

Learning and Teaching Policy



Normand Croft Community School

An International Family of Learners

Ageed and adopted by: Curriculum and Achievement

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We expect every teacher to be a good teacher. No child deserves less.

1. Key elements and principles we expect to be embedded in our teaching and learning across our school.

- a. All lessons across our school should include the following key elements to ensure high quality teaching and learning, which leads to all children making good progress.
- b. We expect all adults in our school to be reflective practitioners.
- c. Where necessary, staff will receive further professional development and support to ensure they fully understand these elements and to enable them to embed them in their everyday practice.

2. Behaviour for learning.

- a. All staff will model and insist upon high standards of behaviour for learning and implement the PBAL policy at all times.
- b. From the time children enter Foundation Stage, all staff will communicate high expectations in the way children talk, sit and behave in their learning and will actively teach children how to speak and listen effectively when engaged in partner talk. This will continue throughout each key stage.
- c. All staff will model, and ensure that children show, high quality, confident and attentive body language which helps to develop their core strength and fine motor skills. In Early Years, visuals and Makaton will be used to teach each stage of whole body listening and throughout KS1 and KS2 clear, simple directions such as 'proud posture', 'fantastic focus', 'helpful hands', 'wonderful walking' and 'legendary lining up' will be given. Teachers will ensure children show correct handwriting posture e.g. feet flat on the floor, upright and with the non-writing hand in the correct position on the page.
- d. All staff will model and expect children to use '*whole body listening*' – children should face the speaker, child or adult – they should not talk over or continue to have their thumb up when somebody else is talking. Staff will use simple directions such as proud posture, fantastic focus, helpful hands, and track the speaker to quickly convey basic expectations and re-focus children quickly. All staff need to ensure children walk without talking around school.
- e. All staff will ensure classrooms are calm and purposeful with noise levels which are appropriate for the task – staff will refer to the acceptable noise level depending on the activity e.g. silent work, partner voices, classroom voices.

- f. Staff will teach children how to access the learning environment effectively and how to be responsible for maintaining a purposeful learning environment. Teachers will ensure children know where to access and store pens/pencils/whiteboards/practical resources, English/maths trays etc. and will identify monitors to ensure resources are maintained efficiently and learning time is maximised.
- g. When it is necessary to re-focus a child who is not showing high quality behaviour for learning, adults will speak calmly, quietly and assertively and re-focus the child on learning as quickly as possible – *'What should you be doing?'* is usually enough to re-focus a child rather than asking *'Why are you doing that?'*
- h. Routines will be used consistently so that children know what is expected of them. Visual timetables, whole body listening prompts and 'traffic lights' will be displayed. All staff will ensure children line up in mixed gender lines and walk without talking to and from the playground/dining hall and around school.
- i. All staff are expected to use praise towards children making the right choices, which in turn encourages others to follow. All adults will support behaviour for learning through using non-verbal gestures or calm, quiet interactions which direct children to show the behaviour we want to see, e.g. 'eyes on me' 'pens in pots' and signals for silent transitions
- j. All adults will support behaviour for learning through using non-verbal gestures or calm, quiet interactions which enables learning time to be used effectively.

3. All lessons are based on objective led learning

- a. All lessons will have clear learning objectives. Adults need to move away from saying *'We are doing...'* or *'the LO is...'* and instead say *'We are learning to... By the end of today's lesson you will know...be able to...show your understanding of...'*
- b. All learning objectives will be shared orally and written up in child friendly language – there is little point in sharing learning objectives if children don't know what you mean.
- c. Learning objectives will not be muddled up with the context of the lesson.
- d. Learning objectives will be visible in the classroom and may be written or stuck into children's books using the agreed format.
- e. Learning objectives will be referred to at the beginning, during and at the end of a lesson.
- f. Children need to know what they are going to learn and what is expected of them by the end of a lesson.

4. All lessons have well-planned success criteria

- a. We will ensure we enable children to be clear about how they will achieve the learning objectives.
- b. Success criteria will be identified in advance by the teacher and then drawn up with the children, wherever appropriate, for them to follow during the lesson e.g. *to be successful...steps to success...remember to...*

At times, differentiated or additional success criteria along with co-constructed or self-generated success criteria will be used, especially for those children targeted to achieve greater depth standard (GDS).

