

Rush Green Primary School

Strive to Succeed...

Teaching and Learning

Healthy, happy,

sociable young people

Self motivated, determined, positive, fair

Hard working and aspirational

Confident, independent learners

Respectful and responsible

global citizens

Empathetic, generous of spirit, brave, honourable and compassionate

Inclusive community

Caring, healthy, safe environment that fosters self belief

Life long, enriching experiences

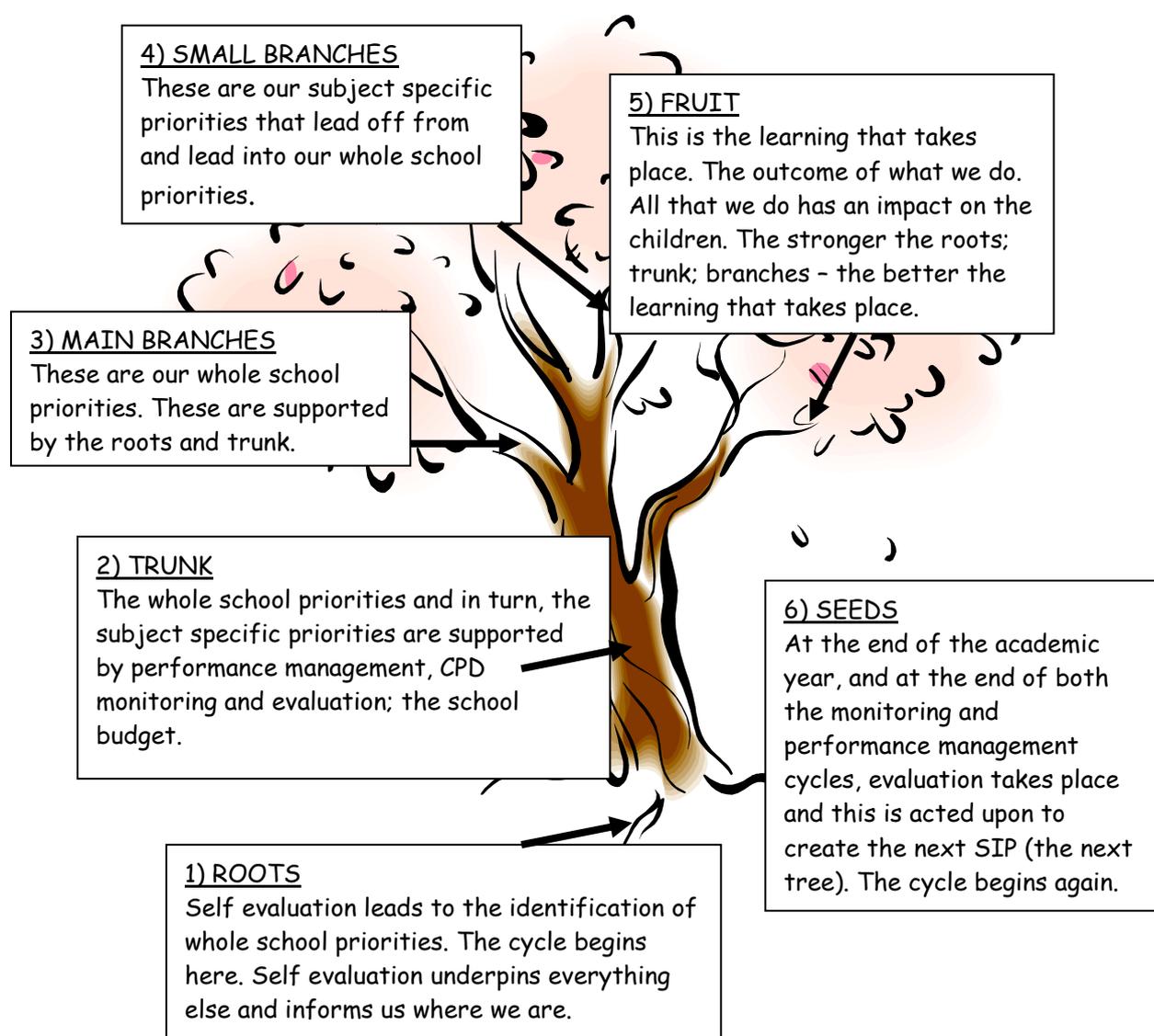
Creative, stimulating learning opportunities for all

TEACHING AND LEARNING AT RUSH GREEN PRIMARY SCHOOL

After discussion with the pupils, parents, governors and staff we have created a teaching and learning policy which not only reflects the aims and ethos of the school, but also reflects the needs of all concerned and clearly explains what we do at Rush Green Primary School.

