



Roskear Primary & Nursery School

Teaching and Learning Policy

Accepted by Governors	January 2017
Reviewed Date	September 2019

Introduction

At Roskear we believe the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Teaching is a cyclical process where the teachers' knowledge of individual pupils, how they learn and the progress they make is vital. Knowledge of pupils is used to inform planning, the success of which is then monitored, assessed and reviewed throughout the lesson, thus informing the focus for subsequent learning.

Quality First Teaching

Things that must be considered when **planning and preparing** a lesson

- Meeting the national curriculum requirements.
- Planning starts with the children and knowledge of individual strengths and next steps for learning, uses knowledge gained from AfL.
- Teacher to have a clear understanding of learning and consideration be given to how this can be presented to the children (WALT).
- Ensure tasks set match the desired learning outcome and offer sufficient challenge in addition to being engaging and motivating.
- Consideration be given to differentiation through support/resources/challenge etc. – maintaining high expectations of achievement for all.

- Resources are organized and appropriate.
- Throughout the lesson monitor pupil's process through observation, listening and questioning – adapting the lesson as necessary for individuals, groups or the class.

During the lesson

Teachers should:-

- Refer to and use learning habits.
- At start of lesson assess what the pupils already know and adapt learning to meet their needs for groups/individuals.
- Use talk partners.
- Where appropriate pupils have the choice of activity to stretch their understanding.
- Use mini plenaries to address common misconceptions and move learning on.
- Share the WALT and expectations of learning with the children.
- Be clear about high expectations, show the pupils what good looks like (modelling examples etc.).
- Make learning exciting, interesting and engaging.
- Generate success criteria with the class which make desired outcome and steps to success very clear to the pupils.
- Throughout the lesson monitor pupil's progress through observation, listening and questioning – adapting the lesson as necessary for individuals, groups or the class.
- Move learning on in the lesson once children display an understanding to enable them to test/apply their learning.
- Provide pupils with feedback opportunities through the lesson e.g. from teacher, peers or self (using success criteria or model e.g.).
- Make room for pupils to take risks, explore new thinking and test their understanding.
- Allow pupils sufficient time to complete the task set independently or collaboratively with peers as appropriate.

After the lesson

- Facilitate time for enhanced learning to secure understanding with an adult.
- Complete review of pupils learning/progress through marking, discussion with other adults and reflection.
- Provide pupils with feedback (purposeful).
- Amend any planning as necessary in the light of information gathered.

- Facilitate take up time for pupils to respond to marking.

Assessment for learning

How do we gather the evidence we need for planning?

- Use open ended questions.
- Ask pupils to explain.
- Encourage pupils to assess their own progress against agreed success criteria.
- Test true understanding by encouraging application to a new context.
- Revisit concepts at a distance (mental and oral starters, ILAs).
- Mini Plenaries.
- Marking.
- Observing and listening to children.

Learning Environment

The environment that pupils (and staff) work in is important both culturally and physically. We recognize the importance of pupils feeling safe, happy and supported, enabling them to take risks in their learning. The culture within our classrooms is inclusive, purposeful and engaging with opportunities made to reinforce the good learning habits. Research demonstrates the importance of children feeling that their classroom is 'theirs', with this in mind, although we have minimum requirements for each room we also expect each to be personalized to the needs and demands of each class (see Appendix for Learning Environment checklist). This personalization will be achieved through the display of pupils' work to celebrate personal achievements and others motivate others; teachers will ensure that all children have the opportunity to see their work celebrated over time.

Role of the leadership (including curriculum teams, leaders and SLT)

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of health and safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensure that staff development and performance management policies promote good quality teaching.

Role of the Parents/Guardians

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:-

- Holding parents' evenings to discuss children's progress.
- Sending an annual report to parents in which we explain the progress made by each child and indicate how the child's learning can be improved further.
- Explaining to parents how they can support their children with homework.
- Holding regular workshops to explain relevant developments in their child's education.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:-

- Support their child to complete homework, reading, spelling and learn tables.
- Ensure that their child has the best attendance record possible.
- Ensure that their child is equipped for school.
- Do their best to keep their child healthy and fit to attend school.
- Inform school if there are matters outside of school that are likely to affect a child's performance or behavior at school.
- Promote a positive attitude towards school and learning in general.
- Fulfill the requirements set out in the home/school agreement.

Monitoring and evaluation

Staff development needs are continually reviewed as part of the ongoing Monitoring and Evaluation timetable, information gathered feeds into the school development plan and appraisal. The Teaching and Learning Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school.

In order to provide a clear picture of the quality and consistency of practice across school, when evaluating teaching and learning in school, it will be monitored and evaluated through:-

- Classroom observation.
- Sampling pupil's work.
- Sharing pupil's work throughout the school and discussing quality.
- Internal moderation of pupils' work.
- Discussion with pupils.

