



TILLINGTON MANOR

PRIMARY SCHOOL

Teaching and Learning Policy

Updated by: K Brockhurst **Date:** September 2024

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Our Mission is to work together to support children in a happy and caring environment, enabling them to become successful learners and achieve their full potential.

Our **Vision** is to prepare our children for the rapidly changing world in a stimulating environment where all achievements are celebrated. We are an inclusive school that endeavours to be at the very core of our local community. We work exceptionally hard to instil a sense of pride in our school and promote high standards in all that we do.

We believe in providing children with opportunities and experiences that remain with them for a lifetime to enhance their education.

Through our bespoke curriculum, we aim to capture our children's heart in order to capture their mind.

Why Teaching & Learning?

“The principle goal of education is to create men and women who are capable of doing new things, not simply repeating what other generations have done.” Jean Piage

Policy Statement and Aims

The School aims and objectives guide the members of the School community towards achieving "excellence in education". Teaching and learning will permeate all that we do in school. This policy will help ensure that we can deliver our aims for teaching and learning.

This policy aims to:

- Explain how we'll create an environment at our school of high expectations where pupils learn best and love to do so
- Summarize expectations to make sure all staff have clarity and understanding about what excellent teaching and learning looks like across the school.
- Ensure all members of school community recognise the importance of excellent Teaching and Learning and a robust curriculum is our most powerful tool to achieve excellent inclusion and equality across the school.
- Ensure all staff have the skills and knowledge to identify gaps in students' learning and to address this through their teaching

As a school we aim to:

- Promote all round development of each individual child (physical, emotional, social, spiritual and cognitive).
- Create a happy, secure and stimulating environment with a structured, purposeful way of learning for this is how children learn best.
- Help children to become more aware of the needs and rights of others.
- empower teachers at Tillington Manor with an ideal model upon which lessons are planned in order to maximise learning
- provide common criteria against which excellent teaching and learning practice can be celebrated
- ensure a common high quality of experience for all students to help maximise each individual's potential, whilst supporting creativity and individuality within teaching and learning (teachers & students)
- help spread and share all teaching and learning practice that is of an excellent standard
- provide an insight into the review and development of current and future teaching and learning practice, which enables staff and students to remain stimulated and focused.
- Encourage children and parents/carers to take a responsible attitude to schooling and to have confidence in themselves.
- Assist parents in helping their children to prepare for adult life at home, at work, at leisure and as caring contributing citizens within society.
- Provide equality of opportunity for all pupils to experience a variety of learning styles.
- Through a partnership approach, encourage parents to take an active part in their child's education. To give children a good grounding on the start of their journey to be lifelong learners.
- To promote British Values and Spiritual, Moral, Social and Cultural development

Statement of Teaching

Teaching is facilitating, managing, sharing and developing the learning process in a purposeful direction by enthusing, engaging and motivating the learner.

At Tillington Manor Primary we endeavour to demonstrate the following effective teaching aspects:

- Planning is clear and effective with appropriate learning objectives that pupils understand.
- Teachers plan for opportunities to allow pupils to master their learning/work at greater depth with carefully structured activities to meet the children's needs
- The teacher has good subject knowledge.
- There is an appropriate pace to the lesson.
- Resources are appropriate and used effectively.
- Children's tasks fulfil and consolidate the learning objective and are effectively Scaffolded.
- On-going assessment is used to inform planning and move children's learning forward.
- Questioning builds on prior learning to encourage and deepens thinking and move learning forward. Focused teaching is in appropriate proportion to independent learning.
- The teacher is enthusiastic about the lesson content and this is transmitted to the children.
- The classroom is well organised with resources readily available to the children.
- The children are secure in their understanding of classroom routines and expectations. Staff use positive behaviour management strategies, in line with the school's behaviour policy
- The teacher provides a positive role model for the children who are motivated to learn as a result.
- The teacher challenges and inspires children.
- All staff strive to promote the core values in every aspect of school life.
- Time is well managed and teaching assistants are used appropriately to support pupils.
- Positive relationships are built between the teacher and pupils based on mutual respect. The teacher sets high expectations of pupils both in terms of behaviour and standard and presentation of work
- The learning environment is stimulating, reflecting all children's achievements and covering agreed subjects and standards

According to Dewey, a distinguished researcher of learning:

"Give the pupils something to do, not something to learn. And the doing is of such a nature as to demand thinking. Learning, naturally, results.

Statement of Learning

Learning is an ongoing process of the acquisition of knowledge, understanding, habits, concepts and skills; and applying them to new situations.

Throughout their learning at Tillington Manor Primary:

- Children are motivated and enthusiastic about their learning.
- Children are able to work independently and collaboratively, as appropriate.
- Children are able to proof read and edit their own work effectively.
- Children are able to carry out learning tasks independently, sustaining concentration.
- Children are able to explain the purpose of learning tasks and links to previous learning.
- Children understand the real life purpose / context of their learning.
- Children are given tasks which are challenging and move their learning forward.
- Children are sure in the knowledge that their work is valued and confident that they are achieving their full potential.

