



Teaching & Learning Policy

Date Reviewed: June 2015

Date Adopted: May 2016

Date of Review: Term 6 2017



TEACHING AND LEARNING POLICY

Introduction

The single most important resource any child can have at school is their teacher. Good teaching will stay with a child throughout his or her life because it has such an impact on the learning process. The meta data from Professor John Hattie confirms this, and the difference in outcomes of consistent good teaching is extraordinary.

At Briary, we are determined that all the teaching a child will receive will be good or better. Where a teacher does not meet these standards appropriate training and support will be given to help them improve, but it is not acceptable for lessons to remain as less than good. In such a case competency proceedings would begin because every lesson counts.

Our teaching and learning policy seeks to influence and improve our teaching by increasing its impact on all curriculum policies and behavioural procedures. This policy influences how our curriculum is taught and ensures children find a consistent approach throughout the whole school.

We are committed to securing and sustaining effective teaching and learning throughout the school and we constantly monitor and evaluate the quality of teaching and standards of children's achievements against this policy. Our teaching and learning policy is fundamental to all that we do in school.

We are committed to following the principles and strategies within this policy.

Teaching and learning is a co-operative process involving all adults in school, at home and in the community. SEE HOME-SCHOOL AGREEMENT Appendix 1.

The Aims of Briary School.

The School aims to ensure that every child reaches his or her highest possible standard of achievement, academically, physically, socially, morally and spiritually, so that they may reach their full potential. These aims accord with the five outcomes from 'Every Child Matters'. To achieve this broad aim, we are committed to continuously reviewing our provision and use of all available resources.

Our specific aims for the children of the community served by the school are that they:-

- ☺ **Develop strong skills in reading, writing and maths as a pre-requisite to other learning.**
- ☺ Develop lively enquiring minds, the ability to question and argue rationally and that they apply knowledge learnt.
- ☺ Develop a cross-curricular approach where it is beneficial to children's learning, providing opportunities to practise their reading, writing and maths skills.
- ☺ Develop healthy lifestyles which include positive attitudes towards exercise, diet and personal

safety.

- ☺ Develop knowledge of community cohesion at a global, national, local and school level and their part in it and understand the interdependence of individuals, groups and nations. Additionally, to understand the values of British society.
- ☺ Care for their school community and the world in which they live.
- ☺ Develop their own personal, spiritual and moral values and an understanding and respect for the religions, moral values and ways of life of others.
- ☺ Develop a positive attitude to learning and a sense of pride in personal achievement and the achievements of their school.
- ☺ Develop positive attitudes to foreign language learning and to speakers of foreign languages and a sympathetic approach to other cultures.
- ☺ Develop self-discipline and are sensitive to the needs of others

School Ethos

At Briary the ethos that we create is such that children feel safe, happy and secure at school, find things that interest them and enjoy learning so that they can learn effectively and fulfil their potential. We do this by catering for the needs of the whole child, as children who are not happy will not learn effectively. To do this:

Teachers and Teaching Assistants should create a sense of belonging in the classroom by:

- a) saying hello
- b) using children's names
- c) being ready, well-prepared and organised
- d) taking a personal interest in the children
- e) celebrating children's success
- f) believing in the children
- g) encouraging and nurturing those children with stressful circumstances, listening empathetically to them

Staff should make the classroom a safe place

- a) By fair and consistently applied rules
- b) By creating a 'no put down' zone
- c) By using 4 positive comments for 1 negative
- d) By reminding the children the behaviours they do want and not what they don't.
- e) By ensuring there is a calm, but busy, working environment with well established routines
- f) By ensuring children have a positive image of themselves
- g) Where children have equality of opportunity to access the whole curriculum
- h) Where their views are sought and respected, and there is a natural respect between children and adults
- i) By planning and providing opportunities to develop personal and social skills both through their learning and in co-operation with others
- j) Where they are encouraged to take risks where appropriate and learn from their mistakes

Learning environment

The management of the learning environment is the responsibility of the class teacher who ensures that:

- All children have access to the Foundation Stage and National Curriculum
- Children are taught to select and use a range of appropriate, labelled and accessible resources
- Everyone acts together to create an attractive, welcoming and well organised environment
- What is displayed around the classroom helps the children understand their learning and reminds them what they need to do.

