's learning forward

After the Lesson:
- I will reflect on the learning achievements to **inform next steps** and future planning to ensure progress

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Knowledge of pupils' prior understanding, learning and attainment (data)
- Up-to-date banding and milestone records in addition to assessment data will inform planning that identifies pupil groups
- Marking pinpoints the learner's strengths and advises on how to develop them, is clear and constructive about any weaknesses and how they might be addressed and provides next steps for learners to improve upon their work
- Teachers ensure that assessments take place in line with the school's assessment timetables (assessment procedures and dates are published in a separate booklet of which all Teachers have a copy) 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.
- 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.

Planning engaging and differentiated lessons with explicit learning outcomes for each level of ability to ensure/promote progress for all, ensuring support staff are clear on expectations.

- Lesson plans support the pace of the lesson through variety of tasks and resources
- Variety of stimulus throughout the lesson-there when children need them
- Effective use of IWB to maintain pace
- Lessons that contain elements of challenge, surprise and risk
- All additional adults are clear of teacher's expectations
- 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 demonstrates that work is differentiated for different ability groups within the class.
- Each lesson is planned with a clear learning objective.
- Teachers evaluate the effectiveness of lessons and amend future lessons accordingly.

Subject knowledge is of a high level.

- Staff training attended
- CPD undertaken
- Teachers have a secure and up-to date knowledge and understanding of the subjects they are trained to teach.
- Teachers know and understand the curriculum for each of the National Curriculum core subjects, and the frameworks, methods and expectations set out in the 2014 Primary Curriculum and the Primary Framework working in conjunction with Target Tracker Skills from the National Curriculum. 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 more experienced colleagues where necessary.
- Teachers ensure that they are aware of expectations, typical curricula and teaching arrangements in the Key Stages or phases before and after the ones they are trained to teach.
- Teachers show a commitment to their professional development by (i) identifying areas in which they need to improve their professional knowledge, understanding and practice in order to teach more effectively in their current post, and (ii) with support, taking steps to address these needs.
- 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.

Lessons are accessible to all groups of learners so that they make good progress

- Differentiation is clear in planning and practice.
- Children have opportunities to address next steps and set own targets.
- All groups have the opportunity to work with a teacher during the course of a week in reading, writing and maths.
- Targets are clear and children know their targets as well as what they need to do to achieve them; they are age appropriate and focussed on moving children to the next level.

- 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 share learning goals with pupils and help pupils know and recognise the standards to aim for.
- 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.
- Both the teacher and pupils review and reflect on pupils' performance and progress as well as pupils learning self-assessment techniques to discover areas they need to improve.

Steps to meet the learning outcomes at every level are known and used to check progress/ challenge and adapt plans as appropriate in order to move learning forward
- Children know what they need to achieve in the lesson
- Reminders of success criteria are shared with children

The learning environment is engaging in order to develop and support independent learners
- Confident children who are independent learners
- Children take responsibility for their own behaviour
- Consistently high expectations of children's work and its presentation (Book Presentation Protocols will be adhered to – see Appendix 2), behaviour and attitude in class and around school
- Children take pride in their learning environment and keep it tidy
- Positive climate for learning, pupils engaged and interested
- Lessons flow smoothly; disruption in lessons is uncommon with clear expectations for behaviour
- 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 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 on-going work and examples used as part of a learning wall
- 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 tables 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.

Teaching supports the learning styles of the range of pupils
- Planning takes place within the framework of the school's medium term plans, which are amended to suit the particular needs of that class.
- Planning is aimed at providing a range of activities throughout the week and at accommodating different learning styles.

Constructive feedback and opportunities provided for pupils to reflect and respond.
- Marking and feedback is consistent and next steps are clear and linked to the Learning Objective
- Evidence of children responding to marking and feedback

Challenging questioning moves all children's learning forward
- Differentiated questions pre-planned

Learning achievements are used to inform next steps and future planning to ensure progress
- Teachers reshape lessons as they teach to maximise progress
- High expectations at all times

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Pupil voice says that children learn best when:

- *It is quiet*
- *They feel confident*
- *They are not distracted by their friends*
- *They make a mistake and learn from it*
- *They have work that challenges them*
- *They are praised for doing something well*
- *They listen to what others have to say and are not interrupted when they speak*

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

HOME LEARNING
Home learning is established and effective for the majority of pupils at East Tilbury Primary School. Well-organised home learning can play a vital role in raising standards of achievement. It is important that the tasks that pupils are set support and complement the work they do in school and that the amount pupils receive reflects the stage they are at in their schooling.

