

2019



GILDEN MORDEN CHURCH OF ENGLAND PRIMARY ACADEMY

TEACHING AND LEARNING POLICY

OCTOBER 2019 – REVIEW DATE OCTOBER 2021

Teachers and children have high expectations of themselves and others

Children

- Look after resources
- Show good learning behaviours
- Want to present their work well and do so
- Are able to talk about their progress

Environment

- Quality displays that celebrate children's work
- Resources that support and stretch learning
- Resources that are well organised and accessible
- Resources that show what good looks like including teacher modelling

Teachers

- Are reflective in the way they talk about their teaching and the children's learning
- Take responsibility for the children's learning, adapting their teaching to meet all children's needs
- Take opportunities to develop their skills (CPD)
- Talk positively about the children and their efforts

Books

- Show good presentation or where appropriate improving
- Have consistent marking according to policy with encouragement
- Show feedback that leads to good progress
- Have evidence of corrections, improvements, polishing, up-levelling



Teaching children to have the confidence and skills to effectively verbalise their ideas and learning

Children

- Use the strategies the teacher has modelled in their own talk
- Use paired talk to generate ideas and express their thoughts
- Compose sentences for writing and say these to each other
- Speak in full sentences
- Modify their talk to edit their ideas

Environment

- Use of recording devices (post-its, small white boards, sound buttons, Ipads, laptops, etc)
- Text maps
- Talking prompts

Teachers

- Model their own thinking
- Expect and model full sentences
- Correct and model grammar sensitively
- Allow time to talk!
- Listen
- Have purposeful talk expectations including explaining why we say before we write or why we explain our reasoning before solving problems.

Books

- Show the impact of talk before we write
- Show the impact of reasoning
- Show the understanding of formal and informal recording



A positive culture where learning is enjoyed and celebrated

Children

- Enjoy their success across all areas of learning
- Enjoy their learning
- Proud to share their achievements with others
- Know what is expected across the board in all areas of the curriculum

Environment

- Shows the process taken
- Shows high expectations
- Celebrates work
- Uses positive comments
- Resources to encourage

Teachers

- Share children's success and encourage
- Use reflection to highlight how children have been successful
- Have high expectations and model them
- Install a positive environment where risks can be taken
- Ensure modelling is effective

Books

- Show the progress made with visible improvements
- Show high expectations across all subjects
- Show positive feedback directly related
- Show encouragement and growth mind-set



A purposeful environment that is vibrant, engaging and effectively supports teaching and learning

Children

- Know where to find information to scaffold their learning
- Refer each other to information in the classroom
- Support each other in their learning

Environment

- Celebrates work across the curriculum
- Washing line
- Working walls – At least English and Maths
- Text maps, toolkits
- Current topic resources
- areas

Teachers

- Refer to working walls, resources and displays
- Keep it up to date and relevant

Books

- Learning refers to the working wall focus
- Demonstrate use of the resources on display – key words in science etc

Good subject knowledge of the learning and teaching process; ARE and NC content

Children

- Are able to verbalise their learning and say what they have done previously to help gain the skills and knowledge they are working on
- Know what they need to do to improve
- Use age related terminology

Environment

- T4W process on working wall/ washing line
- Maths focus on working wall – with examples
- Year group appropriate grammar and language
- Vocabulary for stretch and challenge – subject specific
- Examples of WAGOLL in class (ARE)

Teachers

- Generate secure data against NC ARE and exemplars
- Use internal and external moderation to ensure appropriate expectations

Books

- Full National Curriculum coverage
- Assessment and feedback to push learning forward
- A coherent sequence of learning showing progress
- Show progression for mixed age classes

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An inspirational reading culture where teachers as readers encourage children as readers

Children

- Talk confidently about books
- Read for pleasure and vary book choice
- Share reading experiences from outside school
- Use a range of decoding and comprehension strategies confidently

Environment

- Well stocked, inspirational book corner with a range of texts
- Questions to prompt discussion on texts
- Display on what teachers and children have read (reviews and recommendations)
- Prompts/ strategies employed by effective readers

Teachers

- Be positive about reading
- Model effective reading
- Develop a culture where children feel safe to take risks in their reading
- Give time in class to read in a variety of ways

