



**Banham Community Primary School
Teaching and Learning Policy**

1. Aims and Purpose

Any attempt to raise standards in our school must be focused on the classroom - continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis.

Across our school the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

We expect that every teacher will be a good teacher (at the very least) who aspires to become outstanding – our children deserve nothing less.

By adopting a whole school approach to teaching and learning across our school, we aim:

- to provide consistency in the quality of teaching and learning across our school.
- to enable teachers to teach as effectively as possible.
- to enable children to learn as efficiently as possible.
- to give children the skills they require to become effective lifelong learners.
- to provide an inclusive education for all children.
- to learn from each other and share good practice.

There is no single recipe for improving teaching and learning in a school. However, this policy outlines some of the **key features** which are most effective in raising standards in teaching and learning. It also sets out a **broad structure** for lessons, based on best practice and research linked to how we best learn.

When reading this policy it is important to remember that **on top of** a broad structure based on key elements of effective practice, other elements such as *individuality, creativity, imagination and spontaneity* are also hugely important and should never be forgotten!

2. Our Vision:

Our school vision is at the heart of all of our teaching and learning activities:

The staff, governors, pupils and parents of Banham Primary School have collaborated to produce our school vision. We have agreed that, together, we will strive to ensure that we C.A.R.E and our children are:

- **Confident**
Our children will have their self esteem nurtured to enable them to be happy in themselves and achieve their full potential. We will ensure children are confident in their ability. We will ensure they are able to recognise the areas in which they are not as strong, and are confident in their strategies for progressing. Our children will be given the opportunity to speak in a variety of contexts and to a variety of audiences.
- **Able to meet future challenges**
Our curriculum, both inside and outside the school day, will give the children the skills they need to take to Secondary school and beyond. We will encourage them to have aspirations and ambitions, to 'dream big dreams'. Our children will not only learn to ask questions but to research answers, analyse information and question plausibility. We will prepare our children for a world that is changing technologically every day. Our children will understand the value of money, be organised and know how to keep themselves safe and healthy.
- **Responsible members of the community**
Our children will be encouraged to be respectful, polite and tolerant of others regardless of their differences, both within and outside of our school community. Our children will be kind and considerate. They will be able to work in teams, and communicate their ideas effectively. They will recognise their place in the variety of communities they are a part of. Older children will be role models for younger children. Their tolerance and consideration will enable them all to make friends happily with all groups, and to deal with disagreements in a sensible way. Our children will be proud of their school, their wider community and the part they play within those.

Underpinning these, our children will be:

- **Effective Learners**
We will foster in our children their love of learning, promote their independence and encourage them to ask questions. We will challenge children to 'have a go' and ensure they are not afraid of trying new things or of making mistakes. We will enable them to recognise the value in listening to other people and celebrate their achievements. Above all, our children will be motivated to try their best.

3. The Key Features of Effective Teaching and Learning

All lessons across our school should aim to include, as far as it is possible and appropriate, the following key elements to ensure high quality teaching and learning. New teachers to our schools will receive training to ensure they fully understand these elements and to enable them to embed them in their everyday practice.

All lessons have... *Clear Learning Objectives*

- “We are learning to...” (can be written as “To...”)
- Make as skills-based as possible and not talk about the context of the learning
- Link to other lessons, past and future
- Learning Objectives are shared orally and displayed where appropriate in child friendly language.
- Learning objectives are not muddled up with the context of the lesson.
- Children write the learning objective in their book when they are ready.
- Feedback/Marking is focussed on the Learning Objective

All lessons have... *Well planned success criteria*

- What a good example of what they are trying to learn looks like in small steps, what do we need to do? An ingredients list to the objective’s ‘recipe’.
: “Remember to”
- All pupils are clear about how they will achieve the learning objective.
- Success criteria are displayed for the children to follow during the lesson or drawn up with the children, e.g. Steps to success.
- Planning includes success criteria for each learning pathway.
- Children use the success criteria to self assess their own or their partner’s work.
- Children are reminded of the success criteria during the lesson – often children’s work is used to illustrate the success criteria in action.

