



Learning and Teaching Policy 2019-20

This policy was reviewed by Governors

Signed by: *J Thomas*

Chair of Governors

Signed by: J St Pierre

Headteacher

Date: 13th June 2019

The aims of this policy are:

- To promote effective, quality learning and teaching across the whole curriculum.
- To ensure that all pupils make or exceed expected progress
- To provide pupils with a high level of literacy and numeracy skills, as well as equipping them with the wider skills they need to succeed at school and beyond
- To encourage and challenge pupils, giving them the desire to succeed and have high personal aspirations
- To provide a set of guide lines through which we can provide a challenging curriculum that is accessible to all and contributes to the development of effective, flexible and independent learners.
- To provide guidance on how children may be taught to become better learners.
- To develop strong and effective links in order to involve parents and the wider community in pupils' learning.
- To enable Governors to regularly monitor data outcomes and provide support or challenge as required.
- To enable Governors to regularly monitor the key principles of this policy through: full governing body meetings, sub-committee meetings, governor visits and feedback from school leaders

At Plaistow Primary School we believe children learn best when:

- learning activities are well planned, ensuring progress in the short, medium and long term; enabling children to make at least expected progress.
- teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
- the learning environment is ordered, the atmosphere is purposeful and children feel safe
- children have pride in their work and all adults have high expectations on work that is produced
- children have a good understanding of what a good learner looks like

KEY PRINCIPLE

Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term; enabling children to make at least expected progress.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- effective exposition and focussed learning activities with clear objectives (LO'S) and outcomes (success criteria or steps to success)

- a clear understanding by the children of the method and purpose of activities in which they engage
- progress in the children's learning (in their books, on the walls, in conversation, in their learning behaviour)

TEACHERS WILL ENSURE THAT:

- work is planned, both termly (medium term plans for PPC (Plaistow Primary Curriculum), termly overviews for literacy and maths) and weekly (three plans: PPC, literacy and mathematics), and electronic plans are filed each week for shared reference (on the staff system in staff/planning and resources/year group).
- termly and weekly plans adhere to the progression of skills and distribution of knowledge defined in the subject specific progression documents and PPC Curriculum Map.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- there are subject specific progression documents in place that ensure continuity and progression
- there is a Curriculum Map in place that is broad and balanced
- where there are agreed schemes of work in place (For example: Power Maths, Destination reader, Read Write Inc.), these are known to all and are detailed in subject specific curriculum policies
- subject specific curriculum policies are in place
- a monitoring cycle is in place to support the progress of individuals and groups of learners: Pupil Progress Meetings, lesson observations, planning scrutiny, book-looks, learning walks and learning reviews (e.g. SPEER – Supported Peer Review)

KEY PRINCIPLE

Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- effective teaching and effective learning (see appendix 1 and 2)
- teaching that avails the construction of skill and knowledge structures, making learning accessible and motivating for children
- learning activities that enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more
- a pace of learning that is optimised for progress and high-quality outcomes
- children's home-learning being valued
- children learning in a variety of different ways (e.g. independently or collaboratively)
- children enjoying their learning
- an element of challenge for all children

- children asking questions
- other adults are well directed and have a significant impact on children's learning

TEACHERS WILL MAKE SURE THAT:

- well -judged and effective teaching strategies (see characteristic of effective teaching appendix 1) successfully engage pupils in their learning – a hook, learning journey and high- quality outcome will be evident in each unit of learning
- they use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning
- well framed questions, based on blooms taxonomy, knowledgeable answers and the use of discussion, promotes deep learning
- they ensure an appropriate ratio of exposition to learning-activity in their teaching
- there are opportunities for children to reflect and review their learning

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- learning and learning outcomes, both within school and at home, are celebrated regularly in public forums such as Celebration Assemblies, newsletters, notice boards, the school website and corridor displays.

KEY PRINCIPLE

Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Children using frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning – eg. redrafting writing in collaboration with the teacher
- children who are motivated to learn through differentiated learning-activities that build on their prior attainment and issue challenge that is pitched at a level that is achievable when they work hard and try their very best
- children with specific learning needs receiving support at the time and level that is required to optimise their learning
- pupils working in different ways including independently or collaboratively where appropriate

- independent learning, where children use assessment information to direct their own learning activity

TEACHERS WILL MAKE SURE THAT:

- the pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils' feedback
- marking is frequent and regular (see marking and feedback policy)
- they have high expectations for all children, and plan, resource and direct differentiated learning activities that give support and issue challenge for all
- they regularly update online assessment tracking system
- they use test/ assessment outcomes to inform teaching

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- there is an Assessment policy in place that ensures consistency of practice
- there is an efficient system of Pupil Data Tracking in place; data is scrutinised rigorously in Pupil Progress Meetings involving year group partner teachers and members of the Senior Leadership Team; this data is utilised in the deployment of resources
- there is an Inclusion Team to support staff, children and parents in their teaching and learning, providing advice and intervention where necessary

