



Chandos Primary School

“Growing, Learning, Achieving Together”



Teaching and Learning Policy

This should be read with the following policies in mind:

- [English](#)
- [Maths](#)
- [Special Educational Needs and Disabilities](#)
- [Behaviour](#)
- [Marking](#)
- [Assessment](#)
- [Home Learning](#)

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1) AIMS AND RATIONALE

Our multicultural school values and promotes a happy, safe and caring environment that is committed to helping all children experience success, whatever their background or abilities, and to ensure they achieve the highest standards in all they set out to do. The health, safety and well being of every child is our paramount concern.

This policy outlines the features and guiding principles, which we believe, are characteristic of high quality learning and teaching. They form the basis for monitoring and evaluating pupil progress and achievement and are a means to identify areas in which we seek further improvement.

We believe that children are entitled to a high quality learning and teaching environment that is planned to meet their needs and abilities, supports their emotional well being and promotes the development of social skills and responsibilities. It is built upon the understanding of past experiences, concepts, skills and knowledge and a vision for progression. As an Academy, we take

into account the holistic view of a pupil's learning. We expect that pupils will develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and physical skills.

2) OUR PRINCIPLES FOR TEACHING AND LEARNING

As a school, we are committed to our mission statement – *'Growing, Learning, Achieving Together'*.

2.1) We believe children learn best when:

- They are encouraged to form positive relationships with their teacher, peers and other members of the school community;
- They have clear direction and are praised for all the good things that they do;
- They are actively involved in their learning at an appropriate level to match their learning needs;
- They are encouraged to become increasingly autonomous learners;
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
- They are working in an environment which is safe, caring, supportive and stimulating;
- Their learning is well structured and delivered;
- Their learning is effectively differentiated;
- Their learning addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision;
- Their learning encompasses the values and skills of the school in aiding the development as future effective citizens;
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.

2.2) We believe good teaching is when teachers:

- 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/carers 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 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.
- Ensuring that teachers and teaching assistants are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions.

3) What is a good lesson?

We believe that a good lesson should broadly comprise of the following main elements, however this may be adapted according to the nature of the lesson and the needs of the children:

- Planning – Before the lesson
- Introduction to the lesson
- Main teaching
- Group teaching and independent activities
- End of the lesson review of learning and short mid-point plenaries reviews of learning within the lesson
- Use of assessment and evaluation – before, during and after the lesson.

3.1 Planning

- Use formal and ongoing assessments in order to determine where the children are in their learning and their next steps;
- Establish a clear learning objective in 'child friendly' language arising from this assessment, the steps to success that will enable the children to achieve the learning and opportunities for both children and the teacher to assess progress against these;
- Establish an initial 'hook' that will motivate and engage the children;
- Contextualise the learning either by making it relevant to the lives and/or interests of the children, and where appropriate making cross curricular links e.g. within the Learning Challenge unit – The Big Question being explored;
- Plan an appropriate structure of differentiated activities that will enable the children to engage in their learning and meet the learning; including the use of other adults and the timings of the lesson; ensuring maximum learning opportunities and catering for all learning styles.

3.2 Introduction to the lesson

- Recapping on prior learning, allowing time for the children to look at their feedback from the previous lesson;
- Sharing the learning with the children and referring to at different stages throughout the lesson to keep learning focussed; (There may be circumstances when the 'I am learning to/about' is developed later in the lesson e.g. arising from an investigative activity.)

- Sharing the learning objective and steps to success with the children so that they know exactly what they need to do in order to achieve the learning and where appropriate enabling the children to develop own steps to success through clear modelling;
- Introducing subject specific language which is modelled by the teacher during the session with an expectation that the children will use the vocabulary in their verbal and written responses;
- Putting the learning into context; explaining to the children why they are learning what they are learning;
- Using appropriate resources, including ICT and other adults, in order to support children's learning;
- Ensuring there is a good balance between teacher and child talk and that all children are actively involved, engaged and challenged in meaningful activities;
- A wide range of assessment strategies are used by both the children and the teacher in order to ascertain progress made and assessed in line with the National standard from the assessment performance descriptors for Reading, Writing and Mathematics;
- Evidence of positive relationships between children, their teacher and the other adults in the room; everyone displaying good social and learning behaviours.

3.3 Main teaching

- Informing the children of the learning, steps to success and specific language to be used;
- Teacher modelling the process and task which is expected of the children;
- Using resources which stimulate, sustain and support children's learning;
- Appropriately differentiated questioning;
- Good pace to the lesson; ensuring that it is not too quick that children are not understanding their work and are being left behind; but pacy enough that children remain engaged;
- Secure subject knowledge demonstrated by the class teacher;
- All children actively involved and engaged in their learning;
- High expectations of children both in terms of their work and their learning and social behaviours;
- Praise for the children when they do the right thing, achieve well and make progress;
- A wide range of assessment strategies which are used by both the children and the teacher;
- Evidence of positive relationships between children, their teacher and the other adults in the room; everyone displaying good social and learning behaviours.

3.4 Group teaching and independent activities

- Differentiated activities through prescribed outcome, support, resources, etc which match the learning and steps to success;
- Opportunities provided for the children to talk about learning, experimenting with concepts, asking questions and learning in preferred learning style;
- The teacher normally teaching a focus group; moving that group's learning forward and maximising all opportunities for learning;
- Effective use of other adults both class based TAs and Learning Support, in order to support learning and/or move it forward;
- Mini plenaries, where appropriate, to either move learning on, consolidate learning or address misconceptions;

- Children receiving positive and diagnostic feedback about their effort and their learning;
- Time reminders to indicate to the children how long they have left to complete activities;
- A purposeful learning atmosphere dependent on the task the children are completing.