All lessons are ... *Clearly differentiated to enable all pupils to access learning*

- All learners are challenged appropriately.
- Planning shows clear differentiation to meet the needs of **all** pupils.

All pupils are... *Actively engaged in learning*

- Pupils are actively engaged during all parts of the lesson – teachers take into account children’s concentration span and ensure pupils are not sitting passively for long periods.
- Opportunities to *Think/Pair/Share* and discussions with a *Talk Partner* are regular features in all lessons.
- Mini whiteboards or rough/busy books are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
- Visuals, artefacts, auditory input are all used creatively as a way to enhance learning.

All pupils receive regular and clear ...*feedback which enhances learning*

- Assessment for Learning is embedded in everyday practice and is used to inform teaching and learning.
- All pupils are clear about how they need to improve.
- Targets are set for English and Maths – these are reviewed regularly and incorporated into assessments and feedback.
- Marking and verbal feedback is linked to the learning intention and identifies next step prompts. Where feedback is oral, this should be noted where possible.
- Pupils are given regular time to address issues raised in marking.
- Pupils are encouraged to peer and self assess by meeting success criteria.

Learning is enhanced through ...*The use of ICT.*

- ICT is used to enhance learning where ever possible. Although ICT is nearly always used at the start of lessons to engage children and in the plenary to consolidate learning, it is also used during the lesson as an aid to learning. The use of ICT is highly visible and effective in all teaching and learning contexts across our school and teachers are continually searching for ways to use technology as a learning tool.

Learning is enhanced through ...*Effective Classroom Management*

- Teachers constantly reflect on their classroom environment, routines and resources to ensure an effective learning environment. We do not underestimate the importance of building relationships, seating/table plans, resource positioning, everyday routines, displays and additional educational resources (especially for children with individual barriers to learning) to ensure a purposeful working atmosphere so that every child is 'learning ready' at the beginning of each lesson. We refer to our behaviour policy if necessary, particularly our Rights and Responsibilities:

Our Rights

- To rich and varied and enjoyable learning experiences
- To be happy and to know who can help if we aren't
- To be listened to and to be given the opportunity to ask questions and learn from different people
- Not to be distracted
- To be proud of our school
- To be respected
- To be helped to improve
- To be trusted

Our Responsibilities

- To work hard, to do our best and to make the most of school
- To make sure everyone is happy and do our best to help them if they are not
- To listen, to ask questions and talk to people to help our learning
- Not to distract others
- To set an example to other children, and to make everyone proud of Banham Community Primary School
- To respect everyone and value our differences
- To value our learning at school, and think about how we want to improve in the future
- To be trustworthy

4. Making Good Outstanding

Andy Griffith and Mark Burns, in *Outstanding Teaching: Engaging Learners* (Crown House, 2012), refer to four common, essential and interdependent ingredients to Outstanding Teaching and Learning. They refer to these using the acronym 'FACE':

a. Feedback

Learning needs to be structured to enable the teacher, and other adults supporting in class, to have opportunities to get frequent feedback on the progress of learners. This feedback informs the direction of the rest of that lesson and also future planning. From a pupil perspective, learners should become increasingly adept at judging the quality of their learning against success criteria and apply effective strategies to improve their own, and others', work.

