



Teaching and Learning Policy

The purpose of this policy is to maintain high levels of achievement by ensuring that, as a result of good quality first teaching, effective learning takes place in every classroom.

This policy should be read alongside other policies of the school, particularly the

Marking & presentation Policy
Behaviour Policy
Monitoring & Evaluation Policy
Special Educational Needs Policy

AIMS

We believe that pupils learn best in different ways. At Amblecote we aim to provide a rich and varied learning environment that allows our children to develop their skills and abilities to their full potential. We base our teaching and learning on the National Curriculum in Key Stages 1 and 2 and the Early Years Foundation Stage curriculum for our early years pupils, *although we are aware that approaches may vary.*

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners, who are able to motivate themselves;
- foster children's self esteem and help them build positive relationships with other people;
- develop children's self respect and encourage them to respect the ideas, attitudes, values and feelings of others;
- show respect for other cultures and, in so doing, to promote positive attitudes towards others beliefs;
- enable children to understand their community and to help them feel valued as part of that community;
- help children to grow into reliable, independent and useful citizens.

Responsibilities

It is the responsibility of all teachers to provide the highest quality teaching for our pupils and ensure effective learning is the result.

It is the responsibility of the subject leaders to monitor the quality of the teaching and learning within their subject and to offer support if it is needed, reporting back findings to the Head teacher and SLT.

It is the Phase Leaders responsibility to monitor the learning taking place in their Phase and support staff or facilitate support for staff and pupils where necessary and report progress and development issues to the Head teacher.

The Senior Leadership Team is responsible for monitoring the quality of teaching, learning, attainment and progress across the school, to identify areas for development and provide necessary support where appropriate.

Governors have a statutory duty to ensure that these processes are in place and that the school is meeting pupils' needs.

This document was produced as the result of a consultation process with staff. It sets out clearly the expectations of high quality teaching and learning and forms the basis of the Teaching and Learning policy.

Learning

Effective learning takes place when pupils know:

- How to make progress
- What they are achieving
- How to learn, including thinking and questioning skills, using methods and resources to support their own learning
- The attitudes needed in the classroom, including respect, interest, responsibility, responding to challenge
- How to work independently
- How to work collaboratively with and without close supervision
- The skills they need to develop, including enquiry, research, analysis, reflection

Teaching

Good teaching needs:

- Differentiation
- Assessment for learning
- Different teaching styles
- Pace and challenge
- Organised classroom management
- Good questioning
- Excellent subject knowledge.
- Effective partnership with Teaching Assistants
- Good relationships with pupils
- Relevant home learning
- Monitored progress
- A stimulating environment
- Regular evaluation and review
- Enthusiastic delivery

Teaching and learning styles and strategies

The range of teaching and learning styles used at Amblecote is extensive and encompasses *visual, auditory and kinaesthetic learners*. These include:

- Explanation
- Instruction
- Questioning
- Observation
- Modelling
- Reporting back
- Investigation
- Consolidation and practice
- Problem solving
- Individual work
- Paired work
- Collaborative work
- Using ICT
- Extended writing
- Peer assessment
- Songs / rhymes
- Directing and telling
- Role Play
- Discussion
- Demonstration
- Applying
- Listening

- Making judgements
- Oral Feedback
- Paired talk
- Research
- Brainstorming
- Sharing
- Games and puzzles
- Revision
- Self-assessment
- Feedback through marking
- Experimenting
- Practical tasks

Preparation, planning and delivering lessons

- Lessons will usually take the form of a three-part lesson, unless the teacher decides that another approach is more effective in particular instances. *Early Years Curriculum will be delivered appropriately (see Foundation Stage teaching & learning policy).*
- The teacher should have clearly identified and differentiated for pupils needing extra support for special needs, G and T or for specific support and intervention.
- The teacher should work in partnership with Teaching Assistants, where they are regularly in the lessons, planning together as appropriate, and directing the support to have maximum impact on the learning of pupils.
- Pupils should be encouraged, taught & supported to develop independence by learning resilience, reciprocity, resourcefulness and reflectiveness.
- Outdoor Learning opportunities will be delivered where and as often as is appropriate.

1. Introduction and starter activity

A review of previous learning or an assessment of pupils' starting points for a new topic should precede new learning.

- The lesson is introduced clearly, sharing/identifying/generating the intended **learning objectives / outcomes** with pupils.
- The objective will be displayed and communicated to the pupils at the beginning of the lesson.
- Pupils should understand the objectives for the lesson and identify what they are **learning**, as opposed to, what they are doing, if asked.
- The steps to achieving the objective should be clearly defined for the pupils.

Learning objectives should be specific and outline the learning expected to take place

Learning objectives could begin with:

- To understand
- To be able to evaluate/identify/describe/justify/explain/apply
- To develop

- To know how to
- To think about
- To be aware of
- To confidently use
- To understand
- To explain/justify

Success criteria describe to pupils what the teacher is looking for and how they will know they are being successful in their learning.

They need to be specific and related to the learning objectives and the tasks set by the teacher.

As the school year progresses children should become less dependent on Success criteria and learn for themselves how to achieve the Learning Objective.

2. The Main Activity

The task(s) to be undertaken are explained and resources are identified and available. The tasks should be well structured and planned, relevant and differentiated. Planned use of support should be made in partnership with Teaching Assistants or other adults in the classroom.

Tasks set will:

- Be matched to pupils' needs and abilities
- Build on knowledge and skills acquired previously
- Relate to key questions, enquiry, investigation and problem solving
- Develop a range of skills
- Use different teaching strategies
- Enable pupils to evaluate their own work
- Encourage pupils to apply what they have learned in other situations
- Relate to one or more of the success criteria and bring rewards and/or praise on completion

The teacher will:

- Give clear instructions
- Link work clearly to learning objectives and success criteria
- Use Interactive technology and classroom displays to *enhance* learning,
- Have high expectations
- Model work and support guided groups.

- Demand high quality in terms of work and effort
- Not talk for too long
- Use targeted and technical language
- Display key words to support learning
- Facilitate learning
- Maintain discipline and a productive working atmosphere
- Use AFL and mini-plenaries , where appropriate, so that pupils remain focused and evaluate their progress

The pupils will:

- Listen and respond positively to the teacher and each other
- Be kept on task
- Be stretched and challenged
- Be motivated to achieve
- Understand and achieve the steps to success
- Achieve the learning objective.
- Self Assess their work

3. The Plenary

- Varying strategies to be used to ascertain how well the success criteria have been learned so that all pupils can evaluate/understand the progress they have made during the lesson.
- The strategies of quality question and answer sessions, group or individual presentations and extended thinking should review the work completed.
- Pupils should self and/or peer assess against the success criteria to ensure self awareness of achievement, address issues and understand their next steps of learning.
- Pupils' achievement of the objective, through the success criteria should inform planning for the next lesson.

Classroom Observation, Pupil Interviews, Work Sampling and Whole School Self Evaluation

Classroom observation and work sampling are used to monitor and evaluate the effectiveness and quality of teaching and learning at Amblecote. They also form an important part of the process of reviewing the performance of the school through whole school self evaluation.

Classroom observation is used to support continued professional development, Key Stage / Phase reviews and performance management in the school.

The process of classroom observation contributes to:

- Raising achievement and school improvement
- Improved classroom teaching and learning
- Staff development
- Curriculum development
- Identifying the future development needs of the school

Lessons will take into account the quality of teaching and how it impacts on pupils' learning.

Autumn 2017.