AIMS

- To develop a positive home learning ethos that promotes an effective partnership between school and parents and other carers in pursuing the aims of the school.
- To consolidate and reinforce skills and understanding, particularly in Literacy and Numeracy.
- To exploit resources for learning, of all kinds, in the home.
- To extend school learning, for example through additional reading
- To encourage pupils as they get older to develop the confidence and self-discipline needed to study independently, and to prepare them for the requirements of secondary school

- To sustain the involvement of parents and carers in the management of pupils' learning and keeping them informed about the work pupils are doing.
- To develop learning skills through practised independent research.

OBJECTIVES

- Ensuring both teachers and parents/carers are aware of the school's expectations regarding regular home learning tasks.
- Printed home learning timetable/activities to be available
- Clear statement regarding home learning to be included in the school brochure and the home/school agreement.
- Teachers to ensure all tasks set are marked regularly. This may be carried out by the teacher, it may be self/pupil marked or as a whole class exercise.
- Reading should be a daily expectation for learning at home and where pupils are not fluent they should read to an adult each evening.
- All work set in KS2 should be completed in homework books
- All teachers are to keep a record of pupils' completed tasks

Curriculum – see Policy

Marking and Feedback – see Policy

Assessment - see Policy

Special Educational Needs and Disabilities (SEND) – see Policy

More Able and Talented Policy - **see Policy**

Monitoring and Evaluation

In our school we plan learning and teaching with a view to enabling each child to seek the highest level of personal achievement. To ensure that this happens, we regularly monitor the actions we have taken, so that we are in a position to make a judgement about how effective these actions have been. This gives us information on which we can base future decisions about the development of the school.

Monitoring is the means by which we gather information. We do this systematically across a range of activities within our school.

We believe that effective monitoring:

- Promotes excellent learning and teaching throughout the school;
- Ensures excellent planning and delivery of the curriculum;
- Identifies the strengths and needs for professional development;
- Offers an opportunity to celebrate progress and success;
- Provides information to support self-evaluation;
- Ensures consistency throughout the school;
- Ensures that every child is making good progress and is appropriately challenged to reach their full potential.

Evaluation is the judgement on the effectiveness of actions taken, based on their impact on the quality of children's learning.

Monitoring and Evaluation framework
Monitoring and Evaluation in our school is an integral part of our school improvement process. Our process starts with a termly evaluation of the pupil progress data. The interventions and strategies to improve pupil progress initiate a baseline together with annual national data. The Raising Attainment Plan reflects the targets required to take the school to the next improved Ofsted rating. The School self-evaluation is built on the issues identified via the data, and the progress made to fulfil our Raising Attainment Plan. The day-to-day strategies for monitoring this improvement are identified in our Termly Operational Plan.

Curriculum Team Leads
- ensure that colleagues and team members understand that the purpose of monitoring and evaluating is about recognising achievement in the areas for which they are responsible;
- carry out those monitoring and evaluation activities which are delegated to them as part of their roles and responsibilities to form an Action Plan that reflects the schools' priorities.
- ensure appropriate and effective resources are available to support the Learning and Teaching in their curriculum area

The Local Governing Body
- agree, in consultation with the Head teacher, the areas which need to be monitored and evaluated as identified through the Raising Attainment Plan;
- support and reinforce the view that the purpose of monitoring and evaluation is to enable the school to develop, recognise achievement and sustain continuous progress;
- receive monitoring and evaluation data termly and be able to challenge the school leaders;
- use a summary of the monitoring and evaluation data to inform the parents about the school's progress and performance via newsletters and the school website;
- ensure that monitoring and evaluation are used to establish realistic targets for continuous improvement and school development for the forthcoming years;

Targets are submitted to the Trust Directors termly in the form of a Strategic Data Sheet and a School Information Summary.