Some (but by no means all) examples of this include:

- Mini (and full) plenaries
- Thumbs up/level/down
- Targeted questioning
- Self and Peer assessment, including use of talk
- Learning ladders
- Curricula targets
- Marking
- Verbal feedback

b. Autonomy

Lessons should be structured to reduce teacher talking time, thereby giving time for independent learning to take place. Pupils need space and time to consolidate their understanding of what they have been taught. To do this, pupils need the right Knowledge, Attitudes, Skills and Understanding to learn effectively not just from adults in the room but also other resources, including their peers. This changes the traditional view of the 'chalk and talk' teacher to one who lets children explore, research and investigate, but underpins learning through well planned activities, clear objectives, success criteria and outcomes, skilful questioning and effective feedback.

c. Challenge

'Without challenge there can be no progress'. However, challenge needs to be carefully differentiated in order to appropriately stretch all students at their differing levels of ability. Lev Vygotsky (1896-1934) clarified this in his model of the 'Zone of Proximal Development'.

d. Engagement

Without pupils engaging in their learning nothing else is possible. It is the 'glue' that binds all the previous elements together. In the words of Trevor Hawes, we turn children from R.H.I.N.Os (Really Here In Name Only) to Meerkats (alert, attentive, ready to learn). Engagement is characterised by a sense of *flow* – the sense of being absorbed in whatever you are doing. Engagement is essential in ensuring pupils meet the **challenge** of their work head on; to ensure independent work does not become distraction from the **autonomy** of learning; to give children the confidence and courage to give themselves and others quality **feedback** – it is the fertile soil that enables learning to take root and flourish.

Griffiths and Burns, Outstanding Teaching: Engaging Learners (2012)

It is our aim that ALL children make better than expected progress.

Teachers and TAs in a class should be aware of:

- Which groups are progressing and why?
- Which groups are not progressing and why?
- What are the teachers/TAs doing about it?

School Leaders should be aware of, at a whole school level:

- Which groups are underperforming and why?
- What are senior leaders doing about it?

A Broad Structure for Outstanding Lessons

1. REVIEW previous learning
2. Show PROGRESSION and how this lesson builds on previous learning
3. Show the BIG PICTURE – why are we learning this? IMPORTANCE and RELEVANCE; Attention-Interest-Desire-Action. Put 'ketchup on the curriculum. The Focus on Learning should be making it REAL and CONTEXTUAL.
4. CLEAR OBJECTIVES
5. CLEAR SUCCESS CRITERIA (What are you going to be looking for?)
6. DIFFERENTIATION
7. CLEAR INSTRUCTIONS
8. TEACHER CHECKING and ADJUSTING THE LESSON
9. REMINDERS of Success Criteria - mini plenaries
10. PEER/SELF ASSESSMENT – 'NOW' Feedback
11. Check THEIR Marking.

Trevor Hawes (INSET, 2011)

5. Planning

Work is planned in the long, medium and short term. Planning adheres to our Curriculum Map and ensures the progression of key skills for our children in line with our Skills Progression document, which is a planning aid for teachers but is not necessarily referred to explicitly in plans. Teachers draw on a range of resources for planning sequences of work, including exemplar plans from the Hamilton Trust, Cumbria and Lancashire. These are **adapted** to meet the needs of our children, and teachers' own plans are **annotated** to inform future plans. To ensure curriculum coverage, as each year progresses teachers highlight their cohorts' Curriculum Coverage document to ensure that all National Curriculum objectives are met.

Planning should indicate:

- Objectives
- Success Criteria (where applicable)
- Differentiation
- Use of Resources, including other adults
- Key Questions (where applicable)
- Annotations, changes and assessments
- Relevant Cross Curricular links, Guided sessions, Homework.

6. Support Staff

Teaching Assistants are an integral part of teaching and learning at our school. They are used effectively, supporting during whole class and group sessions, and are

deployed to support pupils across the school and work with children of all abilities. They may be used particularly to support children who are not working in line with national and school expectations for their age group, and may also be used to facilitate the learning of more able pupils. Pupil specific teaching assistants may be employed to support children with a Statement of Special Educational Need, to ensure that programmes of study are delivered as required. Following research by the DCSF into the effectiveness of Support Staff (*Deployment and Impact of Support Staff in Schools, DCSF, 2009*) we ensure that our Teaching Assistants are:

- Highly qualified, at least to NVQ Level 3, and often higher
- Focussed on improving pupils' progress through effective classroom support and intervention
- Trained in the delivery of evidence-based intervention programmes.