As a school we must reflect and ensure that improvement is planned for. This must happen at a whole school level, in the classroom and at individual pupil level. Assessment for Learning and inclusiveness are at the core of what we do.

Improvement doesn't just happen it has to be carefully planned



Everything we do has an impact on learning

OFSTED 2014 - ENSURE ALL GROUPS OF LEARNERS UNDERSTAND WHAT IT IS THEY HAVE TO LEARN

Grade descriptors for the quality of teaching, learning and assessment

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team. **Ofsted, August 2016**

Outstanding (1)

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

We believe that essentially the good and better practice can be broken down into 3 areas for focus; 'PLANNING, DELIVERY and ASSESSMENT.' Teachers, Teaching Assistants and the Children must be a part of this process in order to ensure that efficient and effective learning takes place in the classroom.

FAIL

First Attempt in Learning (FAIL)

In our school we encourage pupils to take risks and to attempt new things. We recognise that some children are afraid of making mistakes. We aim to reinforce that making mistakes is an integral part of learning.

PLANNING

Planning at pupil level involves the use of medium term plans which are broken down to daily sessions. The planning process involves the children, through assessment for learning during and after the lesson. Lesson direction must ultimately lead towards the lesson focus and this is assessed through the use of success criteria. The needs of the class must be taken into account and this is achieved through differentiation of task and the selection of suitable resources which may cater for differing learning styles. Learning resources are selected from a range of sources and teachers must not solely rely on published schemes such as Abacus for day to day planning as these schemes are designed for the average ability child, have expectations which are too low and do not provide enough opportunities for using and applying.

Where possible, teachers should plan in opportunities for teacher modelling and for showcasing childrens' work as exemplar materials. This could be examples of work from previous years.

Pace of learning is defined as a 'clear and focussed determination to reach the end goal of the lesson.' Lessons are expected to be purposeful and make use of every learning opportunity. When planning, it is important to ensure that extension opportunities are planned for and that learning time is not lost through needless activities or unplanned slippage. Where possible ensure that the children understand how their learning links to other subjects and the world in general and that this is reinforced through activities which enable the children to apply their skills.

Teachers that work with sets of children in maths and English must also plan for the ability range within their set.

After the lesson, those children requiring further input will be annotated on to teacher plans, with their needs, by the teaching assistant or teacher. This will be followed up, preferably in the next lesson by the teacher and teaching assistant. Good communication is vital between pupil/teacher, pupil/teaching assistant and teaching assistant/teacher. Pupil feedback to teaching staff can be in a range of different ways and is included in the assessment section of this policy. Teacher and teaching assistant both annotate planning to show progression and the key areas, or children, to work on in the next lesson.

If a third of the class are unable to grasp the concept taught then the lesson should be repeated. Teachers may also have to plan discrete and individual lessons to address any misconceptions or to fill gaps in learning.

Typical Planning Meetings

A typical planning meeting should involve year group teams using medium term plans to identify learning objectives and then work together to find tasks and activities that meet the objectives and that cater for a range of needs, including the most able. Extension activities and scaffolded activities must also be considered. Discussion should follow around how the children could use and apply what they have learned so that the children are not simply practising skills over and over again, but have the opportunity for deeper learning by seeing how to apply the skills they have learned. Teachers may have to make their own resources and if so they must ensure that there are no misspellings or grammatical errors.

Outstanding lessons will often contain a 'hook' that engages pupils from the start.

