



Teaching for Learning Policy

"In great classrooms in any school there is always the judicious balance of the fun and fundamentals of learning. Enjoyment, humour and warm relationships abound. So too does the unequivocal focus on practising basic and higher orders skills... Excellent teachers create climates for learning which engender confidence and motivation among the learners. Critically, there is no fear of failure because teachers and pupils alike support one another's triumphs and disasters. Opportunities for risk taking, exploration of new knowledge and concepts, and experimentation permeate. Learners' potential is spotted and encouraged. In the true sense of the word, education – 'to lead out' – underpins the learning environment." ('The Restless School' – Roy Blatchford, 2014)

At St Paul's C of E Junior School we are committed to getting the balance of fun and fundamentals right in order to develop learners for life.

Aims:

- instil a love of learning and promote high expectations, celebrating both effort and success;
- provide an inspiring, engaging curriculum, incorporating appropriate challenge and support, in and beyond the classroom;
- work in partnership with pupils, parents and governors to maintain and further develop a learning community of which all can be proud, and in which everyone thrives and flourishes.

This policy:

- sets out guidelines for the agreed principles and practice which underpin teaching for learning in our school;
- promotes consistency of approach and expectations, continuity and progression in order to improve the quality of teaching and learning;
- reflects the nature of our school community and the context in which teaching takes place;
- recognises the collective experience and expertise of both the teaching and support staff;
- reflects educational research and knowledge and understanding about education and learning.

TEACHING & LEARNING

What is 'good teaching'?

We believe that good teaching happens when teachers:

- hold themselves accountable for the progress in learning and wellbeing of pupils;
- form positive relationships with the children in their class and other members of the school community;
- plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children;
- insist on high expectations of learning and social behaviours;
- ensure that effective direction and support is given in order that the children make good progress;
- demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;
- develop and sustain good links and focussed communication with parents in order to support the children's learning;
- develop and maintain safe, secure and inspiring classroom and learning environments;
- demonstrate effective lesson organisation;
- effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time;
- use resources effectively, including other adults, to support children's learning;
- use technology effectively in order to support children's learning;
- develop the range of reading skills required to access all of the curriculum effectively;
- use questioning effectively to gauge and extend children's skills, knowledge and understanding;
- are reflective regarding their professional practice and the overall provision the School offers.
- are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences.

We believe that children learn best when:

- they are made to feel secure and confident;
- learning is purposeful and within a meaningful context;
- they are actively involved in the learning process;
- they are given effective feedback and there is clarity about the next steps in learning;
- a variety of resources are used;
- they are presented with learning experiences that are meaningful, relevant and appropriately matched;
- lesson structure and differentiation are used for purpose;
- there are opportunities for high quality discussion with peers and adults;
- they are skilled at self-assessment;
- the classroom environment and culture is of the highest quality, and mutual respect is evident.

We believe that teachers teach effectively when they:

- feel valued within the school community;
- feel supported to take risks;
- consider themselves a lifelong learner;
- have excellent subject knowledge;
- develop excellent relationships with the children in their class and with colleagues;
- work as part of a mutually supportive team (whole school and within year groups);
- work collaboratively with colleagues, planning and evaluating together;
- have opportunities to share expertise and good practice;
- have access to high quality professional development opportunities;
- have regular release time out of the classroom to plan and evaluate the curriculum;
- have good support from additional adults and other agencies;
- are clear about their aims and share them with learners;
- set clear boundaries in terms of learning behaviours;
- motivate, enthuse and engage the children;
- have regular constructive dialogue about learning and self-assessment with individual learners;
- establish and maintain a positive, purposeful, relaxed classroom environment;
- develop effective relationships with parents.

The Role of Learning Mentors

Support staff play a central and specialised role in the learning processes. Key elements of their role include:

- supporting the teaching; either through direct delivery or by enabling access for identified children;
- supporting a small group within the classroom;
- supporting the whole class, releasing the teacher to work with a guided group or target pupils;
- delivering intervention groups;
- carrying out assessment activities;
- preparing resources;
- supporting children with SEN Support Plans / Individual Behaviour Plans or EHC Plans.

