

## Policy for Learning and Teaching

### Introduction

- The teaching and learning processes are at the heart of the school and the means for translating the school aims. The school is committed to the development of a shared language about the craft of teaching and the complexities of learning.
- The nature and quality of classroom practice is the single most important factor determining a pupil's achievement, which lies within our control.

### Aims

- To improve the quality of learning and pupil achievement by creating a dynamic, interactive, E -confident learning environment where pupils' talk is encouraged and valued.
- To establish across the school an agreed range of 'good practices' in respect of teaching and learning
- To ensure consistency and progression across the school.
- To provide agreed focus and criteria for monitoring the teaching and classroom practice

### **This policy is arranged under the following headings:**

- Classroom organisation and display
- Classroom management and routines
- Planning
- Teaching

### **The marking guidance can be found in the Marking and Feedback policy.**

### **Classroom organisation and display**

1. Classroom resources should be well organised:
  - Pencils, crayons etc should be centrally located in one place or be shared on tables
  - Pencils should be kept sharpened
  - General stationery should be labelled and accessible. e.g. plain paper, lined paper, and scissors
  - Children's books and folders should be kept in a central location and not in individual trays

- The office will be producing labels for the front of children's books
  - Childrens' trays must include word processed name labels to ensure good presentation.
  - Rooms will be organised to allow easy access and movement in class. Tables should be organised to ensure that cooperative group work can be carried out
  - Tables should be arranged so that all children can see the board from where they sit
  - All children should have access to adequate table and work space
2. There should be a central classroom organisation board which includes the following:
- Class and TA timetables
  - Groupings
  - Talk partner pairings
  - Split lists
  - List of children's jobs/roles and responsibilities
3. All plans must be kept in the red Planning Folder and stored in a prominent place. All green Child protection files must be kept in filing cabinets. Yellow Inclusion files and purple Assessment files should also be kept in a prominent place.
4. All classrooms should have an English and Maths working wall and science/topic areas.
5. RML: All classrooms should display all the relevant RML posters and wall hangings that were provided at the start of the year.
6. A punctuation pyramid should be displayed.
7. There should be an attractive reading corner in each classroom/book room. This should contain a variety of books, reading materials, dual texts, caption notices, pupil made books, and class made books. The books should be clearly labelled and displays could include illustrated book reviews and 3D characters.

### **Tidiness**

- The classroom must be tidy and should not have a cluttered appearance
- Children should clear floors and tables. Everything should be returned to the correct location within the classroom
- Childrens' trays should be checked regularly to prevent the accumulation of paper and objects
- Teachers should ensure that their desk/work space is also cleared and tidied each day

## **Display**

At Plaistow we have different purposes for our displays. These include: celebration of work, the process of learning over a unit of work, displaying final products. (See Appendix 1 for monitoring form)

Please refer to the Art and Display policy.

## **Classroom management and routines**

At Plaistow we use these strategies to maximise learning time:

### Silent stop signal

Hold your hand in the air (without clapping). Do not talk while your hand is raised. Children raise their hands in response and check their partner and others at the table/carpet have seen the signal, gently tapping an arm if necessary. All children should respond.

### Transition signal

1, 2, 3

These allow you to move the children from one place to another, quickly. For example:

Hold one finger up: children stand

Two fingers: walk and stand behind chairs

Three fingers: sit down and prepare to read

### Participation

No hands up when answering questions! I.e. the teacher chooses children to answer questions (allowing thinking time / partner talk), rather than choosing children with their hands up.

### Shared language

The focus is on learning. Ask the children to complete their learning not their work. We use positive language to promote positive behaviour e.g.

- Please walk instead of don't run.
- I like the way you are sitting instead of sit still.
- Good listening instead of listen.

We model and promote the language we would like children to use.

**For guidance on behaviour management please refer to the Behaviour Policy.**

## **Routines**

- Teachers should open their doors at 9am
- Registration should be completed by 9.10am. Late children will come to class with a ticket.
- At the end of the school day KS2 children are escorted into the playground and not released until a parent, carer or older brother or sister arrives to collect them (except in Year 6 where they have permission to go home alone). Parents of children in KS 1 and EYFS will collect their children from the classroom. Any children who are not collected must be escorted to Late Club and not left until they have been signed in.
- At play and lunchtimes the bell will ring to signify the end of play. Children should stop when the first bell rings and then walk to their line when the second bell rings.