In our planning:

- We use the agreed formats
- We include the learning intention
- Success criteria are used to measure progress and are included in lesson plans
- Planning includes differentiation which challenges children at all levels
- Expectations are high
- Time is planned in to a lesson for children to edit/correct their work
- Time is planned in to a lesson for reflection of work against the success criteria
- Planning is annotated by teachers and teaching assistants to reflect on the lesson and make suggestions/recommendations for the following day
- Assessment informs planning
- Planning must be flexible to the needs of the children
- Childrens' learning should impact on day to day planning through AfL strategies
- Planning must be adjustable to match the needs of groups of children/individuals
- Other adults should have input into planning
- Differentiation must be by task
- Other adults should be used as a resource and planned for
- Planning should build on previous knowledge and make links to the world around us
- Planned activities should be varied and cater for a range of learning styles (not just the interactive whiteboard)
- Planning held over from year to year must be adjusted to suit the needs of the class
- Planning should make use of a range of available resources
- Planning should be cross curricular where possible
- ICT should be embedded
- Opportunities for practising the basic skills of mathematics, reading and writing must be provided for in the vast majority of all lessons
- Extension activities must be provided
- Planning must be completed and on the system by the Friday before the week planned for
- Planning must be clear and detailed enough to enable any teacher to teach from them, for instance at short notice
- Where appropriate, homework should consolidate learning done in school or provide an opportunity for pupils to research for future learning.

KEY FEATURES OF GOOD LEARNING IN AN OBSERVATION*

- CLEAR AND TIGHTLY FOCUSSED LEARNING OBJECTIVE THAT RELATES TO THE LEARNING AND WHICH IS CLEARLY UNDERSTOOD BY LEARNERS
- INSTRUCTIONS ARE CLEAR AND PRECISE (MAY BE GIVEN IN STEPS AND REPEATED TO INDIVIDUALS AND/OR DISPLAYED)
- TEACHER TALK IS REDUCED TO A MINIMUM – NO LONGER THAN 10 – 15MINS
- TEACHER QUESTIONING IS USED TO PROMOTE LEARNING BUT QUESTIONS ARE MODERATED TO CHALLENGE AT DIFFERENT ABILITY LEVELS AND ARE USEFUL – DO NOT WASTE TIME (SEE BULLET ABOVE!)
- TEACHER MODELLING IS EFFECTIVE AND IS USED TO DRAW IN PUPILS (FOR INSTANCE PUPILS COME UP WITH A SET OF SUCCESS CRITERIA AFTER HELPING IMPROVE A PIECE OF WORK)
- THE TEACHER ENGAGES ALL PUPILS AND ENSURES THAT ALL ARE ABLE TO CONTRIBUTE
- PUPIL CONTRIBUTIONS ARE VALUED AND PUPILS ARE WILLING TO CONTRIBUTE
- TIGHT SUCCESS CRITERIA THAT RELATE TO AND BREAK DOWN THE LEARNING OBJECTIVE INTO SMALL MANAGEABLE AND MEASURABLE STEPS – PUPILS ACHIEVE PART OF OR ALL OF THE SUCCESS CRITERIA
- DIFFERENTIATION BY TASK IS USED TO SET APPROPRIATE CHALLENGE FOR ALL ABILITIES. IT IS CLEAR THAT LEARNERS HAVE FOUND THE WORK CHALLENGING AND THAT LEARNING HAS TAKEN PLACE
- EXPECTATIONS ARE HIGH AND MADE CLEAR IN THE PRESENTATION AND IN THE QUALITY OF WORK PRODUCED. PREVIOUS WORK MAY BE USED TO ILLUSTRATE THIS
- TEACHER MARKING AND FEEDBACK IS LINKED TO THE LEARNING OBJECTIVE AND/OR SUCCESS CRITERIA AND EXPLAINS WHAT PUPILS HAVE DONE WELL (SO THAT THEY CAN REPEAT IT) AND WHAT THEY NEED TO DO NEXT TO MAKE IT EVEN BETTER
- OPPORTUNITIES ARE CLEARLY PROVIDED FOR PUPILS TO ACT UPON TEACHER ADVICE AND MAKE IMPROVEMENTS TO THEIR WORK
- EXTENSION SHOULD BE PROVIDED – NOT MORE OF THE SAME
- LESSONS ARE ADJUSTED TO FIT PUPIL NEED FROM PREVIOUS DAY (ADDRESSING MISCONCEPTIONS, GOING OVER ASPECTS AGAIN; CATCH UP ETC)
- ADULT INPUT IS EFFECTIVE AND MOVES LEARNING ON (HOW EFFECTIVELY ARE TAS BEING USED?)
- THERE IS EVIDENCE OF GOOD USE OF PRACTICAL RESOURCES

TIDYING UP/TRANSITIONS ARE QUICK AND SEAMLESS; CONSIDERATION HAS BEEN GIVEN TO THE FLOW OF CHILDREN AROUND THE ROOM AND PUPILS MOVE ON TO THE NEXT STAGE OF THEIR LEARNING WITHOUT WASTING TIME (EFFECTIVE USE OF TA/PLANNING?)