Learning Environment

We are committed to ensuring that we create a learning environment where:

- all areas of the school are colourful and family friendly and enable children, their parents and visitors to feel welcome;
- classroom resources are accessible, well organised and labelled;
- outdoor spaces are used widely by all year groups;
- children and adults are expected to be punctual and to view time as a precious and limited resource which must not be wasted;
- classrooms are well equipped with up to date and working technology;
- displays are lively, stimulating, exciting and reflect a range of learning, celebrating the achievement and creativity of all (see Display Policy for further guidance);
- classrooms and other teaching areas are purposeful and learning focused;
- high expectations are evident in the way that classrooms are organised and resources cared for.

PLANNING**Curriculum Planning**

Planning is based on:

- The National Curriculum;
- The Locally Agreed Syllabus for Religious Education;
- The Catherine Cheater Scheme of Work for French;
- Various Professional Governing Body Schemes of Work for Physical Education;
- WBC Scheme of Work for Computing;
- Read, Write, Inc programme for Spelling;
- The SEAL scheme of work for PSHE.

and **most importantly**, the needs of the children.

Long Term Planning

The 'Curriculum Overview' plots the content covered from Y3 to Y6 by individual year group and by curriculum subject. Its purpose is to show content and coverage and ensure balance and progression across the school. It identifies cross curricular links and opportunities for the exploration and teaching of British Values.

Medium Term Planning

We base planning on the Programmes of Study for each subject. In Maths we draw upon the Abacus Scheme which has been developed in line with NC expectations. This is enriched with additional resources drawn from a wide range of mathematical materials. For foundation subjects, medium term planning is also based on the Programmes of Study and include appropriate subject knowledge progression and skills.

Short Term Planning

Detailed, daily short term plans are drawn up by year groups for English and Maths each week, unless a unit of work is being taught as a block when it will be planned accordingly. The plans identify:

- learning objectives;
- success criteria;
- groupings of children;
- learning tools;
- SEN & PPG pupils and any special provision within the lesson;
- key vocabulary and questions;
- assessment foci;
- details of the direct teaching input;
- differentiated activities at a range of levels;
- resources, concrete materials and maths manipulatives;
- the deployment of Learning Mentors.

BEHAVIOUR

Behaviour for learning is a key factor in determining progress and achievement. It permeates every aspect of what we do and the adults in our school take every opportunity to model what this looks like. Our Positive Behaviour Policy outlines our procedures within the classroom and the wider School environment. All staff and pupils are expected to uphold the policy and adhere to the School's Rights and Responsibilities System displayed in every classroom and around the school.

ASSESSMENT

Achievement and progress are assessed in line with the School's Assessment Policy.

Assessment includes:

- a) On-going assessment practices within class and group sessions, including the sharing of Learning Objectives and Success Criteria, self and peer assessment.
- b) Marking of children's work; against the Learning Objective and for accuracy of answer and for diagnostic purposes;
- c) Performance descriptors for Reading, Writing, Maths and Science are used for ongoing assessment. These are recorded within the School's electronic assessment system.
- d) Review of progress towards individual pupil Reading, Writing and Maths targets.
- e) Assessment information relating to pupil progress and achievement are shared at Parents' Evenings, online and as part of Annual Reports at the end of the academic year. These include information about the next steps for learning in the core subjects and how parents can help support their child.

INCLUSION

We are committed to inclusion because every child has needs that are special. Inclusive provision is the responsibility of the whole school community and applicable to all our pupils. In accordance with the school's Equal Opportunities Policy, all children, including those from disadvantaged backgrounds, will be given full access to the National Curriculum, unless they are subject of an EHC Plan indicating disapplication.