3.5 Review of Learning/Feedback – A good review of learning at end of lesson or mid-point review during the lesson will include:

- Reference to the learning that has taken place and steps to success;
- Teachers and increasingly children making assessments which will inform future learning;
- The use of a range of assessment strategies; allowing children time to reflect on their learning, checking to see if they have met the lesson's learning using the steps to success;
- Children receiving positive and diagnostic feedback about their effort and work;
- Consolidation on the lesson's learning, reflecting on whether the steps to success have been achieved, moving learning forward, addressing misconceptions, further peer or teacher modelling of work, making links to future learning.

3.6 Assessment and evaluation (see [Assessment Policy](#))

- Evaluating whether all the children or groups of children achieved the learning and met the lesson's steps to success, and whether the children's learning moved on and if it didn't, why not?
- Reflecting on which parts of the lesson went well, which parts were the children most engaged in; and which parts of the lesson did not go so well and why;
- Reflecting on whether the work needs to be revisited at the start of the next lesson or does the learning objective need to be completely revisited again;
- Diagnostically marking the children's work during the lesson or before the end of the school day, clearly stating what they have done well and what the next stages in their learning are (using the School's Marking Policy);
- Using assessment to inform future planning and next steps in learning and the assessment performances descriptors for Reading, Writing and Mathematics to regularly moderate and ascertain whether the child is at national standard and what is needed in order for them to achieve this.

4 Curriculum Planning

4.1 Chandos Primary School's planning is based on the following requirements:

- The new Primary National Curriculum 2014
- The Early Years Foundation Stage Framework
- The Birmingham LA Agreed Syllabus for Religious Education

4.2 Long Term Planning

Our whole school learning Challenge Curriculum Map and individual Year group plans plot the content covered from reception to year six for each individual year group and each curriculum area. This enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.

4.3 Medium Term Planning.

- For [English](#) and [Mathematics](#) we use the planning provided by the National Curriculum Programme of Study for each subject, although we alter sections in order to meet the needs of our own children.
- For Mathematics we use [White Rose Maths Hub](#) materials to support teaching and planning of learning Scheme which have been developed in line with the expectations set of the 2014 Primary Curriculum
- For writing we follow a process called the [6R's](#) to ensure a clear progression for learning in every writing programme of study. To enhance oracy and speaking and listening we are developing [Kagan teaching strategies](#) used to promote collaborative learning and enhance talk for learning.
- In the Foundation Stage, our medium term plans are based on guidance within the Foundation Stage Profile.

4.4 Short Term Planning

- Short term plans are drawn up by year groups for all subjects each week, unless a unit of work is being taught as a block when it will be planned accordingly. The plans identify the learning goal, steps to success, key vocabulary, assessment opportunities, direct teaching input, key questions, differentiated activities at different levels and resources for learning.
- Planning is monitored by the SLT on a regular basis by curriculum and phase leadership

5 The Role of Teaching Assistants

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- To support the teaching; either through direct delivery or by enabling access for identified children;
- Supporting a small group within the classroom;
- Delivering intervention groups;
- Carrying out assessments;
- Preparing resources;
- Supporting children with Education Plans or Behaviour Plans

6 Behaviour Management

We believe that excellent standards of behaviour are central to effective learning. Our [Behaviour Policy](#) outlines our procedures relating to behaviour both within the classroom and in the wider School environment.

7 Assessment, Record Keeping and Reporting

Children's standards and achievements across the curriculum are assessed in line with the School's [Assessment Policy](#).

7.1 Formative Assessment (during or at the end of a lesson) includes:

- Regular verbal feedback to learners during the lesson
- Well pitched and challenging questioning of learners in class
- Personalised marking and written feedback to a learner, during or after a lesson
- Opportunities for children to peer assess each other's work and give feedback
- Opportunities for children to self assess their learning and identify their own next steps
- Opportunities for children to edit and self correct their learning - with support and independently
- Written marking and feedback given by teachers to pupils in line with our [Marking/Feedback Policy](#)

7.2 **Summative Assessment** (conducted at the end of a block of teaching) includes:

- Half termly assessment in phonics, reading, writing and mathematics
- Teachers assess children as **emerging**, at **expected** standard, or working at **greater depth** within the age expectations for the child's year group in reading, writing and maths
- If a child is working below their year group expectation they may be assessed as **working towards** the expectations or, in exceptional circumstance, **working below the key stage** expectation.
- Half termly analysis of the child's attainment and progress is conducted through a Raising Achievement Plan (RAP) meeting. Strengths and areas for development are identified and a plan for teaching and support is agreed with the teacher, their Phase Leader and the SEND/Pastoral support team. This plan is evaluated and reviewed each half term.

7.3 **Reporting to parents**

- Pupil progress and attainment is reported to parents at three termly parent evenings (October, February and July).
- Parents receive a written report to parents in July which is shared with them and discussed with the class teacher on the July parents evening. This will include:

8 **Inclusion of pupils with [Special Educational Need and/or Disability \(SEND\)](#)**

- Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Successful inclusive provision at Chandos is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children.
- In accordance with the school's Equalities Statement, all children will be given full access to the National Curriculum, unless their statement of SEND indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age.
- Children who receive additional or extra support, including those with Education Health Care Plans, have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment 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, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

9 Monitoring and Review of policy

The Head teacher and senior leadership team will monitor the effectiveness of this policy throughout the academic year. The Head teacher and assigned Link Governor will report to the governing body on the effectiveness of the policy annually and, if necessary, make recommendations for further improvements.

Adopted by governors Nov 2018

Chair of Standards and Improvement Committee _____

Date _____

To be reviewed Nov 2020