Books

- Show well structured, grammatically correct sentences
- Show language patterns become familiar and are used in writing

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Effective, flexible planning which takes into account the needs of individuals and groups with clear steps to achieve a planned outcome

Children

- Know what they are learning and what the Learning Objective of each lesson is
- Know any specific targets they are working towards
- Can describe their learning journey
- Are reflective learners

Environment

- Working walls for English and Maths
- Washing line for T4W
- Sequence relates to work in books
- Celebrates improvements
- Includes all

Teachers

- Plan sequences of work knowing how it builds on prior learning and what the final outcome is
- Follow medium term plans for the unit but with flexibility
- Identify target areas for the class, groups and individuals
- Record and review strategies for groups and individuals each half term
- Plan for and involve Teaching Assistants

Books

- Cold/ hot task for T4W
- Sequence of planning leads to progress for all
- LOs and learning show progress
- Targets and focus can be identified through activities and next steps



Staff and children celebrate their success by reflecting on progress and improvements made

Children

- Talk positively about what has worked and why
- Can talk about where they have improved
- Use language of growth-mindset

Environment

- Prompts for peer/self-assessment
- Examples of children's work showing positive progress
- Working walls (core subjects) show build-up of a unit

Teachers

- Use language of growth-mindset
- Model how to identify strengths
- Share work that includes elements that have worked well
- Encourage discussion about what has worked well and why with children and other adults

Books

- Show successes highlighted
- Have next steps that have been responded to by the children appropriately
- Next steps being applied in future lessons
- Improvements between cold and hot tasks
- Peer/ self-assessment identifying what when well and why



Teachers teach, and regularly revisit metacognitive strategies (7 step model)

Children

- Talk about prior knowledge
- Look back in their books
- Use the environment to practise skills
- Reflect and discuss what they have done

Environment

- Toolkits
- Model texts
- Examples of the children's learning

Teachers

- Question about prior knowledge
- Use scaffolding
- Provide models
- Use 'I do, we do, you do' approach
- Use repetition of key ideas and words
- Give clear explanations

Books

- Sometimes show prior knowledge
- Show key elements of T4W
- Show different forms of recording
- Show guided practice, shared work and independent work
- Show reflection, review and polishing

Teachers and children reflect and respond in order to move children's learning on

Children

- Say what they have done well and what they can continue to improve
- Contribute new ideas to discussions
- Share their reasoning and ideas
- Make suggestions about how they can solve problems and perform tasks
- Identify what helps them to learn

Environment

- Evidence of editing displayed
- Evidence of reflection (post-its)
- T4W washing lines show ongoing editing and improvements
- Working walls show corrections

Teachers

- Adapt plans to meet needs as they arise
- Have clear understanding of where all pupils are and where they need to go
- Model and scaffold reflection
- Model editing and praise effective editing

Books

- Show Learning Objectives met/ not met
- Show progress – presentation, independence and acquisition of skills knowledge and understanding
- Show corrections and next steps given and acted on
- Show activities that focus on correcting mistakes and misconceptions
- Show the development of self and peer assessment

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Seven-Step Guide to Teaching Metacognitive Strategies

1. Activating prior knowledge
2. Explicit strategy instruction;
3. Modelling of learned strategy;
4. Memorisation of strategy;
5. Guided practice;
6. Independent practice;
7. Structured reflection.

Glossary of terms and Abbreviations

| | |
|-------------------------|---|
| ARE | Age Related Expectations |
| CPD | Continuing Professional Development |
| Growth Mindset | “In a growth mindset , people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.” (Dweck, 2015) |
| LO | Learning Objective |
| NC | National Curriculum |
| Polishing, up-levelling | Improving the work (often using a purple pen) |
| T4W | Talk for Writing - an engaging teaching framework created by Pie Corbett It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version. |
| Text maps | A sequence of drawings that tells a story or the sequence of a piece of text , enabling children to learn it together as a model for their learning. |
| Toolkits | Documents produced with the children to |
| WAGOLL | What a Good One Looks Like – example of what the children are working towards |
| Working walls | Interactive and ever changing displays used to share ideas and resources |