Staff will actively support every child to reach their potential regardless of academic ability, race, gender or age. Children who receive additional or extra support will have support plans specifically tailored to their needs. These will form part of the normal classroom teaching but may sometimes require withdrawal for short periods of time. Inclusive practice across the curriculum should enable all children to achieve their best possible standard whatever their ability, and irrespective of gender, ethnic, socio economic or cultural background or home language.

PARENTS

We value the importance of family learning and are committed to supporting parents and carers to become involved in their own child's learning both at school and at home. Home school communication is an essential element of this process and we use the newsletter, workshops, open mornings and assemblies to encourage parents to get involved in their child's learning.

HOME LEARNING

Home Learning is used to engage and enthuse children to learn independently and with their family. Home learning tasks are carefully planned to allow children to develop their own interest in a subject and to feed directly into class learning. We aim to allow children to have choices when developing a home learning task.

REVIEW & MONITORING

The Headteacher, Deputy Head and Team Leaders will monitor the effectiveness of this policy. The Headteacher and Chair of the Learning and Teaching Committee will report to the governing body on the effectiveness of the policy biennially at the final FGB Meeting of the summer term and, if necessary, make recommendations for further improvements.

Appendix:

The following draw from all aspects of this policy and are linked to the fundamental elements that underpin effective learning. As such, they are non-negotiable and the minimum expectation of our school.

Planning

- a) School planning proformas are used by all teaching staff.
- b) Differentiation and lesson structure is appropriately planned for the effective delivery of the learning- this may alter on a daily basis depending on formative assessment.
- c) Differentiation is planned within all curriculum subjects to ensure every learner succeeds.
- d) Planning meets/includes the statutory requirements of the new Primary National Curriculum.
- e) Target children are named in weekly literacy and numeracy planning.

Teaching

- a) A range of teaching methods is employed and children experience a variety of tasks and activities throughout the course of a week.
- b) Across any week, all children are taught as part of a focus group at least once in Maths and English by the class teacher.
- c) Learning objectives are shared for every activity and children create success criteria based on these.
- f) All learning is modelled to pupils.
- g) Talk Partners change on a regular basis and at least once per month.
- h) Manipulatives are used in every Maths lesson and available to all learners.
- i) Additional adults are actively involved in every part of the lesson and work with a variety of pupils.
- j) Sentence Stemming is a requirement of every adult/pupil interaction.
- k) All learners are resilient and have mastery of C3B4ME and growth mind-set strategies.
- l) Behaviour is managed positively and respectfully by every adult. They treat each incident in such a way that they support children to become what they are capable of being.

Inclusion

- a) PPG systems are strictly adhered to by all staff.
- b) SEND systems are strictly adhered to by all staff.
- c) A range of flexible groupings are used and no child remains in the same grouping for every lesson.
- d) Lolly sticks are used in every lesson to ensure that every child has an opportunity to participate.
- e) Pre-teaching is used effectively to prepare children in advance of new concepts.
- f) The needs of pupils identified as SEND are very well met and as a result, these children make good progress.

Learning Environment

- a) Working Walls for Literacy and Numeracy are in use in every classroom and used to support teaching for learning.
- b) There is a Science and an RE display in every classroom and the words of the following are displayed in each room: Grace and Our School Prayer.
- c) Teaching resources are returned to storage areas at the end of every day and there are no unnecessary items stored in classrooms or anywhere on display.
- d) The highest standards are maintained in terms of classroom tidiness and organisation. The teacher's personal resources are to be stored in cupboards tidily and out of sight.
- e) All confidential pupil information is stored in a locked cupboard.
- f) Any areas not being used for the display of children's work or for the exhibition of 3D resources relating to a teaching topic, should be left clear and free of equipment. This includes counter tops, windowsills and other flat surfaces.
- g) Pupils' exercise books are labelled with computer generated adhesive labels and stored appropriately so that they remain neat and tidy throughout their lifetime.
- h) All staff contribute to the maintenance of the high quality school environment.