Briary's lesson structure (timings are for an hour long lesson)

	<p><i>Short Introduction (including)</i></p> <ul style="list-style-type: none">• Clear explanation of OLI and success criteria, which are displayed & shared• Reference to previous learning and Big Picture• Explain why this learning is important• Reminder to work towards own targets and to develop English and Maths skills in other contexts
--	--

	<p><i>Differentiated Input (devised from accurate use of assessment)</i></p> <ul style="list-style-type: none">• TA working with groups concurrently to the teacher input• Children actively involved in learning• All children make progress in understanding/learning
--	--

	<p><i>Guided teaching (clear guidance given for tasks on how much work children are expected to complete within a given time)</i></p> <ul style="list-style-type: none">• Teacher teaching a particular group• TA teaching/supporting groups• Some children working/ recording work independently• Clearly differentiated tasks pitched to precisely match and challenge the full ability range of children with no unnecessary use of worksheets
--	--

	<p style="text-align: center;">CHECK POINT</p> <ul style="list-style-type: none">• Teacher checks understanding of independent /TA led groups• Ensures all are clear on OLI task, time left to complete the task and success criteria
--	---

	<p><i>Guided teaching continues</i></p> <ul style="list-style-type: none">• Adapted following check point if necessary
--	---

--	--

	<p><i>Plenary</i></p> <ul style="list-style-type: none">• Learning reviewed against OLI success criteria and own targets• Talking partners (peer review/self review) used to celebrate success and identify improvements• Teacher summarises today's learning and looks ahead to next lesson
--	---

Briary's detailed Recipe for Good Teaching and Learning

In addition to the above, our detailed recipe for good teaching and learning incorporates Ofsted's definition (in bold) and elements of accelerated learning principles (in ordinary font). All teachers at Briary follow this recipe.

a) **First, make sure that accurate assessment informs planning.**

Teachers do this by ensuring planning:

- Follows the Briary Lesson Structure
- **Closely reflects children's different starting points**, learning styles (VAK) and Special Educational Needs.
- Includes interesting introductions and topic launches
- Is shared with TAs before school
- Is balanced to ensure full coverage of NC
- Is focused most strongly on English and Maths
- Ensures TAs are well deployed and interventions are planned, enacted and reviewed regularly
- **Ensures intervention is well focused to narrow attainment gaps**
- Incorporates boys themes with boy/girl differences recognised

And by ensuring assessment data is:

- **Accurate and reliable (formative marking, alongside Assessment diaries and appropriate check testing)**, is used accurately to ensure the reliability of assessment data and identify gaps in learning)
- used so work is pitched to precisely match the ability and challenge of the full range of children (particularly FSM, SEN, more able)
- used to regularly review levels and groupings within classes to ensure accurate pitch of groups in reading, writing and maths.
- used to inform now not later
- used to ensure children are not asked to do tasks that they are not yet developmentally ready for
- used to track children's progress

b) **Second, make sure that teaching and learning is effective and of high quality**

Teachers do this by ensuring:

- They follow the Briary lesson structure (The proportion of time in lessons spent on whole class teaching is proportionately less than the the time in lessons for appropriately matched and differentiated guided work/ independent learning. Guided sessions and differentiated input are a part of all reading/writing and maths lessons)
- They work with all children regularly (on rota basis when appropriate)
- **They have high expectations of all children**
- **Teaching is consistently effective in challenging the vast majority of pupils and contributing to their good progress.**
- **They have good subject knowledge which enables learning to be fully developed**
- **Their expertise, use of humour and fun entuses children, ensuring they are motivated, actively engaged, concentrate well and persevere with their tasks.**
- **Teaching consistently deepens pupils' knowledge and understanding and teaches them a range of skills including those needed to learn for themselves.**
- **Communication skills including reading and writing and mathematics are taught effectively across the curriculum**
- **Almost all pupils make good or expected progress** within each part of the lesson.
- Good use is made of stimulating resources.
- Time is used efficiently with lessons starting and finishing on time and children made aware of the time they have to complete tasks and how much work is expected.
- Guided reading and guided maths teaching are used as established models for guided work across the curriculum
- Opportunities for extended writing are timetabled and planned.
- They are given opportunities to extend and apply their skills and knowledge through problem solving and real life experiences.
- Children are reminded to present work neatly, use appropriate handwriting and use correct grammar in all written work.
- Memorising techniques are used to improve the retention of learning(including the use of stories).