THERE ARE MANY AND VARIED OPPORTUNITIES FOR INDEPENDENT WORK AND THIS INCLUDES LEARNING TO SET WORK OUT (REDUCE NEED FOR POOR QUALITY WORKSHEETS)

THERE ARE GOOD AND VARIED OPPORTUNITES TO APPLY BASIC SKILLS

PUPILS TAKE PRIDE IN THEIR WORK AND APPLY SKILLS THEY HAVE LEARNED IN OTHER SUBJECTS

ALL PUPILS ARE ENGAGED AND THE VAST MAJORITY ENJOY THEIR WORK

PUPIL BEHAVIOUR IS GOOD OR BETTER FOR ALL PUPILS
THE TEACHER DEMONSTRATES A CLEAR FOCUS AND DETERMINATION THAT ALL CHILDREN WILL MANAGE THE LEARNING OBJECTIVE BY THE END OF THE LESSON (PACE)

REGULAR CHECKS AND OPPORTUNITES FOR ASSESSMENT ARE USED TO INFORM THE TEACHER OF PUPIL PROGRESS (THIS MAY BE THROUGH A COMBINATION OF ON THE HOOF MARKING AND STOPPING THE CLASS AND GOING THROUGH A QUESTION, OR STOPPING THE CLASS AND CHECKING PROGRESS AGAINST THE SUCCESS CRITERIA)

PUPILS ARE GIVEN SUPPORT WHERE NECESSARY, ALTHOUGH THEY ARE ENCOURAGED TO WORK INDEPENDENTLY

TIME IS USED EFFECTIVELY AND EVERY OPPORTUNITY IS TAKEN TO REINFORCE LEARNING INCLUDING THINGS THAT THEY HAVE ALREADY LEARNED

THE END OF THE LESSON IS USED TO REINFORCE THE TEACHING POINT AND MAY BE USED TO ASSESS PUPIL PROGRESS

AT LEAST THE VAST MAJORITY (80%+) OF ALL PUPILS HAVE LEARNED IN THE LESSON

***Above is a basic proforma that could be used by year group leaders and class teachers as an aide memoire. It is not intended to be used as a check list for teachers as good and better teaching often includes some of these features – it would not be sensible to include all!!!!**

DELIVERY

At Rush Green we recognise the importance of ensuring that lessons are flexible and that planning, whilst giving the focus for a lesson, should not be so rigidly adhered to that the differing needs of the children in a given lesson and in a given class are not met. Where this is the case, teachers should abandon the lesson plan for the day and provide different activities that enable the pupils' learning needs to be met. This could be for instance if the children are finding work too easy or too hard. This must be recorded on planning and adjustments made to future planning as appropriate.

At Rush Green we are committed to ensuring that each child has the best learning opportunity possible and we ensure that this is done through constantly assessing progress and adjusting to requirement.

We must ensure that pupils spoken and written language is corrected as appropriate and that there are no lost opportunities for the practising of basic skills, although this should not distract from the aim of the lesson.

In a lesson:

