

POLICY FOR TEACHING FOR LEARNING

Introduction

- This document is a statement of the aims, principles and strategies for teaching and learning at St Margaret's CE Primary School. It lays the foundations for the whole curriculum and forms the context in which all other policy statements should be read.
- It was initially developed through a process of consultation with teaching staff, and is reviewed regularly, having been approved by the governing body.

What is Teaching and Learning?

- **Teaching** is the planned provision for the overall development of every child using a range of techniques, contexts and learning experiences.
- **Learning** is the acquisition and application of knowledge, skills, understanding attitudes and values which results in a change for the better for the learner.

Aims of the policy

This policy aims to provide consistency across the school, make explicit the key principles of teaching and learning, draw upon existing good practice and enable teachers to continue their professional development as well as providing the agenda for monitoring the quality of teaching and learning.

KEY PRINCIPLES OF TEACHING FOR LEARNING

- **Planning/assessment**
- **Teaching techniques and organisational strategies**
- **Lesson structure**
- **Learning environment**
- **Independent learners**
- **Progress/standards/attainment/achievement**
- **Inclusive**

These six key principles are of critical importance to effective teaching and learning. Each is expanded below with specific criteria:

1. **PLANNING AND ASSESSMENT**

- adhere to school's planning policy and proforma
- show clear reference to Early Learning goals, curriculum programmes of study and level of attainment
- express precise learning intentions in terms of knowledge, skills, and understanding
- identifies subject specific vocabulary
- determines assessment opportunities
- identifies opportunities to extend the learning beyond the classroom
- is based on assessment of previous learning
- identified activities that
 - a) fulfil the learning intentions;
 - b) challenge all children– core, enrichment and extension;
 - c) enable acquisition, consolidation and application of knowledge, skills and understanding
- identifies resources to support the activities and children
- identifies key Questions to sequence learning and promote higher order thinking
- shows timetabling of and timing within lessons
- indicates teaching techniques to be used within the structure of the lesson
- identifies grouping of children according to lesson objectives and learning needs
- identifies specific deployment of all adults involved
- shows focused assessment activities
- draws upon a range of assessment techniques
- evaluates learning outcomes
- incorporates IEPs
- uses children's misconceptions as teaching points
- supports children's self and post assessment
- identifies cross-curricular links to enrich their learning experiences
- ensures equal opportunities and full inclusion

2. **TEACHING TECHNIQUES AND ORGANISATIONAL STRATEGIES**

- show good subject knowledge, understanding and skills
- draw upon a range of teaching techniques (instruction, demonstration, explanation, illustration, questioning, modelling, simulation) and use them appropriately
- ensure a balance of the teaching techniques used over time
- select teaching techniques to fulfil the requirements of the intended learning and the different learning styles (VAK) of the children
- vary the range of communications being used
- vary/amend the chosen techniques in response to the learning and progress of the children
- ensure that they engage in pro-active teaching during the whole class and group sessions
- challenge and inspire children
- ensure a high level of interaction, so that children are actively involved
- encourage children to explain their strategies and levels of understanding
- underpin all teaching techniques with effective questions to assess, probe and challenge children
- provide a balance between direct teaching and active participation
- ensure that teaching techniques are used to promote the learning, rather than follow preferred styles of presentation
- consider the most appropriate teaching techniques for the intended learning and reflect this in planning
- know when to intervene after children's responses, to correct misconceptions and misunderstandings
- revert to direct teaching, when questioning has revealed that children need further input
- ensure that their input is lively, informative and well structured
- ensure that children are directed, re-directed, focused as and when necessary
- use a range of organisational strategies, including whole class, groups, pairs and individual
- ensure flexibility of groups/sets, allowing children to move up/down/across
- ensure that children are in different groups for different subjects/aspects – reflecting the concept of multiple intelligences
- group by ability to promote high standards
- create opportunities for a range of groupings, include mixed ability, gender and social/friendship
- provide a range of learning experiences including practical, first-hand and secondary experiences (research, reference investigations, creative and expressive)
- ensure that children have a range of self-help learning strategies to promote responsibilities, ownership and independence

3. **LESSON STRUCTURE**

- clear, prompt start
- begins with learning intentions of the lesson
- distinct structure – introduction, active middle (group work), planning
- ensure attention of children
- gives context to learning by making links with previous learning, real-life and other curricular lessons
- informs children of learning intentions, activities and assessments
- clarifies expectations in terms of challenge, outcomes and deadlines
- ensures opportunities for children's independence
- directs children to learning strategies
- has high expectations of children
- directs flow and maintains focus
- uses questioning skills effectively throughout whole lesson
- reviews children's progress and responds with challenge, support and guidance
- makes continuous assessments by observing and making judgements
- checks the lesson has achieved its objective
- ascertains children's understanding
- provides a clear summary about the learning outcomes
- informs children about next stage
- outlines the progress that has been made
- identifies opportunities for homework
- ensures an appropriate pace for the learning, including thinking and reflection time
- ensures seamless transition between whole class sessions and group work