KEY PRINCIPLE

Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- an atmosphere of mutual respect between adults and children
- children who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender or disability
- children's high self-esteem, with all children feeling valued and secure
- children taking risks in their learning, and learning from their mistakes
- children's learning outcomes displayed around the classroom and the school for others to appreciate and admire
- organisation of classroom routines and resources to optimise learning

TEACHERS WILL MAKE SURE THAT:

- they use the hand stop signal to gain children's attention, 1,2,3 strategy to move around the room and no hands up to include all pupils.
- all resources are labelled, stored tidily and accessible to all children.
- they teach children how to behave well
- they employ positive strategies for managing children's behaviour that help pupils understand the school's expectations and that these strategies are underpinned by the clear range of rewards and sanctions set out in the school's behaviour policy, and these are applied fairly and consistently
- good behaviour is modelled by them always in their interaction with children and other adults with conflict dealt with in a calm and fair manner – they will not shout or lose their temper
- children will be encouraged in their learning and their efforts will be praised both in the classroom and in assemblies
- any criticism will be constructive and children's self-esteem will always be maintained
- pupils have regular mind breaks, using the MindUp™ principles.

IMPLICATIONS FOR THE WHOLE SCHOOL:

- a clear behaviour policy is in place and all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently across the whole school
- high expectations of behaviour, including children's attendance and punctuality at school, are communicated to, and shared by, all children, parents and staff
- safe guarding procedures are in place and are adhered to

KEY PRINCIPLE

Children have pride in their work and all adults have high expectations on work that is produced.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Work that is presented to a high quality in all books
- Front covers of books are free from marks, stickers or graffiti
- Final outcome work on display is named and to a high quality
- children who have achieved a pen licence and are using this across the curriculum

TEACHERS WILL MAKE SURE THAT:

- They are consistently modelling hand writing expectations
- Children underline dates and Learning Objectives
- Children who have been awarded a pen licence, use a pen consistently
- Children only use rubbers for artwork. Mistakes should just be crossed out with a single line
- Presentation expectations are clearly displayed in class (see appendix 3)

IMPLICATIONS FOR THE WHOLE SCHOOL:

- A clear monitoring cycle in place to ensure that presentation expectations are adhered to.
- A system for awarding children a pen licence is in place

Appendix 1

Characteristics of effective teaching

At Plaistow Primary school a variety of teaching strategies are employed by teachers, as appropriate to the content of the lesson, these include:

- Thoroughly prepared lessons and based on knowledge of pupils' starting points, progress and current attainment
- an awareness of pupils' previous learning and understanding and information about factors that may affect their learning
- excellent subject knowledge
- Shared learning objectives (LO)
- Clear learning outcomes (success criteria/ steps to success)
- Clear and high expectations
- A variety of tasks and teaching strategies used to engage pupils
- Opportunities to review and reflect on learning
- Opportunities for pupils to develop thinking skills
- Pace and challenge
- Evidence of the teacher's knowledge of teaching and learning pedagogies
- Highly effective use of questioning, based on Blooms taxonomy – differentiated and used to challenge pupils' thinking
- Excellent teacher/pupil relationships
- Excellent relationships between pupils who support and respect each other
- An environment where pupils feel confident to take risks and explore
- Resources that make a marked contribution to the quality of learning and an excellent use of ICT
- A range of assessment for learning strategies including self and peer assessment
- High quality verbal and written feedback enabling pupils to understand in detail how to improve (see Marking Policy)
- Regular checking of understanding in order to anticipate necessary interventions
- Precisely targeted use of Teaching Assistants who make a marked contribution to the quality of learning
- Regular homework (see Homework Policy)
- Support for the learning of pupils with additional learning needs or who are not making expected progress based on starting points
- Clear modelling
- Using a C (concrete) P (pictorial) A (abstract) model
- Ratio of teacher exposition and children task
- Appropriate differentiation

- Other adults actively support learning and have a significant impact on children's progress

As part of the monitoring cycle we will use OFSTED gradings for all monitoring activities.

Appendix 2 Characteristics of an effective learner

Our School Council thought about what makes a good learner and agreed the following:

A good learner is someone who:

- Listen carefully to others
- Shares ideas with their group
- Concentrates on making the lesson successful
- Helps others to learn
- See mistakes as something to learn from
- Keeps going, even when it's hard
- Works to find ways to solve a problem
- Responds to challenges
- Plans their work
- Asks interesting and thought-provoking questions
- Checks their work & keep track of targets
- Is willing to change the way they work
- Can change their opinion when persuaded by evidence
- Knows (and is honest about) their own strengths and weaknesses

Are you being a good learner today?

Appendix 3

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.