- We share the learning intention (this does not have to be at the start of the lesson)
- We ensure that the learning intention relates to the knowledge that the children will gain NOT the vehicle it is delivered in (for instance, to write items for a sandwich in a list – should be to write a list of nouns using commas and the word 'and' to separate them)
- We share how the learning will be useful or how it builds on what the children know
- We refer to and share past examples of good work for discussion
- We refer to and share examples of good work and discuss what it is that makes it good so that we can create a list of the success criteria
- We share the success criteria
- Time is given at the beginning of the lesson to allow children to read teacher feedback and edit/correct their work
- Work **must** be differentiated – this can be done through a **self-choice approach**
- Challenge must be provided
- Extension activities must be provided so that there is always something for pupils to go onto should they finish their work
- Good and outstanding practice is to start the lesson with a hook that engages the pupils from the start
- Good and outstanding practice is to constantly assess during the lesson. This can be done through 'on the hoof' marking which ensures that the teacher and teaching assistant fully understand the needs of the class and are able to act upon those needs immediately
- Good and outstanding practice is to ask the children to come up with the success criteria
- The success criteria are displayed for all to see
- Progress is checked by assessment against the success criteria
- Progress is checked **during** the activity and after the activity to ensure quality learning
- Good use of adults within the classroom focuses teaching on children who need help with learning – this is not the same as working with the SEN
- Children should be used to explain/share their work with others
- There is always follow up when children struggle in a lesson this would, ideally, be done during the lesson but it should, at least be picked up on in the next lesson
- Expectations are high, although children are allowed to take risks with their work (eg. try themselves if they are not quite sure and see how they get on – if still unsure then ask for help)
- Children have the opportunity to self/peer assess against the success criteria
- A range of resources are used to ensure good pace and also to relieve 'interactive whiteboardem' for those who learn in different ways
- There are opportunities for children to partake in mini whiteboard work, partner work and group/table work depending on the activity
- Activities are purposeful and add to, not detract from the lesson (think carefully about whether or not whiteboards or talk partners are appropriate for what is being delivered)
- Teachers consider the flow of children around the room and ensure that resources are to hand rather than waste learning time through handing out or collecting in resources
- Thinking time is allowed where children discuss possible answers to questions (studies show we usually allow only approx 20secs before demanding the answer!)

- Questions are differentiated by ability and are also focussed on the children who may not have their hand up
- Questions are followed up by other questions
- Temporary displays (eg. sheets of sugar paper) of the main points of the lesson or examples given by the children should be used to capture learning and displayed as prompts around the room
- Teachers should be wary of slippage – especially when time to deliver the curriculum is already tight!
- Lessons should start promptly and finish on time
- The plenary may (for instance in science) be where the teaching point is delivered; be a summary of learning in the lesson; be a drawing together of ideas; an opportunity for pupils to feed back on what they have learned to others and/or an opportunity to assess
- Teachers must take care that once pupils have grasped concepts, they are not taught to death through pages and pages of the same work. Use resources around the school, video clips etc to ensure that pupils are given real and interesting opportunities to apply their new skills, knowledge.

KEY FEATURES OF GOOD LEARNING IN PUPILS' WORK*

CLEAR AND TIGHTLY FOCUSSED LEARNING OBJECTIVE THAT RELATES TO THE LEARNING AND WHICH IS CLEARLY UNDERSTOOD BY LEARNERS

TIGHT SUCCESS CRITERIA THAT RELATES TO AND BREAKS DOWN THE LEARNING OBJECTIVE INTO SMALL MANAGEABLE AND MEASURABLE STEPS – PUPILS ACHIEVE PART OF OR ALL OF THE SUCCESS CRITERIA

DIFFERENTIATION BY TASK IS USED TO SET APPROPRIATE CHALLENGE FOR ALL ABILITIES. IT IS CLEAR THAT LEARNERS HAVE FOUND THE WORK CHALLENGING AND THAT LEARNING HAS TAKEN PLACE

TEACHER MARKING AND FEEDBACK IS LINKED TO THE LEARNING OBJECTIVE AND/OR SUCCESS CRITERIA AND EXPLAINS WHAT PUPILS HAVE DONE WELL (SO THAT THEY CAN REPEAT IT) AND WHAT THEY NEED TO DO NEXT TO MAKE IT EVEN BETTER

OPPORTUNITIES ARE CLEARLY PROVIDED FOR PUPILS TO ACT UPON TEACHER ADVICE AND MAKE IMPROVEMENTS TO THEIR WORK

EXTENSION SHOULD BE PROVIDED – NOT MORE OF THE SAME

LESSONS ARE ADJUSTED TO FIT PUPIL NEED FROM PREVIOUS DAY (ADDRESSING MISCONCEPTIONS, GOING OVER ASPECTS AGAIN; CATCH UP ETC)

THERE IS EVIDENCE IN BOOKS OF OTHER ADULTS INPUT (HOW EFFECTIVELY ARE TAs BEING USED?)