## **Layout and Presentation of work in Exercise books**

At Plaistow we have high expectations about the presentation of our work.

### Date and LI expectations

- The date must be written on the board daily, both in the worded and numbered form
- In year 1 children will write the date at the top of their work and when able a title.
- For maths work children should write the short date (in numbers) and for literacy/other subjects children should write the long date.
- By the end of year 2 children should be able to write the date in either formats and to begin to title their work and underline with a ruler.
- From year 3, the learning objective should be the title and it should be written in child speak and turned into a question if appropriate.
- The LI for KS1 can be printed and stuck into their books. This can also be done for special needs children across the school.

### Page usage expectations

- Reception and some year 1 children will start a new page for each piece of work.
- From year 2 children should underline their last piece of work, using a ruler, continuing on the same page (See presentation guidelines in Appendix 2)

### Presentation expectations

- Children to use sharp pencils
- Work must be underlined using a ruler
- Rubbers are not to be used other than for final draft work, artwork or under the direction of the teacher. Corrections should be crossed through once with a ruler
- No felt pens in exercise books.
- Use coloured pencils for illustrations.

- Children can only write in pen if they have been awarded a pen licence (see handwriting policy)
- Exercise books are to be kept tidy. No writing, stickers, graffiti on covers or inside.

## **Planning**

### **Long term planning**

- Foundation Stage curriculum, Renewed Numeracy Framework, ITASS ICT scheme and QCA based schemes of work provide detailed guidance on: expectations, Learning Objectives, possible teaching activities, resources, approximate time and progression for all year groups from Reception to Year 6.
- The school has a curriculum map that breaks up the curriculum areas into manageable half termly blocks, thereby ensuring breadth and balance in curriculum provision and continuity and progression from term to term and year to year.
- The school has adopted the Ruth Miskin Literacy scheme for all KS1 children and as a catch up programme for children in KS2. Those children not following RML will be taught using the objectives from the Renewed Literacy Framework.

### **Medium term planning**

- Teachers should complete a Half Termly Overview every term (see Appendix 3 ).

### **Short term planning (weekly plans)**

There should be a weekly plan for:

- Maths
- Literacy (spelling, handwriting, guided reading, RML/renewed framework)
- Foundation plan (which includes: History, Geography, Art, D&T, Science, SEAL, RE, Music, ICT, PE)

Weekly plans should:

- Have daily LI's
- Identify how differentiation is to be addressed by reference to the IEP targets, classroom assistant support, peer support, differentiated activities. For high attainers see Gifted and Talented policy.
- Identify the teacher input needed
- Indicate deployment of additional adults
- Have a daily plenary
- Aspects of Assessment for Learning such as daily high quality key questions, success criteria, mini plenaries, self and peer assessment (see Assessment for Learning policy)
- Identify key vocabulary
- Be annotated and assessed daily to suit the needs of the children and annotated to make reference to IEP targets and EAL strategies.

- Identify ICT links across the curriculum.

### **Timetable**

Teaching time for primary schools is 23hours 30mins. Teaching time does not include registration, assemblies, playtimes, and lunchtimes.

What must be included in your timetable:

- 5 x 1 hour literacy (includes RML)
- 5 x 1 hour numeracy (must include 15 minute mental oral)
- 5 x 30 minutes guided reading
- 3 x 15 minutes handwriting
- 5 x 15 spelling over a 2 week period
- 2x 45 minutes PE (swimming to be one of these if your class goes)
- 2 x 1 hour science
- 1 x 1 hour Creative Writing (can be cross curricular, stimulus linked, free/emergent writing)

(17hours)

The remaining 6 hours & 30 minutes to be made up of:

- Topic work - Humanities
- PSHCE (can include circle time)
- MFL
- ICT
- RE
- Music
- Art
- DT

### **Teaching**

At Plaistow, we believe all children are entitled to high quality teaching.

