



Teaching and Learning Policy

(June 2020)

To be reviewed June 2022

Aim of the Trust

One community. Many ideas. Everyone's future.

We aim to provide an exceptional education for every child in the Trust through an ethos of collaboration and high aspirations and through the principles of quality learning using curiosity, exploration and discovery.

Guiding principles: At The Langley Heritage Primary Academy we recognise that quality classroom practice is the key to improving learning and pupil achievement. Where learning is engaging, exciting and motivating pupils will make at least good progress. The Early Years Foundation Stage (EYFS) and the National Curriculum are the basic elements at the heart of our learning.

This policy aims to underline the fundamental principles set out in the criteria for teaching and learning at our school. To be effective, this policy does not stand alone; it must be embedded into our classroom practice and be read in conjunction with:

- EYFS Policy
- Behaviour Policy
- Assessment & Statutory Assessment Policy
- Examination Policy
- Marking Policy
- Homework Policy
- Safeguarding Policy
- Curriculum Policy

Aims at The Langley Heritage Primary Academy:

- To produce happy, engaged and motivated learners who develop a love of learning
- To ensure pupils achieve their potential in all aspects of school life
- For pupils to develop a responsible and independent approach to their work
- To set high expectations for pupils achievements
- To continuously improve the quality of teaching and learning, and raise standards so that all pupils make at least good progress

Characteristics of effective lessons:

At The Langley Heritage Primary Academy we understand that all children learn differently. Therefore we aim to ensure that all children have the opportunity to succeed, be challenged and motivated within lessons. Where barriers to learning occur class teachers have a wide range of strategies to help support or extend the children in their learning. A wide variety of learning experiences will inevitably help all children make progress.

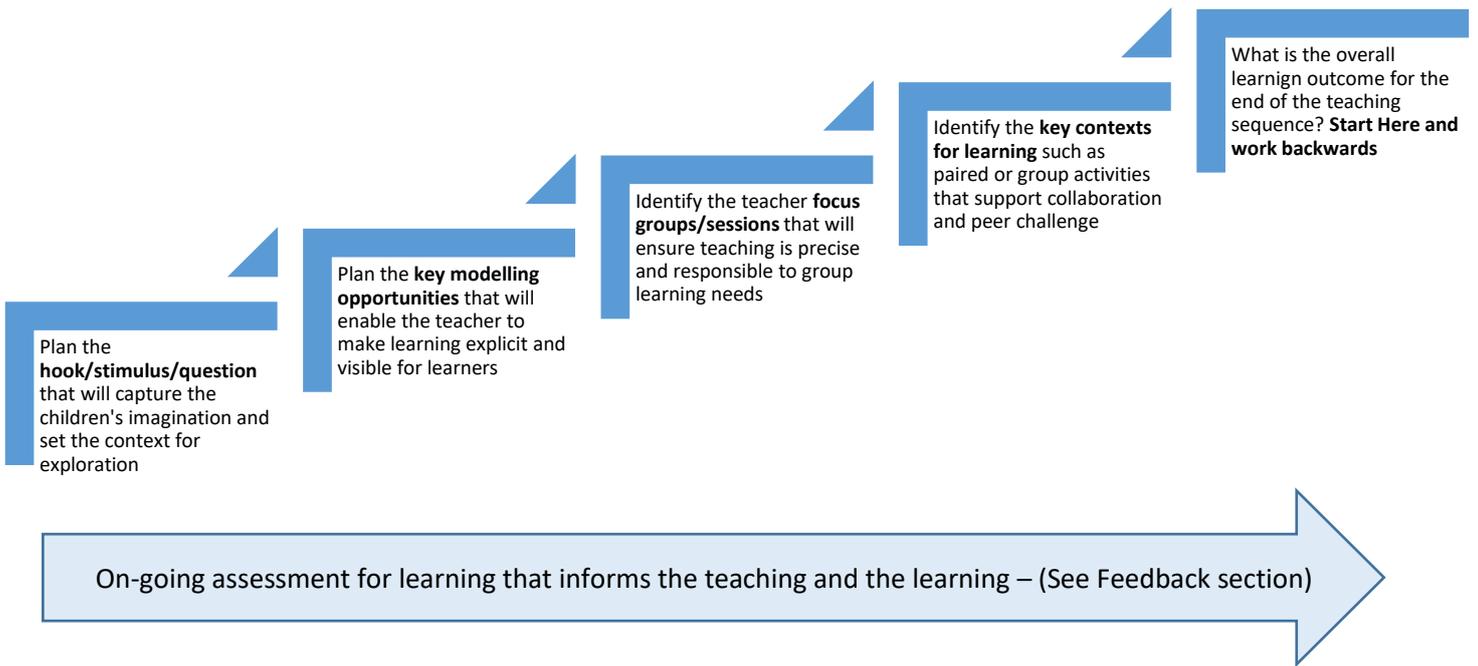
Lessons are planned to meet the needs of learners

