

Teaching for Learning Policy

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Educating for wisdom, independence, creativity and kindness

Our Intentions

- All children will have the opportunity to succeed
- Children will access a broad and inspirational curriculum which will ensure they gain the knowledge and skills required for their future in a diverse society
- Children have the required knowledge and understanding of a concept to ensure long term retention
- Children are allowed to be creative in their approach to problem solving whilst having a secure understanding of how to be a resourceful and proficient learner
- Children present their outcomes to the very best of their ability (see **Appendix 1** for Presentation Code)
- Be supported by an attractive and stimulating whole school and classroom environment

Planning a sequence of lessons

- Teachers plan a learning sequence through a variety of inspiring contexts. The learning sequence may vary in the time they take to complete. Teachers plan for their class whilst ensuring that the needs of individual learners are met.
- **The sequence of learning should result in secure knowledge and understanding of a given concept and have a tangible learning outcome such as a collection of writing or art work. Teachers should start with a clear understanding of the outcome and plan the steps required to ensure all children are able to achieve the outcome to the best of their ability. Teaching sequences need to have engaging activities with appropriate support and challenge for all pupils. Open, challenging questions will form the basis of the children's enquiry.**

Curriculum Overviews – show the subject specific coverage across the academic year. It will also detail the class texts and extended writing opportunities. This can be updated or altered as the year progresses.

Medium Term Planning / Knowledge Organisers – show the Learning Objectives/Key Questions, proposed activities and reading/writing/speaking/design opportunities and outcomes. This may not be a termly plan as teaching sequences will vary in length. Flexibility is actively encouraged as a result of children's interests through high quality planning.

Daily Planning – more detailed plans in English and Maths show questioning, differentiation and lesson design (this may be seen in either a powerpoint format, smart notebook or written planning format – to be decided upon by the teacher). Additional adults need to have sight of the daily plans in order to prepare for the support given to particular pupils. Teachers should ensure that teaching assistants are clear about who they are working with and this may be shown through powerpoints. Teachers may choose to write more detailed daily lesson plans or smart notebooks/powerpoints. These will show the key questions and contexts (photos, pictures) that will inspire the learning.

Planning should be useful and flexible. All planning must be saved in advance on the school system in the Staff Drive to ensure senior leaders have access.



Lesson Design

Before each lesson the teacher will:

- **Have relevant and detailed knowledge of the taught subject**
- **Have a clear picture of previous learning and design the session to ensure progression**

See ‘teaching and learning at a glance’ (Appendix 2) displayed in all classrooms.

Learning Objectives should be brief, clear, specific statements of what the children will know, practise and be able to do at the end of a lesson as a result of the activities, teaching and learning that has taken place. **(In KS1 pupils use a ‘Let’s...’ statement. In KS2 pupils use L.O.s)**

Modelling is a crucial teaching strategy in every lesson to ensure effective learning takes place. Teachers will model reading, writing, talking, thinking, questioning and editing. They will ensure that modelling and scaffolding are precise and effective at showing what a good outcome looks like whilst allowing the children to think and learn independently. Working Walls should be used to support children to understand what a successful outcome looks like and it should be relevant to the current learning.

The types of questions teachers ask need to develop children’s learning and understanding. Children should be given the opportunity to reflect on the question and not be put on the spot. Questioning should encourage dialogue between the children. Targeted questioning helps to identify children who need extra support or challenge. Hinge questions are planned within a lesson to gauge the level of understanding, the depth of thinking and hence to determine the next stage of the lesson.

Teachers should plan meaningful and engaging contexts for the children to practise the skills or use the knowledge acquired. Success criteria summarise the main ingredients needed to achieve the learning intention. They are most effective if children have been involved in generating them.

Where appropriate they must be visible during the lesson so children can check on their own progress.

Clear success criteria allow children to:

- Know how success can be achieved
- Self-evaluate against the criteria
- Have the vocabulary necessary to discuss learning

Clear success criteria allow teachers to:

- Plan in a more focused way on the learning intention rather than the activity

The learning needs of each child must be met through careful design of support and challenge. Children are not grouped into ability settings as this will put a ceiling on their learning. All children must have opportunities to explain and articulate their reasoning.

Children will also be supported through the use of scaffolds and teaching aids where appropriate. In English lessons children should have word banks, scaffolds, specialized software and differentiated questions in order for them to access the activity.

See also ‘SEND provision at a glance.’

Adults in the room will support the children to become independent learners and will ensure they do not encourage learnt dependence. LSAs and TAs are in class to support the children; they should ensure that all children have the necessary resources in order for them to complete the task.



Teachers should ensure that they are working with the most vulnerable groups on a regular basis.