Furthermore, Teaching Assistants should be engaged in one of the following activities:

Mediation

The TA/LSA would be asked to 'scaffold' access to class teaching and to mediate between the differentiated task delivered by the teacher and the experience of the learner. This is measurable through the successful engagement with differentiated class based tasks.

Reinforcement (of a skill or learning behaviour)

The TA/LSA would rehearse a skill with a learner as part of their preparation for a new task, or remind them of a skill or learning behaviour. This is also measurable through the successful participation of differentiated class based tasks.

Assessment

A TA/LSA may be asked to complete tasks, tests or observations of learners with SEND to inform the ongoing assessment of progress and needs. This would be evidenced within teacher planning and timetabling of TA/LSA resources.

Intervention

A TA/LSA may be asked to deliver a targeted intervention programme intended to develop skill acquisition. This may be as part of a programme identified by an external agency, or as part of the support for learning package identified by the SENCO and commissioned by the SEND focused Cluster. The evidence for this would be within teacher planning and timetabling of TA/LSA resources.

7. The role of Parents and Carers

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

- sending home a class letter at the start of each topic so that children and parents can tell us what they already know and what they would like to find out and how.
- holding parents' evenings to share their child's targets with parents and to explain our strategies for teaching key areas of the curriculum. We also hold Personal Profile meetings with parents of some children with SEN, and give

regular input into teaching strategies via our 'Golden Snippet' in the weekly newsletter.

- sharing termly target sheets with parents, sending out an End of Year report to parents 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.

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

- ensure that their child has the best attendance record possible.
- ensure that their child is equipped for school with the correct uniform, PE kit and other appropriate clothing as necessary (ie themed days, etc).
- do their best to keep their child healthy and fit to attend school.
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- promote a positive attitude towards school and learning in general.
- fulfil the requirements set out in our Home School Agreement.

8. The Role of Governors

Our governors determine, support, monitor and review the school policies on teaching and learning.

In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively.
- ensure that the school buildings and premises are best used to support successful teaching and learning.
- monitor teaching strategies in the light of health and safety regulations.
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- ensure that staff development and performance management policies promote good quality teaching.
- monitor the effectiveness of the school's teaching and learning policies through the school self review processes. These include reports from subject leaders, the Head teacher's reports to governors as well as data reports and governors' individual monitoring.

9. Monitoring

The monitoring of Teaching and Learning is a fundamental part of our school's life.

We do this through:

- Termly subject leader monitoring weeks, with focussed feedback and next steps.
- Regular learning walks and observations by the Head teacher, with focussed feedback and next steps.
- Termly book and planning scrutinies, with focussed feedback and next steps..
- Termly data analysis – including a detailed end of year report – and pupil progress meetings with agreed actions and interventions.
- External validation of monitoring.

- Internal and External moderation of work.
- Half Termly attendance monitoring and termly attendance awards
- Performance Management and Appraisal of Teachers and Support Staff

Monitoring of teaching and learning is more regular where the Headteacher views the teaching and learning in certain areas to be less than Good.

For more information see our 'Subject Leader Guidelines' document.

Reviewed: Summer 2016

Review Due: Summer 2019

Signed..... (Head teacher)

Date.....

Appendix 1: OFSTED gradings

Outstanding Teaching, learning and assessment (1)

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

Good Teaching, learning and assessment (2)

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
- The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

Teaching, learning and assessment that Requires Improvement (3)

- Teaching, learning and assessment are not yet good.

Inadequate Teaching, learning and assessment (4)

Teaching, learning and assessment are likely to be inadequate if one or more of the following applies.

- Teaching is poorly planned.
- Weak assessment practice means that teaching fails to meet pupils' needs.
- Pupils or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently.
- Pupils cannot communicate, read, write or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills because they are unable to access the curriculum.
- Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.

Appendix 2: Teachers' Standards

PREAMBLE

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.