- c. Teachers will use the agreed format and codes for learning objectives, success criteria and next steps in children's books.
- d. Children will be reminded of the success criteria during the lesson and teachers will regularly use children's work to illustrate the success criteria in action.
- e. Adults will enable children to use the success criteria to self-assess their own or other children's work co-operatively. Learning will be celebrated through immediate verbal feedback, visualiser stops, photographs and comments from children/adults which will be recorded through tapestry, floor-books and displays.
- f. Children will understand and be able to talk about how they are progressing towards the learning objective, what they have done well and what they can do to improve further. Children will be expected to review their learning through answering questions such as, *What have I found challenging? How did I overcome the challenge? What have I improved most... What do I want to achieve next? How will I meet my target?*
- g. Marking comments will refer to the success criteria/targets.

5. All lessons are ...clearly differentiated to enable all pupils to access learning

- a. All adults will have high expectations of all children and will help them to build on prior learning by pitching activities at a level that is challenging but still within their reach. Teachers will ensure there are planned opportunities for children to engage in deliberate and rigorous practice to consolidate learning, and to go into the learning pit and be supported to persevere and problem solve in order to master new knowledge, concepts and skills.
- b. Activities provided will match the learning objective well and will engage and support children's progress effectively.

- c. Adults will use a range of differentiated, targeted questioning and will check children's understanding in a range of ways, enabling all children to access learning effectively. Adults will ensure the quick graspers (higher attainers) are challenged sufficiently to extend their learning. Mixed ability groups and learning partners will be a feature in all classes.
- d. Teachers will plan opportunities for children to select their own tasks to develop self- confidence and to identify an appropriate level of challenge for themselves. Teachers will monitor the completion of self-selected tasks carefully to ensure learning is moving on at an appropriate pace.
- e. Adults will ensure that children do not become over reliant on direct adult support and all children will be expected to work independently at times, supported through appropriate scaffolds, word banks etc. Teachers will actively teach the '6Bs' and these will be displayed prominently in classrooms and referred to regularly so that children can apply them independently.
- f. The needs of children with SEN, Early EAL learners, children entitled to pupil premium, the quick graspers (higher attainers) and new '*in year*' beginners to the school will be clearly identified. Teachers will be aware of these groups so that they can plan appropriately for them. (also refer to guidance for new arrivals/joiners) Teachers in consultation with the SENDCo will ensure children are referred to appropriate agencies for support e.g. SaLT, OT, Cheyne, CAMHS.
- g. Adults will be directed to support groups effectively. All children will be encouraged to start tasks at different points within a lesson, based on when they are ready to work independently and to use 'dive deeper strategies' to ensure they are able to independently challenge themselves.
- h. Regular guided English and maths teaching will take place to address misconceptions, pre-teach vocabulary/knowledge/concepts or consolidate learning to ensure children catch up and keep up with their peers.
- i. Teachers will consider carefully, and plan appropriately for, the needs of quick graspers (higher attainers) and will make sure that they are not taking part in unnecessary lower level learning. Quick graspers may have a wider choice of tasks to select from and may also be called upon to be expert explainers during part of a lesson to articulate their understanding coherently using correct subject vocabulary.

6. High quality teaching ensures all children talk during lessons and are actively engaged in learning and work co-operatively

- a. Teachers will ensure time is used effectively from the very start of a lesson – '*every minute matters and every action counts.*'

