



Teaching and Learning Policy

Reviewed: February 2021
Next review: February 2024

'Every child has the right to a broad, creative and challenging curriculum, personalised to their needs and effective at not limiting potential regardless of race, gender, physical ability, class or

religious background.'

Aims of the policy

- To ensure the highest standards of teaching across the school and the use of a variety of teaching and learning strategies, particularly the 'Teaching Backwards' and 'I do, we do, you do' models.
- To ensure that all teaching will be at least good on a consistent basis.
- To encourage the development of critical thinkers and independent and enthusiastic learners.
- To have a consistent approach to classroom management.
- To provide a positive and stimulating work environment for all users of the school.
- To help children develop skills, knowledge and concepts relevant to everyday life, and to become enthusiastic and independent learners.
- To state our shared understanding about the quality of teaching and learning.
- To ensure effective planning, delivery and evaluation of the curriculum (including our global themes) and to make certain that assessment informs teaching and learning.
- To ensure that skills, expertise and strengths of all staff are used fully to support children's learning.
- To ensure that parents are involved fully in the education of their children.
- To attend to the needs of different abilities, and to take into account individual needs and stages of development.

Expectations of Teaching and Learning

At Loose, we expect all teachers:

- To be positive role models and treat children and colleagues with respect and mutual trust.
- To ensure that learning is progressive and continuous and that standards are high.
- To provide a challenging and stimulating programme of study to all children in their care.
- To recognise and plan for the individual needs of each child, with support where appropriate.
- To exemplify professional standards and attitudes.
- To take responsibility for their role and manage change and the development of their own professional expertise.
- To be fair and consistent and to be team players.
- To maintain an up to date knowledge of the National Curriculum and educational developments, including the Foundation Stage.
- To work collaboratively and share expertise, practice and ideas, both in school and across the trust.
- To follow the school's policies and practices, responding enthusiastically and appropriately to the needs of the school.
- To follow school guidelines and policies and implement ideas from INSET and training.
- To be supportive of each other and all members of the school community.
- To offer challenges.
- To be effective communicators and to be approachable.
- To be open and supportive of external advisors and consultants.

At Loose, we believe that children learn best when expectations are high and they:

- are happy
- feel secure and safe
- can take learning risks
- have a sense of their own worth and feel confident
- are clear about expectations about learning and behaviour
- have a clear understanding of all routines
- work in a purposeful calm environment
- work in a visually exciting and stimulating environment
- are actively engaged in tasks
- are allowed to be critical thinkers
- know the learning goals and understand the purpose of the activities
- accept their mistakes as part of learning
- can learn from each other and share ideas
- have clear success criteria
- are enthused by the teaching
- are taught in a variety of ways
- experience success, which may come from a variety of activities such as sport and music
- are engaged in learning experiences which are structured, progressive and focussed
- feel a sense of fairness prevails
- have feedback which is supportive, positive and constructive
- have work that is valued
- can reflect on what they have done and evaluate this

Planning

In order for children to have an effective learning experience, each lesson must be well planned. At Loose, we use yearly curriculum overviews, combined with medium-term and short-term planning, to cover all that will be taught within the classroom.

Yearly curriculum overviews set out the subjects that will be covered over the whole school year for each year group. They also show which global theme will be focussed on during each term. These are 'working documents' and can be amended throughout the year.

Medium term plans explain in more detail the work to be covered over a term or half-term period. Teachers use weekly plans setting out precisely the learning for each day. These are personal to each teacher but all include clear learning intentions, success criteria, differentiated activities and assessment procedures.

Plans are used to ensure that they allow for continuity and progression throughout the school.

High Quality Lessons

We have identified the main factors that contribute to effective teaching and learning in the classroom.

Before the lesson, the teacher will:

- have relevant knowledge of the subject;
- have planned activities the learning that take account of the needs of each individual child;
- have assessed a child's starting point.
- identified the aims and intended learning outcomes of the lesson;
- have the relevant resources available and accessible;

- have planned the use of other adult roles;
- plan a range of questioning techniques.