Plenaries (or mini-plenaries) can be used at any point in the lesson to provide children with an opportunity to reflect on and extend their learning.

Active Learning

Teachers must ensure that children are active and participatory learners throughout the lesson. They should be given opportunities to ask questions, discuss and demonstrate skills from the beginning of the lesson. During whole class reading, 'Active Reading' should take place with the children given structured questions to think through as the text is read. The use of mini whiteboards provides an opportunity for immediate engagement. Teachers can then give instant feedback and address any misconceptions. During maths lessons, all children must have access to appropriate manipulatives in order to support learning. This is in line with the CPA approach that the school has developed in order to deliver the mastery curriculum effectively.

Assessment and Feedback

See also Newick Marking and Feedback Policy (January 2023)

Aims of marking and feedback:

The purpose of feedback and assessment is threefold: to inform the teacher of a child's attainment and therefore to inform future planning; to inform a child of how well they have done and what they need to do next; to motivate a child through celebrating success

Principles:

- There is a consistent and manageable method of feedback, assessment and pupil response throughout the school.
- Work is assessed promptly and feedback given as close as possible to the time of the work being completed, including within the lesson. (Research shows that immediate verbal feedback is most effective in moving a child's learning on. (EEF) Assessment within the lesson is used to shape the course of the learning and inform levels of support
- All adults working with the children are involved in giving feedback.
- Children are given opportunities to respond feedback and to make improvements to their work. Clear strategies for improvement are given.
- Feedback and assessment are used to inform future planning and target setting
- Giving children opportunities to assess their own and discuss each other's work builds children's metacognitive skills.

Some of these forms of assessment do not involve written marking and **as such there will not be large amounts of written marking in children's' books.**



Behaviour for Learning

The classroom environment must be a place of reflection, thinking and learning. Children should come into the classes ready to learn and teachers need to establish boundaries for effective learning.

- Children come into class quietly and settle immediately
- Children start learning straight away as they respond to the lesson starter
- All contributions are listened to and valued
- Children talk quietly and don't interrupt each other or the adult if they are speaking
- There is a meaningful 'buzz' in the classroom when appropriate and the children understand when to work quietly
- For children who have SEND/behavioural issues etc teachers will be using discretion. Some children require an object which calms, centres or distracts.

At Newick we understand that adult behaviour has an impact on the children in the class. We have a 'No Shouting' policy which applies to staff and children alike. Children should be reminded of the appropriate noise level for different activities. If children are in a calm environment then they will have the space to become completely engrossed in their learning. Our values are referred to regularly.

Monitoring the teaching and learning

A termly monitoring schedule is in place which all staff must follow.

- Lesson observations evaluate the effectiveness of teaching strategies; appropriate support and challenge for all; the impact of CPD and children's attitudes to learning.
- Book scrutiny sessions are planned in order to evaluate rates of progress; levels of challenge; quality of presentation and the effectiveness of feedback and marking.
- Learning Walks evaluate the quality of display; classroom management and the effective use of working walls.
- At Newick we have an 'open-door' team approach to teacher development. We recognize that the best practitioners are those who are reflective and continue to strive to develop their teaching practice. As such we encourage team teaching, modelling, sharing of best practice and opportunities to observe and learn from the expertise in our own school.

Summative Assessment

At Newick School we collect data pertaining to pupils' progress three times per year. These 'Data Drops' happen in Terms 2, 4 and 6. They are used as gauge of Teacher Assessment in Reading, Writing, Maths and where appropriate Grammar, Punctuation and Spelling or Phonics. We collate this data using SIMs and/or Phonics trackers.

Pupil Progress meetings are an opportunity for teachers and SLT to have professional conversations about the academic and social and emotional progress of all children. Teachers and children need to be clear about next steps for the children in order for them to make progress.

Curriculum Leadership

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All Subject Leads are given release time to undertake the monitoring of their own subject. During this time subject leads are expected to:

- Draw up and follow a Subject Specific Action Plan, continually RAG rated throughout the year
- Conduct drop in/learning walks on their subject
- Collect pupil voice pertaining to their subject
- Explore ways of assessing and collect data for their subject
- Conduct book looks into their subject
- Update displays
- Source and attend CPD relating to their subject
- Update the school website re their subject
- Drive their subject forward across the school, reflecting on the Intent, Implementation and Impact at all times
- Liaise effectively with other subject leads to reflect on their own leadership skills and development

Parental Engagement/Home Learning

At the start of each long term teachers will share a Knowledge Organiser outlining the termly History or Geography topic and associated key questions and learning. Parents are expected to refer to this Organiser throughout the term and help their child learn the new key vocabulary and their definitions. The Knowledge Organiser will also help parents understand what the outcomes of the Topic are, and what it is their child is expected to know by the end of the unit of work.