Good teaching consists of:

- High expectations, with pupils told what they will learn
- LI contextualised and linked to Success Criteria and visible throughout lesson
- Well structured lessons and suitable pace
- Resources used effectively
- Vocabulary developed and modelled and used correctly by staff and pupils
- Variety of opportunity for pupils to: demonstrate and explain, discuss, practise, solve problems
- Differentiation is effective and learning challenges all pupils
- Quality questions are planned for

- Manageable differentiation: differentiated group activities linked to common theme
- Class and resources organised so teacher can work with a focus or guided group
- Pupils are informed about their progress and how to improve through marking and dialogue with adults
- Plenary is purposeful, key aspects reinforced and misconceptions addressed
- Support staff add to the lesson and are deployed well to further childrens learning
- Attainment of particular pupil groups is addressed e.g. SEN, EAL, vulnerable pupils and school identified groups
- A range of interactive strategies to engage children during all parts of the lesson
- Children know what they are learning, not just what they are doing
- Pupils know they next steps they have to take to further learning
- ICT is used effectively to support learning
- Behaviour is managed effectively
- Work is presented to a good standard

As part of the monitoring cycle, we will use the OFSTED gradings to judge the quality of learning and teaching.

Appendix 1  
**Classroom environment checklist for effective learning**



**Date of check:**

**Carried out by:**

**Class:**

<b>Focus Area</b>	<b>Desirable elements</b>	<b>Comments</b>
<b>Displays</b>	<ul style="list-style-type: none"> <li>• Celebrate pupil achievement</li> <li>• Celebrate pupil cultures</li> <li>• Reflect topic</li> <li>• Heading / title</li> <li>• Questions</li> <li>• Dual language</li> <li>• Backed well</li> <li>• In good condition</li> <li>• Photographs of pupils engaged in learning</li> <li>• Interactive</li> <li>• 3D</li> <li>• RML posters/wall hanging</li> <li>• Punctuation pyramid</li> </ul>	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Key words/technical vocabulary displayed for a variety of curriculum areas &amp; topic</li> </ul>	
<b>Equipment</b>	<ul style="list-style-type: none"> <li>• Stored well</li> <li>• Labelled</li> <li>• Accessible to pupils</li> <li>• Fit for purpose</li> </ul>	
<b>Working Walls</b>	<ul style="list-style-type: none"> <li>• Working walls are in progress to scaffold learning</li> </ul>	
<b>Classroom Management</b>	<ul style="list-style-type: none"> <li>• Literacy groups displayed</li> <li>• Numeracy groups displayed</li> <li>• Class timetable displayed</li> <li>• Planning/assessment/SEN/CP file available</li> <li>• Classroom monitors displayed</li> <li>• Class awards area - including house points</li> <li>• Exercise books stored appropriately, accessible to pupils</li> <li>• Pen &amp; pencil stored appropriately</li> <li>• Teachers table / work space tidy</li> <li>• Pupils desks / work areas tidy</li> <li>• Coat areas tidy</li> <li>• Classroom entrance welcoming</li> <li>• Fire exit accessible</li> </ul>	
<b>Furniture</b>	<ul style="list-style-type: none"> <li>• Pupils desks organised to support learning</li> </ul>	

## **Appendix 2**

### Presentation Expectations for children

#### Presentation of our work KS1

##### **Things we need to remember:**

- Only our teacher writes on the front of our books.
- The date and title are to be underlined with a ruler.
- We need to leave a line after the title.
- We put a line through a mistake.
- We always use a ruler to draw a straight line.
- We always use a sharp pencil.
- We always try to join our writing.
- In maths we write one number in each square.
- We need to rule off our last piece of work.
- We carry on using the same page if there's more than half a page.