THERE IS EVIDENCE OF GOOD USE OF PRACTICAL RESOURCES

THERE ARE MANY AND VARIED OPPORTUNITIES FOR INDEPENDENT WORK AND THIS INCLUDES LEARNING TO SET WORK OUT (REDUCE NEED FOR POOR QUALITY WORKSHEETS)

THERE ARE GOOD AND VARIED OPPORTUNITIES TO APPLY BASIC SKILLS

EXPECTATIONS ARE HIGH AND MADE CLEAR IN THE PRESENTATION AND IN THE QUALITY OF WORK PRODUCED

PUPILS TAKE PRIDE IN THEIR WORK AND APPLY SKILLS THEY HAVE LEARNED IN OTHER SUBJECTS

PUPILS ARE ENGAGED AND ENJOY THEIR WORK

***Above is a basic proforma that could be used by year group leaders and class teachers to ensure a consistency of approach.**

DAY TO DAY ASSESSMENT

This area in the teaching and learning policy is key in that it enables us to really know our children and make an impact on their learning through planning a delivery which meets their needs and sets next steps. Our assessment must be useful and impact on learning. In order to do this, children must have the opportunity to read teacher comments and act upon them. Further dialogue between the teacher and pupils, through feedback marking, provides opportunities for more challenge and deeper learning.

Good and outstanding practice would be where teachers and support staff move children on through a clear dialogue in the marking.

Where teachers struggle to think of comments to write it is likely that the work given to pupils is not/was not challenging enough.

Marking should identify what the child has done well, so that this can be repeated and what needs to be improved and how it can be improved. Further comments for challenge should also be included.

Opportunities to correct spelling and grammar should be taken as this reaffirms what has been taught elsewhere.

- Assessment will be against (although not exclusively) the success criteria/learning intention
- We will refer to the success criteria in our feedback to the pupils and ensure that they understand what they have done well and why, and also what they need to improve and why
- We will provide next steps in our marking to help children develop a deeper understanding of their learning and provide more challenge
- We will use a range of strategies to assess childrens' learning, including verbal feedback, thumbs up/down, traffic lighting, traffic light cards, peer/self assessment and two stars and a wish
- Teaching assistants/LSAs will mark work for the children they work with, explaining the quantity of support given and then relay this to the teacher
- Teachers and teaching assistants should both annotate planning to show next steps for groups/individuals – this should always be followed up
- Assessment can take place at any time during a lesson through a quick check of work against the success criteria, peer assessing a peer's work, or a short test etc. Those children not meeting the success criteria then have an opportunity to readjust
- Children should not be queuing at the teacher's desk this is not quality of learning for the child at the back!
- Teachers should endeavour to mark 'on the hoof' this enables instant feedback during the lesson
- An opportunity should always be given for children to read teacher feedback and act upon it to improve their work (this reinforces the fact that making mistakes is a part of the learning process)
- Books should be marked in time for the next lesson
- Assessment should be used at the beginning of a topic to judge what the children already know
- What we find out through daily assessment should be used to inform planning for the next day
- Assessment, regardless of type, should be useful and impact on learning
- The best form of assessment is marking with a child at their desk during a lesson!

Examples of prompts for marking and feedback (Doesn't need to be overcomplicated!):

NS = next steps = an example of how this can be used is when asking children to go back and edit, correct and improve a section of their work

Challenge = moving learning on by providing some additional extension, enabling the children to apply what they have learned and demonstrate a greater depth of understanding

This is an excellent piece of work and you have met all of the SC. How could you improve this work further?

Great work today but think about this sentence that you wrote and correct the grammar...

Add to this sentence so that it describes the setting much more clearly.

Add the correct punctuation to this sentence...

Well done, you have managed to put the correct punctuation in your sentence but show me how you would use a semi colon in a sentence of your own...

This is some lovely dialogue but think about how you could include more characterisation. Write a few lines of conversation underneath which shows mw how the characters are behaving while speaking to each other...

You have fully understood the concept of dissolving materials today. Well done! What do you think might happen if we kept putting more and more sugar in to the water?

Yes, well done. That is exactly what would happen. Can you explain why?

You have tried really hard today and I am really pleased with you. Have a try of these 3 sums so that I can see if you have really got it...

Well done you have clearly understood what we were doing but perhaps you were not quite ready for the work I gave you in the lesson. Try these instead...

You have really had a good go at these but have got yourself in a pickle with the last few. We will have a go at these together tomorrow...

That's better! You have got it. Well done. Have a go at these 3 by yourself.../Try this...

S.Abeledo 10/13

Reviewed in January 2014

Reviewed in January 2015

Reviewed in September 2016