At Newick, we believe that Reading is the most important 'homework' for all pupils.

Although teachers can set additional home learning tasks which may be in addition to reading tasks (e.g. spellings / phonics, a short maths practice task of the skills taught during the week), these are in addition to the set Reading Tasks we expect parents to engage in weekly.

Home learning tasks will be placed on the year group page on the school's website. The home learning promotes independent learning where possible and will consolidate learning that has taken place in school.

The approximate length of time that pupils should spend on their home learning tasks is dependent on their year group:

Early Years Foundation Stage (EYFS): Daily reading. In addition, tasks may be set using Tapestry.
Year 1 and Year 2: Daily reading. Pupils may be given Common Exception Words to learn how to read and spell, as well as Topic Tasks.

Year 3 and Year 4: Daily reading. In addition pupils will be given Spellings to learn weekly and Topic Tasks to underpin learning on an ad hoc basis.

Year 5 and Year 6: Daily reading. Daily reading. In addition pupils will be given Spellings to learn weekly and Topic Tasks to underpin learning on an ad hoc basis. Year 6 will have separate SATs revision tasks to undertake.

Reading should be a daily activity for **all** pupils in the school in addition to any other English based task set for home learning.

N.B. Home learning will not be set over the school holiday time or in the first and last week of term. However, the expectation is that all children will be expected to continue to read daily throughout the holidays and also when home learning is not set.

How parents can help with home learning:

To be effective, home learning needs to be part of a wider partnership between parents/carers and the school.

It is a fact that children develop their skills, interests and talents when parents/carers encourage them to make maximum use of the experiences and opportunities that are available outside of school.

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Listen to your child read every day. Emerging readers need to be heard as often as possible and at least daily. For children who are fluent readers, monitor what they read, encourage them to read a wide range of authors and hear them read aloud several times a week.

Help your child find a suitable place to engage in the home learning tasks set by the class teacher: calm, quiet and without distraction.

When appropriate, extend the home learning tasks by using appropriate websites or library resources.

Make sure your child doesn't spend too long on a home learning task (see recommended time frames above).

Look for learning opportunities in everyday life e.g. telling the time, counting change in the shop, practising times tables in the car, reading numbers etc.

Help your child and show support. If you are unsure of the methods taught in school, please do not hesitate to consult your child's teacher.

Appendices

Appendix 1

Presentation Code

Guidelines

The following agreed procedures for the presentation of children's work should be implemented by all staff:

- The cover of all books should contain :
 - Child's name -Teacher's name - Class –e.g. Year 6 - Whales - Book title (e.g. English)
- There should be no graffiti on any book
- All work should conform to the agreed handwriting font (unless a child has an identified need/provision)

Reception – Printed

Y1 – Printed (pencil)

Y2 – Cursive (pencil)

Y3 – Cursive (pencil)

Y4 – Cursive (pencil, then after Christmas blue handwriting pen)

Y5 – Cursive (blue handwriting pen)

Y6 – Cursive (blue handwriting pen)