4. **THE LEARNING ENVIRONMENT**

- contains appropriate working surfaces, space and conditions
- has designated, resources learning areas
- enables whole class, group and individual work
- resources are labelled, available and accessible
- displays and resources reflect cultural diversities
- classroom reflects, supports and challenges current learning
- displays reflect processes and products
- different types of display for different purposes
- displays a range of subject areas
- balance of children, adult, commercial sources on display
- prompts, supports, structures, systems in place to enable children's responsibility and independence
- links prompts/supports to examples of children's work
- conveys standards and expectations
- ensures that displays are interactive through the use of written questions that are answered and generated by the children
- displays criteria to enable children to engage in self and post assessment
- makes reference to the learning process, as well as the areas of learning
- states the day, date, learning intentions and timetable of the day
- is aesthetically pleasing, well organised, uncluttered and orderly
- create and maintain routines and procedures that are known to and used by the children
- displays and uses the system of rewards and sanctions
- reflect the Christian ethos of the school

5. **INDEPENDENT LEARNERS**

- ensure that resources have a place and expect children to access/return those resources
- encourage both individual and corporate responsibility
- say, “I don’t know the answer” – don’t let the children think of adults as the fount of all knowledge
- set up self-help strategies so children know of several steps to take before they ask an adult
- enable children to use learning tools such as a range of dictionaries, spell-check
- provide prompts/guidelines/framework to initially support children – but not every time
- praise children for being willing to have a go, to try
- encourage them to ask and answer their own questions
- teach them that making a mistake is a positive learning experience
- expect children to make informed choices and appropriate decisions
- give the children time to think before responding
- expect children to take responsibility for their own learning
- devise activities that involve co-operation, collaboration
- develop arguments, stop quarrels
- involve children in planning, predicting, hypothesising
- encourage them to continue and extend their activity/task, using their ideas
- involve the children in reviewing and evaluating their own work
- help the children to negotiate, mediate, arbitrate
- explain the task in different ways – to match the different levels of ability
- encourage problem solving and initiate
- have high expectations of every child
- extend the children’s thinking through probing, additional questions
- teach the children to critique
- differentiate materials to encourage autonomy
- extend the level of challenge
- teach them study skills
- provide a wide range of materials and resources

6. CHILDREN'S RESPONSE, ATTAINMENT AND PROGRESS

- pay attention, respond to request/instructions
- listen attentively
- sustain concentration and commitment
- behave well, respecting people, property, themselves
- work co-operatively, collaboratively
- show initiative, take responsibility
- attain standards in line with national expectations
- on course to reach class or individual targets
- acquire and consolidate knowledge, skills, understanding
- apply knowledge/skills to new contexts
- can access, retrieve and use range of learning sources with independent critical awareness
- understands and fulfils individual and corporate responsibilities
- responds positively to challenge, takes risks
- shows interest in their work
- encourages in the learning process – self assessment, target setting, generating and asking own questions
- have positive attitudes to learning
- are productive and work at a good pace
- understand what they are going, how well they have done and how they can improve

7. **INCLUSIVE**

- work is differentiated to meet the needs of all children
- children who learn in different ways have full access to the curriculum
- very able learners are engaged in enrichment activities
- the needs of children with identified special needs are fully met
- children with English as an additional language are given appropriate support with their learning
- the activities are age appropriate and appealing to both boys and girls

8. SUMMARY OF KEY PRINCIPLES AND OBSERVABLE CRITERIA

Planning and assessment

- informed by assessment of previous learning
- specific learning intentions based on stated levels within the PoS, expressed in terms of knowledge, skills and understanding
- differentiated according to children's needs and abilities

Teaching techniques and strategies

- draws from a range of teaching techniques, using them appropriately according to the needs of the task and the children
- ensures a range of grouping strategies including class, groups, pairs, individuals
- techniques and strategies enable children to generate own enquiries, pose hypotheses, ask questions and find answers, make predictions, estimations

Lesson structures

- based on precise learning intentions with high levels of challenge and expectation
- clear and well paced structure involving introduction, active middle learning phase, plenary
- teacher engaged in proactive teaching, directing the flow, pace focus, challenge
- assesses effectiveness of lesson in terms of learning outcomes and uses this to inform next lesson

The Learning Environment

- an orderly, purposeful classroom organised to reflect, support and challenge the current learning
- resources, systems and procedures to ensure children have access, availability, ownership, responsibility

Independent Learning

- children use procedures to help them with independent learning
- children involved in planning, predicting, hypothesising and reviewing and evaluating their own work

Children's response, attainment and progress

- children work with sustained concentration and commitment, displaying positive attitudes towards themselves, the area of learning, other learners, the learning environment
- children attain standards in line with national expectations and are on course to reach individual or class targets

St Margaret's C.E Primary School - Lesson Observation

Teacher:		Observed by:	
Date:	Time:	Duration:	
Context:			
Planning and Assessment and The Learning Environment			
Teaching Techniques, Strategies and Lesson Structures			
Independent Learning			
Pupils' Response, Attainment and Progress			
Summary of observations to include strengths, areas for future development			
Teacher's Response:			
Signed Teacher:		Signed Observer:	