During the lesson, the teacher will:

- convey passion and enthusiasm about their teaching;
- give clear information and explanations to the children;
- model throughout the lesson so expectations are clear
- ensure clarity and use the steps to success to ensure this
- share the aims of the lesson and how these relate to previous and future learning;
- ensure that the children know what is expected of them, both in terms of work and behaviour;
- act positively as a role model of effective learning;
- match work accurately to challenge children of all abilities
- develop children's language and social skills
- give appropriate opportunities for the children to extend their learning;
- evaluate, assess and amend the lesson as it progresses.

After the lesson, the teacher will:

- assess and review the lesson;
- evaluate the teaching and learning that took place, and make any necessary changes to future planning that might be appropriate;
- mark work consistently and appropriately, depending on the work done;
- give verbal feedback and praise and written feedback where appropriate;

Celebrating achievement

At Loose, we believe in an ethic of excellence, celebrating achievement of all children. We will do this through:

- high quality displays in classrooms and around the school;
- performances of children's work for example in class assemblies;
- encouraging children to draft and redraft work in order to raise standards;
- praise and encouragement;
- informing and involving parents in the excellent work their children do;
- sharing good work with peers;
- in addition to these intrinsic rewards we also reward in other ways (including notes home, certificates, etc) when appropriate.

High Quality Planning

When the quality of planning is good, the following is observed:

- the lessons are successful;
- there are high levels of expectation & achievement;
- the learning intentions are clear;
- there has been a high level of progression and development;
- the children are able to articulate their learning;
- through precise differentiation the needs of all learners are catered for.

High Quality Teaching

When the quality of teaching is good, the following will be observed:

- good knowledge of the subject being taught;
- clear achievable learning outcomes, of which the pupils are aware;
- well informed, planned and organised lessons;
- high expectations of work and behaviour;
- offering of exemplars to illustrate what is expected;
- teachers modelling, demonstrating and guiding;
- differentiated activities with appropriate resources;
- positive relationships between the teacher, the children and the other adult workers in the classroom;
- tasks which are challenging and give opportunities for further development;
- appropriate questioning skills to motivate and inspire children;
- good time management leading to well-paced lessons;
- other adult support being appropriately deployed;
- evidence of evaluation and assessment.

High Quality Learning

When the quality of learning is excellent, the following will be observed:

- children on task, knowing the time available to complete it;
- children able to explain the purpose of their task;
- children involved in the decision making and learning process;
- children displaying positive attitudes, e.g. enthusiasm, pride in their work, interest, eagerness to move on, enjoyment, concentration, application;
- quality outcomes in the work produced;
- evaluations and positive feedback;
- a safe, stimulating and comfortable work environment;
- understanding of different approaches, including trial and error and learning from each other.

Classroom Routines

The following are features of a well-organised classroom:

- The classroom has consistent routines, which all children are aware of;
- Entry and exit routes and routines to and from the classroom to outside areas, including the hall(s) and playground are well known to the children and used appropriately and consistently;
- Class rules are discussed, agreed and displayed, based on the school's behaviour policy;
- Clear expectations are conveyed;
- Children are informed about the timetable for the day, especially when there is a change to normal routines;
- Routines are in place for the start and end of lessons and activities, to maximise learning time;
- The classroom clock is set correctly and used by teachers and children to monitor the use of their own time, punctuality and pace of lessons;
- Routines for retrieving, using and tidying resources are followed;
- Children take responsibility for the classroom environment.

Resources

Ready supplies of appropriate resources are vital to teaching and learning. Each classroom should have:

- sufficient resources, readily available and easily retrievable without disruption, in order for the

- planned lesson to take place efficiently and effectively;
- good quality, appropriate resources, relevant to the age group being taught and the lesson planned for;
 - Resources are fully operational (e.g. pencils are sharpened, the quantity required are available)
 - clearly-labelled storage units for resources, specific to a subject and legible to the children;
 - an attractive and well-resourced book corner and clean and tidy art area;
 - a working computer;
 - clearly displayed timetable/planning, accessible to supply teachers;

All resources should be stored tidily.

Pupils with Special Educational Needs

The class teacher is responsible for ensuring that work is suitably differentiated. Children may be withdrawn for extra support, or receive support in the classroom, from support staff, class teachers and the Inclusion Leader/SENCo. Please see our SEND policy for further details.

Monitoring Teaching and Learning

At Loose, the monitoring of teaching and learning is regular to ensure consistency across the school. This is done through book looks, year group observations and formal SLT observations.