- Lessons are interactive with children actively learning (eg Think-pair-share, responding to questions)
- Learning is connected with previous work and links are explicitly made
- In whole class lessons, learning objectives are explained and what success will look like is shared
- Information and learning is presented using a range of resources and styles
- Pupils are given opportunities to develop their own understanding through carefully planned or facilitated learning experiences and activities, pitched and matched to their ability and need
- Learning is reviewed during and at the end of the lesson to aid and check retention of new knowledge, skills and concepts
- Learning is put into context with other subjects, the wider world and its application
- Feedback is provided, both verbal and written which celebrates success against the learning objective and/or personal targets and which identifies next steps for improvement, signaling how this can be achieved.

How Children Learn: Development of conceptual understanding towards mastery and learning at greater depth.

The phrase ‘conceptual understanding’ applies equally to all learning experiences where children have little or no reference points to connect or knit the learning journey together. This means planned learning experiences which support children in moving from novice to expert or from concrete (knowledge, information) through to the abstract. A simple visual of the approach is outlined below.

Core Teaching Sequence



Lesson Structure

Lesson plans contain information about the teaching sequence, activity, modelling, questions, tasks to be set, resources needed, assessments to be made and guidance for additional adults. Lesson objectives are carefully planned from the EYFS and the new National Curriculum programmes of study. They are age related unless significant reasons for choosing a previous year groups objective are given (e.g. gaps in learning or crossover topics such as year 5/6 spelling lists). Objectives should not be taken from the next year group up rather children should have the opportunity to explore the given learning objective at greater depth.

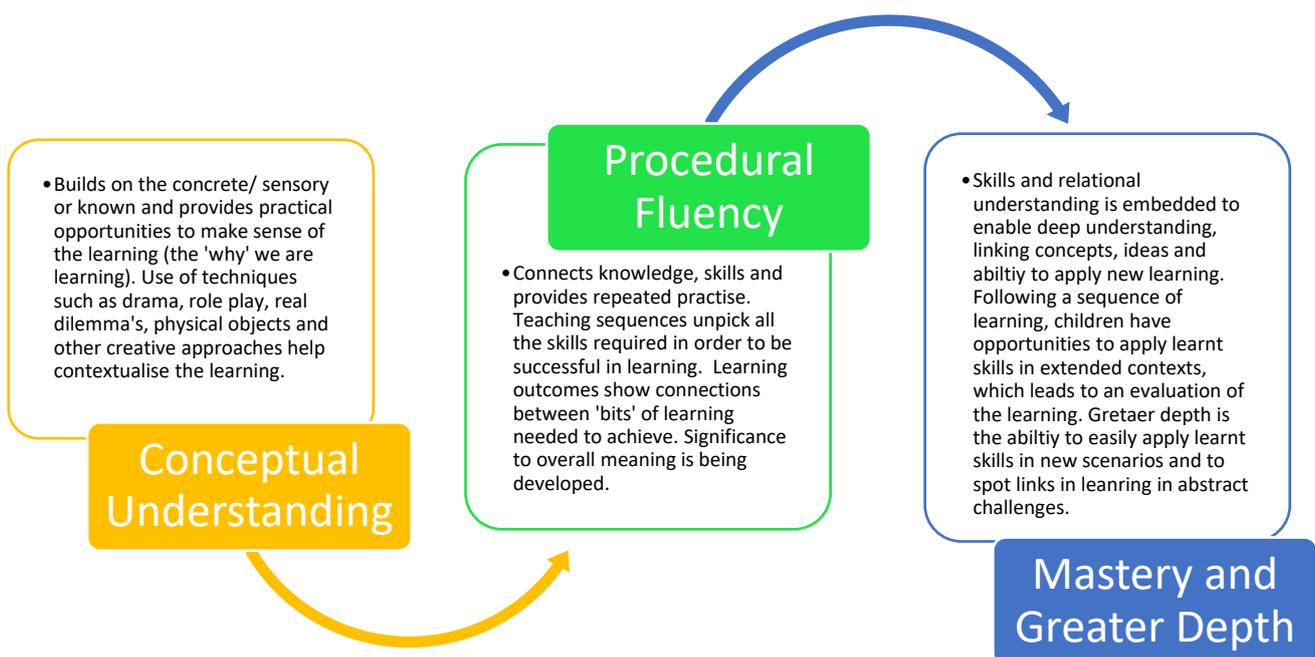
All lessons have a learning question such as - How does, How can, What if? These create learner agency by giving them an active question to answer over the course of the relevant sessions. Success criteria are generated as a sequence of steps children need to follow to achieve the learning objective. These steps are most effective when modelled well by the class teacher over the course of the learning sequence. Key questions can be generated prior to the teaching. Vocabulary lists are planned so that children are confident in using the correct language to help effective learning.