Teaching and Learning Practice Guidelines

Foundation Stage

- Areas devoted to each of the 6 areas of learning clearly defined in the classroom including interactive maths display and interest table.
- Role play area clearly defined linked to the theme or book.
- Continuous provision across the 6 areas of learning, child and adult planned.
- Free flow at identified times is used to ensure that all pupils access developmentally appropriate activities at all times.
- Adult intervention extends and develops learning, encouraging purposeful play.
- Adult directed tasks include guided reading, shared writing, phonics and maths. There will be a greater emphasis of curriculum time on maths and English reflecting the need to raise standards.
- Links across and within the curriculum are exploited where possible.
- All practitioners track and monitor individual pupils engagement with tasks across all 6 areas to ensure equality of provision.
- Pupils are given meaningful activities which provide rigorous and challenging opportunities to develop at an appropriate stage of development.
- Daily time for shared writing, phonics, maths, guided reading, physical activity and story time.
- Best use of the outdoor learning environment is planned for e.g. writing, reading and maths outside. The learning experience indoors is mirrored outdoors.

Year 1

The first half term is a transition period from Foundation Stage to Key Stage 1. From September the following features will be present continuing throughout the year:-

- Read write inc and numeracy lessons every morning.
- Reading will be taught daily in addition to a literacy lesson when timetabling allows.
- The whole class are involved in an introduction to the English and maths learning for the day.
- When activities are introduced the teacher will provide a model which can be either practical or written. Where the activity is introduced for the second time a model from the pupils work will be used where possible.
- English and maths activities (including independent work) should have a recorded outcome at least twice a week.
- Role play area clearly defined linked to the theme or book.

- All pupils receive a weekly input on science and topic followed by guided work (which may happen over a period of a couple of days).
- Pupils will sometimes be given the opportunity to record their independent work in books – they should be helped/encouraged to stick any independent work with a written outcome into a book.
- The teacher must be aware of which pupils are working where and may need to direct them to ensure that they access all areas equally.
- Additional adults within the room will be supporting small groups/individuals of pupils on targeted intervention/guided work.
- Plan for the use of the outdoor classroom to build on and extend maths, literacy and science learning. There should be a clear link between the planned objectives for outdoor learning and those planned for the inside.

From after Autumn half term the delivery of English and maths will change as follows:-

- During the independent part of the session pupils will either receive targeted differentiated guided work or access independent activities (planned for as above) linked to either an English or maths learning objective. We recognize that it may not always be possible to link to the learning intention but must link to the subject.
- The learning intention for every lesson (English, maths, science and topic) will be recorded in pupils books. This will need to be accompanied by pupils work, photos, teacher annotation and cross reference to floor book/display etc.
- Independent writing linked to topic to be recorded in topic book at least 3 times per half term.

Year 2

The first half term is a transition period from Year 1 to Year 2. The guidelines for Year 1 should be followed moving towards the following by Autumn half term.

- Maths and English are taught in 3 part lessons and where a range of practical tasks are available to support the learning intention.
- Pupils are encouraged to work independently accessing practical materials and activities within English and maths lessons whilst the teacher works with a guided group.
- The learning intention for every lesson (English, maths, science and topic) will be recorded in pupil books. This will need to be accompanied by pupil work, photos, teacher annotation and cross referenced to floor book/displays etc.
- Pupils are given the opportunity to record their independent work in books (sometimes for extended periods of time) including date and WALT. Marking will indicate whether the task was independent or guided.

- The daily timetable will include reading, RWI, maths and English handwriting and story.
- All pupils receive a weekly input on science and topic followed by guided work (which may happen over a period of a couple of days). These tasks should have a recorded outcome every week.
- English and maths activities (including independent work) should have a recorded outcome at least twice a week.
- Independent writing linked to topic to be recorded in epic book at least 3 times per half term.
- Areas of the classroom are defined for reading, writing and maths (through learning walls and interactive display). The role play area should be linked to the topic or book.

Key Stage 2

The first half term is a transition period from Year 2 to Year 3. The guidelines for Year 2 should be followed moving towards the following by Autumn half term. (Please note: depending on the specific cohort and the needs of the class, the transition period might be shorter or very slightly longer).

- Area of the classroom linked to book or topic (could be in the form of a treasure box/hat stand etc. and not necessarily a whole corner).
- Wide range of practical resources which pupils are able to access independently to support learning e.g. bead strings, thesaurus or chooser boards etc.
- Taught 3 part lessons, across the curriculum where written and practical activities are planned for within the independent work.
- An average of 3-4 pieces of recorded work for both English and maths per week (this may be less in immersion weeks and more in subsequent weeks for English)
- The learning intention for every lesson (English, maths, science and topic) will be recorded in pupils books. This will need to be accompanied by pupil work, photos, teacher annotation and cross referenced to floor book/display etc.
- Independent writing linked to topic to be recorded in epic book at least 3 times per half term.
- Area of the classroom where pupils are able to access level appropriate challenges to extend learning particularly maths problems and topic challenges. (identified by red text).
- Afternoon lessons offer a range of written and practical tasks across science and topic as a class.

- Lessons planned for the afternoon offer opportunities for the transfer of basic skills – particularly writing and maths, with a least one written outcome for science and one for topic **per week** (this could be used as evidence of distance work).
- The daily timetable will include reading, basic skills (SPAG and number/tables), maths and English.
- Access to ICT across the curriculum.
- Explore the use of outdoor learning opportunities (planned for and integrated into the curriculum).