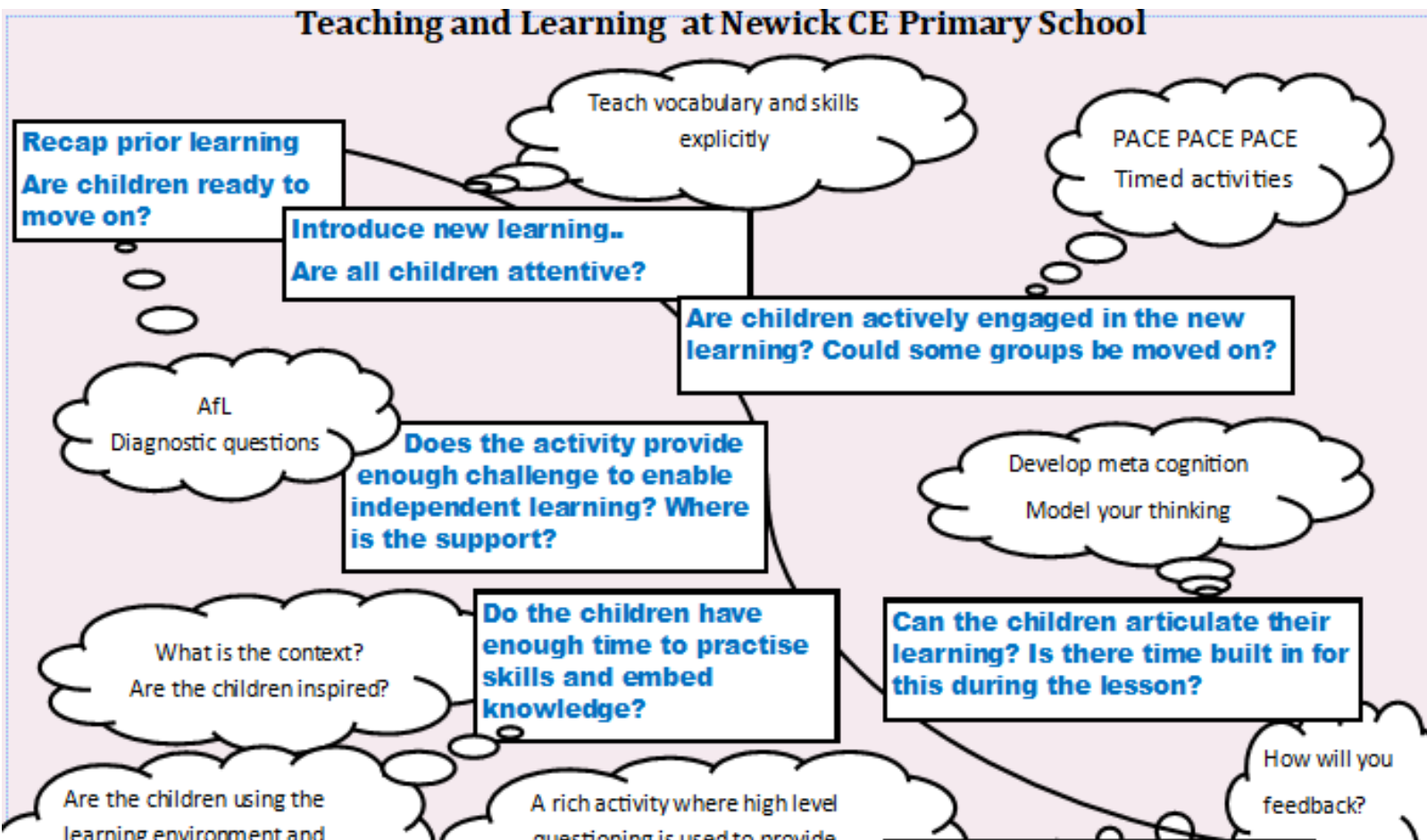
- Handwriting must be taught specifically, not covered by just completing worksheets
- Y2, 3 and 4 will use the write a line, miss a line method to enable clearer marking
- Y5 and 6 will write on every line with teacher marking in the margin
- Written work must start with the day and date which must be underlined with a ruler (In Maths, the date must be written in numerical form)



- The learning objective/Let's statement in Maths and English and a title in all other subjects must be clearly visible
- A margin, the width of a ruler should be used as appropriate/needed in maths (e.g. for question numbers, to separate columns of work etc.)
- Where a child has missed a lesson, the reason should be recorded e.g. Intervention stamp, or PA (pupil absent) with short date
- Where lessons have been taught by a Supply Teacher this should be recorded as ST
- Support should be indicated using the agreed codes (See Marking and Feedback Policy)
- All marking should follow the agreed Marking & Feedback Policy and staff should model school handwriting.
- Children must not use Tippex/liquid paper
- One line should be drawn through any mistake IN PENCIL
 - Children who write in pen should then amend their mistake using blue handwriting pen
- Rubbers to be used with discretion but only on rare occasions, as rubbing out does not allow for the monitoring of progression.

Teacher expectation, persistence and consistency are the keys to improvement in children's progress, both in presentation and achievement.

Teaching and Learning at a Glance





Provision for Children with SEND

Provision for our children with SEND in the classroom

<p><u>Environment</u></p> <p>Excellent knowledge of children's passports Celebrate achievements with child and parents Calm, clutter free surroundings Visual timetable</p>	<p><u>Reading</u></p> <p>Preteach vocabulary Use visual representations of complex vocabulary Children have their own text Key words and passages highlighted Split the page into chunks</p>	<p><u>Equipment</u></p> <p>Pencil grips tinted paper/books sloping desk ear defenders</p>
<p><u>Writing</u></p> <p>Scaffolds Quizzes/multiple choice Diagrams Build up stamina in chunks Scribes Recording software Word mats</p>	<p><u>Working Memory</u></p> <p>Explicit links to prior learning Teach content in manageable chunks, Short tasks after each chunk Plenaries for retrieval Additional adults recap content Frayer diagram – non examples</p>	<p><u>Oracy</u></p> <p>Rehearse and tell the story Stem sentences I say, you say, we say</p>