Effective teaching and learning occurs where teachers reflect on the lesson so that future teaching can be modified and improved.

Lessons will be well paced with time used effectively to maximise learning.

Curriculum Planning

- Long Term – Topic grid which indicates which topics are being taught in each term or half term. Long term plans are established at the end of the prior year ready for delivery in September. All statutory changes and updates are monitored by SLT to ensure these are embedded appropriately and in a timely fashion.
- Teachers create medium term overviews of the content being delivered over a half-term/termly basis. From these Curriculum Maps and Knowledge Organisers will be uploaded to the website/sent to parents for parents to see.
- Short term plans - Weekly planning is created by teachers for teachers and is monitored by the SLT when necessary. **ALL** children **must** be catered for within these plans.
- Evaluative comments can be written on medium and short term plans to inform future planning and/or



next lessons at the discretion of the class teacher.

- The Early Years Foundation Stage policy outlines planning for the Reception and Nursery classes.

A deep and meaningful curriculum

At TLHP we offer a diverse curriculum. We ensure that our core subjects of English Reading, Writing and Mathematics (reasoning and arithmetic) are taught every day. Opportunities to supplement these through spelling, punctuation and grammar and handwriting are taught in shorter half hour sessions throughout the week. Phonics in KS1 will be taught in EYFS - 30 minute and in Year 1- 1 hour daily phonic sessions.

- RE will be taught for 40 minutes a week
- PE 2x hours sessions a week.
- PSHE/SRE 30 minutes a week
- Computing 1 hour a week

Museum Learning/Outdoor Learning

At TLHP Primary we explore opportunities to extend and consolidate children’s learning through Museum Learning and Outdoor Learning.

Museum Learning is a resource that can deepen knowledge, enrich vocabulary and provide meaningful and lasting experiences. Through close work alongside the Museum learning team at The Langley Academy, TLHP children receive the opportunity to engage with a vast collection of physical resources that can inspire fantastic learning. The museum learning team also links local and distant museums with projects running in any year group and often can suggest excellent visitors and guest to come in explore a topic with the children. Any subject can be supported through Museum Learning and teachers make sure they plan effectively for Museum Learning links in their long, medium and short-term planning.

Outdoor Learning is an opportunity for the children of TLHP to engage with the environment around them in exciting and stimulating ways. It forges strong links with Science, protecting the environment and geography. Children can have standalone sessions with the Outdoor Learning Leader and teachers often supplement other learning opportunities with Outdoor Learning experiences. Visitors and trips form part of the Outdoor Learning as well as a strong influence on self-initiated experiences that children can run with their families.

For further information please consult our Curriculum Policy.

Learning Powers: Our model ensures students enjoy a journey of curiosity, exploration and discovery through the application of the learning powers:

<u>Curiosity</u>		<u>Exploration</u>		<u>Discovery</u>	
<u>The Learning – Power Dispositions</u>					
<u>Resilience</u>		<u>Resourcefulness</u>		<u>Reflectiveness</u>	
The emotional aspects of learning - Feeling		The cognitive aspects of learning - Thinking		The strategic aspects of learning – Managing	
<u>The Learning – Power Capacities</u>					
Absorption: Being able to lose your self in learning – becoming absorbed in what you are doing; rapt and attentive, in a state of flow.		Questioning: Asking questions of yourself and others. Being curious and playful with ideas – delving beneath the surface of things.		Planning: Thinking about where you are going, the action you are going to take, the time and resources you will need and the obstacles you may encounter.	
		Making Links:		Interdependence: Knowing when it’s appropriate to learn on your own or with others, and being able to stand your ground in a debate.	