- b. Teachers will ensure children are purposefully engaged during all parts of the lesson – teachers will take into account children’s concentration span and ensure pupils are not sitting passively for long periods.
- c. Discussions with a learning partner will be a regular feature in most lessons. Children will be expected to use appropriate body language & remain on task when engaged in discussion with a partner. Children will be expected to relay what their learning partner has said and to build upon contributions from other children in the class.
- d. ‘Talk’ or ‘learning partners’ will be chosen in a variety of ways depending on the purpose, but should include random choice through ‘lolly stick’ partners. Learning partners will be changed frequently.
- e. Mini whiteboards/ jotting books/learning journals will be used for short bursts of purposeful activity, to develop understanding and to ensure children are active and engaged during the lesson and that teachers are picking up misconceptions and moving learning on effectively
- f. Visuals, artefacts and auditory input will be used creatively as a way to enhance learning.
- g. Children will help, encourage and talk to one another in a calm, polite way and be encouraged to show fantastic focus and thoughtfulness. All adults are expected to model this.
- h. There will be minimal use of ‘thinking thumbs’ and no hands up to answer questions. Every child is expected to participate – all children will be expected to contribute – teachers will target questions at individuals, pairs and use lolly sticks to choose children to answer a question randomly.
- i. Children will be given time to articulate their understanding and organise their thoughts through talk. Teachers will challenge the use of non-standard English in and recast language when necessary e.g. ‘We were/you were in the playground instead of ‘We was/you was’... ‘we are going to...’ instead of ‘gonna’ and ‘because’ instead of ‘cos’. Teachers will model high quality vocabulary and language structures when teaching.
- j. All lessons will include planned and unplanned opportunities to discuss questions and extend thinking e.g. learning partners; role play; guided reading; drama. Children will understand that their talk is valued and useful for learning.
- k. Children will be expected to respond in full sentences using appropriate subject specific vocabulary and explain their ideas clearly and audibly. Speaking and listening will be actively taught across the curriculum (refer also to 21 steps for speaking and listening).

- I. In Early Years, new vocabulary will be taught and, at times, supported through Makaton signing.

7. Learning is enhanced through... *effective planning and organisation*

- a. Teachers will use the long and medium term plans provided and adapt for weekly sessions to meet the needs of the class based on thorough assessment.
- b. Teachers will ensure that a weekly timetable with learning objectives for each session is available on the shared drive by Friday of the week before. A paper copy may be kept and annotated by the teacher to note changes in planning based on daily assessment. In Early Years, planning will be adjusted daily, sometimes 'in the moment' according to the needs and interests of the children.
- c. Weekly planning for English and Maths should be available on the shared drive by the end of the week that has just been taught.
- d. In English, all teachers must have read the text they are using before planning and teaching the unit. Key vocabulary needs to be identified along with a clear, simple definition to be used with the children.
- e. For each text that is being used in English, an overview of the unit should be prepared that shows clear learning outcomes including Big Writing sessions. Children need to know what outcome they are working towards at the beginning of a unit.
- f. Discrete spelling, grammar and punctuation starters should be taught – these need to be rigorous, well-paced and based on best practice using school resources such as No Nonsense Spelling, No Nonsense Grammar and Pie Corbett's Talk for Writing across the Curriculum and Jumpstart Grammar.

8. Learning is enhanced through... *effective use of questioning*

- a. As adults we will help children make sense of information. The frequency and nature of interactions between adults and children is highly significant. We will develop understanding by:
 - i. Using open ended questions.
 - ii. Explicitly teaching vocabulary – word of the day/week/displayed from texts/displayed on subject specific boards/recorded in word books
 - iii. Providing wait time (at least 3-5 seconds), children need time to think through their answers before replying.
 - iv. Providing thinking time by giving an advance warning, such as '*In two minutes I am going to ask you....*'

- v. Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups. Pupils then respond with 'We / I think that...'
- vi. Ensuring pupils fully understand the question and can fully access the task
- vii. Using questioning to provide appropriate support and challenge.

9. Teachers will ensure all children receive regular and clear feedback which enhances learning and enables children to progress well

- a. Assessment for learning will be embedded in everyday practice and used to inform teaching and learning (also refer to AfL self-evaluation grids).
- b. Through effective and timely oral and written feedback from the teacher and co-operative feedback by peers, all children will be clear about what and how they need to improve.
- c. STEAM targets for mathematics, reading and writing will be displayed in the front of their mathematics book, Big Writing book and reading journal and both children and adults will refer to them regularly.
- d. When marking children's work, the main focus will be on progress towards meeting the learning objectives, success criteria and/or targets. Evidence of this will be highlighted using pink or green pens or commented on – see marking codes.
- e. Where written feedback is given, it will be used to inform planning, help children to address misconceptions, identify next steps for improvement and ensure further support/challenge is planned for. Children may be given a specific, individual next step to respond or next steps/teaching for progress will be addressed through teacher feedback for the whole class and marked with the code TFWC.
- f. Children will be given regular, dedicated time to respond to marking – teachers will check that children's responses are appropriate and that written feedback impacting positively on a child's learning and progress/growth mind-set.