#### Presentation of our work, KS2

##### **Things we need to remember:**

- All of our work should have a date and a title or learning objective, which should be underlined with a ruler.
- Our teacher will be the only person to write our name, our class, the subject and the number of the book on the cover of our books.
- We need to leave a line after the title.
- If we make a mistake, then we'll put a line through it with a ruler.
- We will always use a ruler to draw a straight line
- When we can write a neat joined script we will become a pen writer
- We will always use a pencil in maths and where we need to draw e.g. art and to do science diagrams.
- We will only write one number in each square in our maths books.
- We will write question numbers in the margin.
- We will always try to join up our handwriting.
- We will leave 3 lines before we rule off at the end of our work.
- We will only turn onto the next page if we have completed over half of the page.

**Half Termly Overview**

Term:

Year Group

Week	Numeracy	Literacy	Cross curricular writing	ICT	Science	P.E	PSHCE	Geography	History	Art	Design and Technology	Music	R.E	M.F.L
1														
2														
3														
4														
5														
6														
7														
8														

Book usage (2010 – 2011 as we have lots of books left from previous year)

Maths books all have **Blue covers**

Literacy books all have **Red covers**

### BOOK USAGE 2010 – 2011

Subject	Year Group	Ruling	Size	Cover Colour
Maths Book	Year 1	Plain page	A4	Blue Cover
Maths Book	Year 2 - 4	10mm squared	8" x 6 1/2"	
Maths Book	Year 5 - 6	7mm squared	A4	
Mental Maths	Year 2 - 6	Plain page	8" x 6 1/2"	

Subject	Year Group	Ruling	Size	Cover Colour
Handwriting	Year 1 - 3	Red cover 21mm special lines	6" x 8"	Red Cover
Handwriting	Year 4 - 6	Purple cover 16mm special lines	6" x 8"	Purple Cover

Subject	Year Group	Ruling	Size	Cover Colour
Literacy Book	Year 1	1 page plain & 1 page 15mm lined	8" x 6 1/2"	Red Cover
Literacy Book	Year 2 - 4	8mm & Margin	A4	
Literacy Book	Year 5 - 6	6mm & Margin	A4	

Subject	Year Group	Ruling	Size	Cover Colour
Science book	Year 1 - 3	Plain page	A4	Yellow Cover
Science book	Year 4 - 6	8mm ruled / plain alternate	A4	

Subject	Year Group	Ruling	Size	Cover Colour
Art / Sketch book	Year 1 - 6	Plain	A4	Pink Cover

Subject	Year Group	Ruling	Size	Cover Colour
Topic	Year 1 - 6	8mm & Margin	A4	Dark Green Cover

Subject	Year Group	Ruling	Size	Cover Colour
Literacy Homework	Key Stage 1	Square Cut Folder with treasury tags - for worksheets		Buff Coloured
Literacy Homework	Key Stage 2	8mm & Margin	A4	Orange
Numeracy Homework	Year 1 - 6	Square Cut Folder with treasury tags - for worksheets		

Class:

Year Group:

Teacher:

<b>Plaistow Primary School KS2 Timetable</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
9.00 - 9.10	Registration & Early Morning Work				
9.10 -	Literacy	Literacy	Literacy	Literacy	Literacy
10.10					
10.15 - 10.30	Whole School Assembly		KS2 Assembly		Whole School Assembly
<b>Break 10.30 - 10.45</b>					
10.50 -	Maths	Maths	Maths	Maths	Maths
11.50					
11.50 -					
12.30					
<b>Lunch 12.30 - 1.30</b>					
1.30 -	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading
2.00					
1.30 -					
2.30					
2.30 -					
3.35					

Sept 2010

Class:

Year Group:

Teacher:

<b>Plaistow Primary School KS1 Timetable</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
9.00 - 9.10	Registration & Early Morning Work				
9.10 -	Literacy	Literacy	Literacy	Literacy	Literacy
10.10					
10.15 - 10.30	Whole School Assembly			KS1 Assembly	Whole School Assembly
<b>Break 10.30 - 10.45</b>					
10.45 -	Maths	Maths	Maths	Maths	Maths
11.45					
11.45 -					
12.00					
<b>Lunch 12.00 - 1.00</b>					
1.00 - 1.30	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading
1.30 -					
2.30					
<b>Break 2.30 - 2.45</b>					
2.45 -					
3.30					

Sept 2010