c) **Third, make sure that children are actively involved in their learning and that teachers regularly check their understanding**

Teachers do this by ensuring:

- They follow the Briary Lesson Structure (Consistent use is made of success criteria to evaluate their progress against the OLI and to mark pupils' work against this, they use either talking partners or self-checking against success criteria and traffic lights to evaluate against the OLI during the plenary of every lesson).
- **Regular and consistent assessment of childrens' progress is shared with them so that they are more motivated and encouraged.**
- **Groups of Children are regularly and astutely listened to, carefully observed and skilfully questioned during lessons, in order to reshape tasks and explanations to improve learning.**
- Children are provided with a range of opportunities to participate and demonstrate their understanding during lessons, being given time to process information when responding with teachers using other approaches than simply hands up.
- They work independently with confidence with opportunities to record their work without the use of worksheets.

d) **Fourth, make sure children know how to improve their work**

Teachers do this by ensuring:

- They follow the Briary lesson structure
- **Children are provided with detailed and accurate feedback, both orally and through marking.**
- **Children know how well they have done and can discuss what they need to do to improve further.**
- Marking childrens' work is regular, giving clear guidance about the next steps for improvement
- Children are provided with regular opportunities to evaluate their progress towards meeting their targets and finding evidence to show where they have achieved them.
- Teachers adopt model self-evaluation practice in providing children with the language, proforma and time to develop their self-evaluation skills.
- Parents/carers are provided with pupil targets for core subjects to support with their learning at home.
- IEPs are discussed, reviewed and constructed with parents.

e) **Finally, make sure school policies are always adhered to and classroom practice is consistent across the whole school**

Teachers and Teaching Assistants do this by ensuring:-

- Consistent application of this policy.
- Consistent application of the behaviour policy.
- Consistent application of the marking policy.
- Consistent application of the presentation policy.
- Consistent application of the homework policy
- They maintain an up to date knowledge of the Curriculum
- They have a positive attitude to change and the development of their own expertise
- They are being good role models
- They work collaboratively with a shared philosophy and commonality of practice
- They monitor, review and self-evaluate their own practice.

NB. It would be a disciplinary matter to deliberately ignore or choose not to adhere to agreed school policy,

Monitoring/Evaluation Process

- All T & L monitored against this policy from Sept 2015. Monitoring should reflect a renewed and updated shared understanding. All teaching is expected to be good. Any teaching not thought to be good will require support and review.
- Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.
- Peer 2 Peer lesson studies to replace lesson observations for some parts of the cycle.
- 6 weekly monitoring cycle of observation for all teaching staff
- 3 weekly cycle if lessons observed are below good.
- 3weekly book scrutiny by team/subject leaders and SMT
- 2 weekly cycle if marking/presentation/standard of work/books are below good.
- 6 weekly planning scrutiny by team/subject leaders and SMT
- 3 weekly cycle if planning is below good.
- Weekly monitoring for any of the above if no improvement remains or inadequate practice

is found.

- Unannounced drop ins by IM for TAs and by HT /DHT for Teachers and TAs.
- Medium term plans are monitored by subject co-ordinators to ensure coverage of the National Curriculum and consolidation of previous learning.
- Short term plans are prepared by each teacher and monitored by the Senior Management Team
- This policy reflects the School Development Plan which is agreed and monitored by the GB strategy group as is this policy.