10. Learning is enhanced through ... *teacher partnerships and the effective use of additional adults*

- a. Teachers will work together so that they are clear about which children they are planning for and what their needs are, so that they can provide highly effective teaching for learning.
- b. Teachers in partnerships will meet daily to discuss the needs of the class. As a result, they will work flexibly to support different groups. Guided maths, guided reading and writing groups will be reviewed regularly and changed accordingly

- c. Teachers will share and discuss daily planning in partnerships and medium term planning across year groups when appropriate.
- d. Teachers, supported by the SENDCo, will ensure that special support assistants are given appropriate learning objectives so that they can adapt planning for the children they are supporting.
- e. All teachers in the partnership are responsible for planning, teaching and assessment of the whole class and are accountable for ensuring this policy is fully embedded in day to day practice.

11. Learning is enhanced through... *the effective use of a plenary and mini plenaries*

- a. Adults will expect children to review what has been learned and will model the language of metacognition so that children can confidently and accurately discuss their learning.
- b. Adults will expect children to reflect on the progress they have made within a lesson and over time. This will be done orally as well as in writing e.g. reflection after big writing or 'show what you know' tasks at the end of units.
- c. Reviewing learning is key to memory and will not be confined to the end of the lesson.
- d. Adults will review progress throughout the entire lesson and constantly refer pupils back to the success criteria of the lesson, reinforcing prior learning.
- e. Adults will encourage pupils to reflect on what they have learned and what has helped them to learn.
- f. Adults will use prompts such as:
 - i. *What did you/your teachers do today that you found most helpful when you were learning?*
 - ii. *What did you/your teachers do today that you found less helpful?*
 - iii. *If you had to do the task again, how would you do it?*
 - iv. *If you had to give one piece of advice to someone tackling the same task, what would it be?*
 - v. *What should your next step be?*
 - vi. *Tell me/show me some work that you found challenging/are proud of...*
 - vii. *What progress have you made today/this week/this term?*
 - viii. *Do you feel challenged when you are learning?*
 - ix. *How does the teacher challenge you during lessons?*
 - x. *How do you challenge yourself?*
 - xi. *What do you need to do next to improve further?*
 - xii. *Have you been in the learning pit? What helped you get out?*

12. Learning is enhanced through... *a great classroom environment*

- a. Across our school all adults will ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use to learn and be proud of. Adults will actively encourage children to use all spaces responsibly, tucking chairs under tables, picking up items from the floor etc.
- b. All classes across the school will have:
 - i. **Working walls**

Every class will have a working wall for English and Maths. These will reflect the work currently being studied and the learning process in each of the subjects.

They will include:

 - key vocabulary linked to current texts/topics
 - key questions and key visual prompts
 - examples of quality work (e.g. What a good one looks like)
 - examples of children's work
 - ii. **Displays**

Displays will reflect and celebrate the curriculum in each class and will always have examples of writing and key subject vocabulary. Work must have children's names on it.

These need to be refreshed regularly (usually half termly). Cursive font or Primary Sassoon are the preferred fonts for display as these provide good models for children.

Teachers will also have responsibility for a display area in the school's shared space. These will showcase high quality age appropriate learning and well-presented work (refer also to display guidelines).
 - iii. **Floor books**

Floor books will provide evidence of high quality learning across the curriculum and wider curriculum opportunities. Clear learning objectives will be identified and the process of learning as well as the product of learning will be celebrated.
 - iv. **Access to Reading Areas**

Reading areas will be inviting and books will be in good order. Any books that are not fit for purpose should be disposed of. All adults will be responsible for shared reading areas. These will be regularly checked to ensure they are in good order and also, any damaged books removed. Children will be taught how to put books appropriately. Children will have regular time tabled sessions in the school library.
 - v. **Well labelled and neatly organised resources:**

- vi. Classroom resources e.g. word mats, number lines/ squares will be well organised and clearly labelled. Children will know where to find the resources they need for an activity. This will help to foster independent learning skills.
- vii. **Refer also to:** EAL environment audit. The reading, writing and speaking and listening environment in Years 1&2, Years 3&4 and Years 5&6.

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