Managing distractions: Recognising and reducing distractions; knowing when to walk away and refresh yourself. Creating your own best environment for learning.	Seeing connections between disparate events and experiences – building patterns – weaving a web of understanding.	Revising: Being flexible, changing your plans in the light of different circumstances, monitoring and reviewing how things are going and seeing new opportunities.	Collaboration: Knowing how to manage yourself in the give and take of a collaborative venture, respecting and recognising other viewpoints; adding to and drawing from the strength of teams.
	Imagining: Using your imagination and intuition to put yourself through new experiences or to explore possibilities – Wondering ‘What if?’		
Noticing: Perceiving nuances, patterns and details in experience.	Reasoning: Calling up your logical and rational skills to work things out methodically and rigourously; constructing good arguments and spotting the flaws in others.	Distilling: Looking at what is being learned – pulling out the essential features – carrying them forward to aid further learning; being your own learning coach.	Empathy and Listening: Contributing to others’ experiences by listening to them to understand what they are really saying and putting yourself in their shoes.
	Capitalising: Drawing on the full range of resources from the wider world- other people, books, the internet, past experience, future opportunities.		
Perseverance: Keeping going on in the facing of difficulties, channelling the energy of frustration productively. Knowing what a slow and uncertain process learning often is.	Meta – Learning: Knowing yourself as a learner – how you learn best. How to talk about the learning process.		Imitation: Constructively adopting methods, habits or values from other people whom you observe.

The use of learning powers is embedded into all aspects of school life, learning, conversations, feedback, displays and reports. It is these skills that children must apply to help build a successful approach to learning.

Teaching Strategies:

The aim of each lesson is to further/deepen the learning of all children. Strategies to assist this include:

Talk Partners:

A key element in teaching at TLAP is the use of talk partners. We recognise the importance of speaking and listening in all areas of the curriculum and the needs for all learners to articulate and therefore extend their learning. Talk partners should:

- Be organised and changed regularly
- Have good speaking and listening modelled
- Prior to be asked to ‘Talk to your Partner’, children will be provided with an opportunity for the individual think time

Talk-Partners promote interactive learning strategies so should be used frequently within main teaching, to increase participation, separate teacher talk and provide assessment opportunities by encouraging children to respond to questions.

Effective Questioning

Effective questioning means challenging children to deepen their thinking. Questions may be open or closed and based on Bloom’s Taxonomy to provide depth. Teachers need to take time to plan effective questions which go beyond recall with strategies. Teachers use effective questioning to assess learners and adapt the lesson appropriately to meet the needs of learners:

Over-arching questions (The Big Question) may be used to stimulate deeper thinking about an issue or concept. This will be answered at the end of the lesson after the learning has taken place.

To respond to questions, a number of interactive strategies should be adopted, including:

- Thumbs up, thumbs down to show agreement/understanding
- Mini-whiteboards/show me
- True/false sorting activities

- Cards/number fans
- Use of 'no hands up' (perhaps involving targeted questions or random selection after talk partners)
- Matching/ sequencing activities

Alongside these there is enormous scope for using ICT resources to ensure children are engaged with their learning.

The information gained from these strategies should be used to determine a shift in lesson pathway immediately, or in subsequent lessons, for particular groups of children or all children, in order to challenge their potential and ensure learning time is maximised.

Modelling and Success Criteria:

A key aspect of the teaching should be the clear and specific task that the children are required to do. A recommended strategy is to use a good model to analyse and generate success criteria from. These success criteria are then a tool to guide children through their own piece of work.

Assessment (self/peer/teacher) and plenaries are the opportunity to reflect on success and next steps, referring to the success criteria. Planning identifies success criteria (steps for learning success).

Group/Independent learning strategies

To continue to promote Curiosity, Exploration and Discovery, children should be given opportunities to work collaboratively, or to share their ideas with others, regularly.

There should be clear outcomes planned for collaborative learning to ensure time is used meaningfully to make the curriculum accessible for all learners.

Discovery Days and Museum Learning help to enhance collaborative learning.

Differentiation:

Staff know that all of the children in our school have diverse learning needs. Differentiation is therefore essential in matching learning opportunities with individual needs. Differentiation can occur in:

- The content delivered - teachers being clear about the knowledge, skills and attitudes they want groups or individuals to learn
- Scaffolds - tools that help structure the learning
- Teacher support – teacher to gauge the level of independence required for the task
- Varying the learning environment in the classroom – using different groupings, levels of support, resources
- The learning process – varying learning activities or strategies to provide appropriate methods for pupils to explore the concepts
- The product – varying the complexity of the product (which means teachers setting clear expectations for the quality of the work expected, not just accepting a range of outcomes)
- Questioning – varying the range of questions to help guide children through the learning process