Equality Statement
The governors and staff are committed to providing the full range of opportunities for all pupils, parents, carers, staff, governors and visitors, regardless of age, disability, gender reassignment, pregnancy and maternity, race, religion and belief, sex, and sexual orientation, background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

Agreed by Governing Body on _____

Signed _____ *Headteacher*

Signed _____ *Chair of Governors*

Date _____

Appendix 1
Teachers' Standards

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils
~ establish a safe and stimulating environment for pupils, rooted in mutual respect

~ set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

~ demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils
~ be accountable for pupils' attainment, progress and outcomes

~ be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these

~ guide pupils to reflect on the progress they have made and their emerging needs

~ demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

~encourage pupils to take a responsible and conscientious attitude to their own work and study

3. Demonstrate good subject and curriculum knowledge
~ have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings

~ demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

~ demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

~ if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

~ if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons
~ impart knowledge and develop understanding through effective use of lesson time

~ promote a love of learning and children's intellectual curiosity

~ set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

~ reflect systematically on the effectiveness of lessons and approaches to teaching

~ contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils
~ know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

~ have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

~ demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

~ have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment
~ know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

~ make use of formative and summative assessment to secure pupils' progress

~ use relevant data to monitor progress, set targets, and plan subsequent lessons

~ give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment
~ have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

~ have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

~ manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

~ maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities
~ make a positive contribution to the wider life and ethos of the school

~ develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

~ deploy support staff effectively

~ take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

~ communicate effectively with parents with regard to pupils' achievements and well-being.

Part Two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.
Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
~ treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

~ having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions

~ showing tolerance of and respect for the rights of others

~ not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

~ ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

~ Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

~ Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
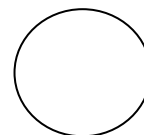
Appendix 2

<u>Book Protocols KS1</u>

<u>These must be stuck in the book at the top of the child's book.</u>

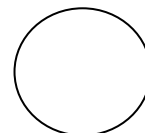| |
|---|
| **Date:** Long date in English, UoE, Stand-alone Science and Subjects. |
| **WALT:** |

<u>Maths</u>

Date: Short date.
WALT:

- Check that the children are using the next clean page and not a page in the middle of their book.
- When drawing lines rulers must be used.
- In maths books there should be one digit in each square.
- A range of self-assessment strategies are used at the end of each lesson.

Book Presentation Protocols Y3/4 and 5/6

English /UoE / Science   How to set your work out

	Date *Monday 24th January 2014*	*long date and underline, or *short date and underline (science only)
		* MISS A LINE
	WALT *Compare different types of narrative and information texts and identify how they are structured*	* WALT and underline
		* MISS A LINE
1	*The name of the dog is Gus.*	
2	*Gus, the Spaniel, wandered forlornly down the path.*	
3		
	String	
	String is a very important thing,	
	Rope is thicker,	
	But string is quicker.	
	By Spike Milligan	
		*Leave 3 lines for marking/comment
		*underline that day's work
	Date *Tuesday 25th January 2014*	*long date and underline
		* MISS A LINE
	Obj *Compare different types of narrative and information texts and identify how they are structured*	* WALT and underline
		* MISS A LINE
		*start work
		*use a pencil & ruler for lines

		2.	5.	1	3				
		WALT-							
1.		4	9	÷	7	=	7		
2.		1	0	3					
		-	7	2					
			2	1					
3.		2/3	of	1	2	=	8		

Maths books will have a central margin (no more than 2 squares), dividing the page into two, in order to prevent waste of space. Work starts at the top of the left-hand side of the page, continue to the bottom, the follow on at the right-hand top of the page, using the following structure:

*short date and underline
*miss a line
*WALT (underlined)
*miss a line
*start work
*rule-off at the end of the day's work

There should be one number in each square
A ruler should be used to draw lines
Three lines should be left for marking/feedback