Staff must be aware that differentiation by outcome alone is not effective differentiation. As such, we must ensure that we offer all children access to an appropriate curriculum. In some instances it may mean an individual curriculum, although more often it means **personalising learning** by using some of the following strategies:

- Providing resources which are appropriate: careful selection and evaluation is required
- Planning for support of groups or individuals by additional adults or the teacher
- Being aware of groupings to support children
- Providing writing frames appropriate to the capabilities of the child
- Scaffolding support as appropriate to support the child
- Adapting activities as appropriate
- Providing word banks/pictures
- Adapting/renegotiating success criteria (this could be to further challenge high achievers)
- Utilising flexible groups

- Promoting independent choice
- Providing alternative methods of recording work eg ICT, MP3 recorders
- Access to tasks at different levels of challenge

It is key to recognise the link between effective formative assessment and effective differentiation: in order to differentiate effectively, teachers must have a clear understanding of exactly where the children are at. Children who have an additional need must be given opportunities to excel and make progress through quality differentiation and provision that supports their learning.

Pupil Grouping

Teachers should plan opportunities for children to work collaboratively with others in a range of different groupings to enrich their learning experiences and opportunities. Grouping should be fluid and be relevant for pupils, according to their next learning steps. Teachers should keep the following criteria for groupings in mind when planning and ensure groupings are appropriate to the activity:

- Mixed ability or similar ability groups
- Gender ratio
- Children's home languages
- Children's social behaviour
- Individual leadership qualities
- Friendship groupings

Good and Outstanding teaching must include:

- Clear learning question made explicit to the pupils with precise success criteria
- A wow moment of surprise or astonishment to engage the children and stimulate curiosity
- Learning put into a wider context – why are we learning this?
- Models of good work shared
- A range of question types
- Range of interactive strategies – not dominated by teacher talk (teacher talk should be limited to 5 minute chunks)
- Effective use of additional adults to meet pupil needs (and challenge learners)
- Clear, appropriate differentiation
- Activities which are differentiated to match the learning intention and fully engage the children
- Stimulating resources which support independent learning and are tailored to meet the needs of individual pupils.
- Children are asked to share their thinking
- Success criteria referred to during lesson and in plenary
- Self or peer assessment related to success criteria
- Time for children to improve their work in lessons (including responding to feedback)

Teachers ensure that they create a classroom climate conducive to effective learning based on good working relationships with all the children in their charge.

Formative Assessment and Feedback

Teachers know each individual's abilities and make ongoing assessments of each child's progress which informs planning for subsequent lessons. It enables them to take into account each child's starting point when planning for the further development and deepening of knowledge, skills and conceptual understanding. Through differentiation, teachers modify teaching and learning as appropriate for children with disabilities additional needs.

Effective formative assessment can be carried out in a number of ways. Best practice is to look at the whole picture to establish how each child is doing in regards to their academic progress. At TLHP teachers are expected to give all children feedback over the course of their learning sequence or a session. This may be individual or as a group.

A range of formative assessment strategies include:

- KWL (What I KNOW, What I WANT to know, What I have LEARNT)
- Teacher assessment
- Knowledge organisers
- Quizzes
- Live marking and feedback occurring within the session
- Peer marking
- Pre-given answer grids
- Questioning
- Assessment for Learning
- Assessment as a learning tool to review answers and make corrections

Live Feedback (Marking and responding to pupils' work)

At TLHP we are adopting a research-based approach to feedback & marking. A Marked Improvement (Elliott et al., 2016) is a research paper published by the EEF and Oxford University Department for Education which highlighted that the evidence for written feedback to students often has little impact on outcomes. As a school we are committed to adopt an approach to marking that is effective for the children and sustainable and time efficient for teachers. Feedback to students should always be purposeful and manageable and live marking is a simple but effective technique which involves the marking of books during a lesson / series of lessons with a particular class.

Teachers will not be expected to annotate in any books outside of the session unless they feel it absolutely necessary. Any feedback given by the class teacher should focus on subject specific criteria and not be focussed solely on the quality of literacy or language skills unless of course in English.

Some additional strategies for feedback can include the following:

Verbal feedback

Peer marking

Responding to learners and reviewing work in the session

“Yellow Boxing” – focusing on the most important corrections/sections of work

Pre-given answer grids

Questioning

Assessment for Learning

Drafting & redrafting

Gallery critique of sample of work

Margin Marking – indicating a mistake in the margin that the student has to find and correct without highlighting the specific error

Covert Feedback – praising the process that children engage in: their effort, strategies, perseverance and their improvements.

At TLHP we are striving for every child to at least meet expected age-related expectations in Reading, Writing and Maths. We monitor each child's progress towards this target on a half-termly basis. Staff also continuously monitor pupil's well-being and involvement.

Pupils not making expected progress will be identified at the earliest stage and appropriate intervention and support implemented to close any gaps in achievement as rapidly as possible. LSAs are used to support all pupils, therefore they are aware of pupils' abilities. When working with a child (group of children) they record and observe pupil contributions, methods (etc) and report this to the Class Teacher.

For further information please consult our Assessment & Statutory Assessment & Examination Policy.

Attitudes to Learning:

At TLHP we strive to create a caring, supportive learning environment in which all children are treated fairly and with respect. All teachers follow school policy in relation to behaviour, to help establish positive attitudes to learning, thus creating a culture of learning.

Children are praised for their efforts to help to build positive attitudes to school and learning. We expect good order and behaviour at all times following guidelines and sanctions outlined in the Behaviour Policy.

Every opportunity is used to promote children's spiritual, moral, social and cultural development reflecting and actively promoting British Values.

Home-Learning tasks are used to provide parents with opportunities to extend children's wider learning experiences (primarily through extended projects).

Learning Environment:

Our classrooms and corridors are attractive learning environments. The learning environment at TLHP is crucial. It is well organised, clean and tidy. It should entice children to learn and demonstrate high expectations and standards of professionalism. It is important that our learning environments promote the use of language and subject specific skills and share a wide and meaningful vocabulary related to the learning. At our school every member of staff is responsible for maintaining a tidy, clean and engaging learning environment.

Classrooms: -

- To be clear, stimulating and welcoming for children, staff and visitors
- Celebrate new vocabulary in relation to the learning taking place
- Teachers desks to be clear
- Book corners to be clear and useable with a reading themed display
- Math and English working walls to be interactive, to support teaching, learning and assessment
- Science, British Values and Re must also be reflected within the classroom
- Classroom resources must be easily accessible for children and develop pupil's ownership of their classroom by involving them in the use development of their learning environment
- Must create and maintain a positive climate

Displays are changed regularly to reflect topics studied by the children. Displays in the hall reflect a whole school theme (Autumn Art/Religious buildings), whilst classroom display space is used to scaffold learning. All classrooms have 'Working Walls' displaying key features of e.g. English (Story Maps and new vocabulary), Mathematics, topic work to support children's independent learning: Therefore, displays are used as learning prompts for the children.

We believe that a stimulating environment sets the climate for learning and that an exciting, well-organised classroom promotes independent use of resources supporting effective learning.

Professional Development:

As a school, we give high priority to, and actively support teachers' on-going professional development to ensure teaching of the highest quality which results in highly effective learning and progress for pupils. Additionally, all teachers regularly reflect on their practice identifying strengths and areas for further development: Coaching, professional development meetings, learning walks, lesson observations and Line management meetings aid this.

The Role of Parents

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

- By holding induction meetings on entry to Nursery and Reception and 'Meet the Teacher Meetings' in July or September

- Parents can access curriculum information about topics to be studied online
- Parents' workshops are held to explain our school strategies e.g. for phonics, assessment, EYFS
- Parents also receive termly pupil reports
- Parents are also kept informed through school newsletters
- Parents are invited to Parent-Teacher consultations

To ensure that children have the best chance of success parents need to support children by:

- Supporting the school in implementing school policies
- Ensure that their child has the best attendance record possible
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour

Roles & Responsibilities:

Monitoring and Review

The Headteacher, SLT (and as appointed, subject leaders) will monitor, evaluate and review Teaching & Learning to ensure that this high standard is met. This will involve rounds of monitoring occurring in each half term including rounds of book monitoring, learning walks and learning observations. SLT will be responsible for drawing up timetables and ensuring all teachers are notified of observations appropriately. Actions arising from these observations will form part of a wider school picture which the SLT will act on as appropriate.

Year Group Leaders and Subject Leaders will monitor their year groups and subjects through termly book monitoring and learning walks/observations. Feedback will be given to teachers and overall themes addressed in Action Plans and summaries of any reviews are given to SLT. Teachers and Newly Qualified Teachers have the professional responsibility to ensure their teaching meets the "teacher standards".

Members of The Arbib Education Trust and The Langley Heritage Primary Academy's Governing Body will also undertake impact visits to assess and monitor Teaching and Learning.

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Next Review: June 2022