- Children are able to understand what they are doing, how well they have done and how they can improve.
- All children's needs are appropriately met, with any additional special educational need being supported in a variety of ways and through their IEP.
- Reviews of learning are used throughout the lesson to extend, consolidated or reshape their learning.
- Evidence through pupils' knowledge, understanding and their books show that progress has been made.
- Children are provided with frequent opportunities to work at greater depth

ELEMENTS IN PRACTICE

All lessons should contain the following elements listed below in some shape or form.

They are the strategies formulated with staff as being most important to empower us to consistently deliver high quality lessons. In so doing we believe these elements are core to enable us to unlock a student's full potential and hence maximise their progress and level of attainment:

1 - Learning Objectives are Identified & Shared

This needs to be a two-step approach in which students are told not only the purpose of the lesson but also what the teacher expects in terms of outcomes from activity.

There is a need to communicate why they are doing what they are doing and how it fits into the bigger picture of the subject or their wider learning across the curriculum with links to prior learning.

This might be achieved through:

- the learning objectives being outlined to the children at or near to the beginning of each lesson.
- the children being clear about the learning objectives in terms of what they are expected to learn.

Clearly identified objectives and expectations

At Tillington Manor Primary School, we must be clear what we want the children to have achieved by the end of the lesson, how they are going to do it and the expected pace they should be working at. All of this should be shared with the children. It is important that children know the teacher's expectations: ensuring that routines and procedures related to the ways of working are clearly understood. Particular attention should be paid to the movement of children around the classroom and acceptable noise levels. It is important that all expectations be consistent and constant in their application.

2. Review Learning to link to prior learning

Review helps create links with previous learning. This helps build secure foundations for subsequent learning, so that learners can progressively develop the skills, knowledge, understanding, attitudes and values contained in the curriculum.

3. Variety of Learning Activity

The main activity episodes of lessons are critical in making learning an enjoyable and challenging experience. It should stimulate learning through matching teaching techniques and strategies to the range of learning styles and needs within your class, and indeed groups within that class, to engage actively all students. Initially this should mean that you ensure that you use teaching techniques and strategies that will regularly facilitate the use of all the different learning styles, so as to maximize student's strengths, and develop relative weaknesses. Ultimately it should involve using student data and assessments to help design different tasks to meet individual student learning preferences. It should provide opportunities for students to show and develop their skills and abilities to work independently and collaboratively.

4. Scaffolding to Enable All Learners to Succeed

Scaffolding can be seen as an on-going process that is accommodating the needs of individual students in our school. It ensures that teaching allows most learners to make at least their expected progress in relation to their capability. It will also stretch the less able to work as close to their capability as possible and the gifted and talented way beyond. This is best achieved when based upon an informed review of the student's learning.....therefore through a diagnostic and formative assessment procedure

These modifications are made at the SHORT TERM PLANNING stage where the decisions about adapted teaching are informed by assessment.

This might be achieved:

a. by TASK:

Because students work in a variety of ways with their different strength and aptitudes, a range of tasks spanning the spectrum of abilities can be an effective way of differentiating.

b. by RESOURCE:

Activities which involve resources available to extend the more able as well as support the low achiever. It means changing the resources by which students learn to meet their individual needs such as use of concrete materials.

Assessment used formatively to Involve Students in their Learning

The key focus of assessment in teaching and learning must be to enable students to be continually aware of where they are now in their learning, where they can or need to get to, and most importantly how best to get there.

Assessment is of prime importance to staff to inform their future planning and activity with classes. We must recognise equally that it has a profound influence on student motivation and self-esteem. Therefore, it must show consideration and be both constructive and sensitive. Also our ability to share this information with parents effectively is key to students being supported as well as possible at home. See Feedback policy.

Assessment is an integral part of Teaching and Learning.

It takes a variety of forms:

- Formative Assessment
- Summative Assessment

- Assessment for Learning Assessment informs planning and enables teachers to set SMART targets - targets which are Specific, Measurable, Attainable, Realistic and Timed. Children receive both oral and written feedback, which encourages them to move their learning forward.

Teachers will be required to make and record teacher assessment on OTrack for the following areas at designated data drops:

- Reading
- Writing
- Mathematics
- Science Assessment in other curriculum areas is ongoing through Milestone expectations , gaps in skills and/or knowledge are identified and planning adjusted accordingly. This may be that additional skills need to be added to future topics/medium term plans.

Early Years Foundation Stage will be expected to carry out:

- Initial/baseline assessment in Nursery and Reception, which will be completed in the first three weeks of the Autumn Term.
- To use Development Matters and new 'EYFS Statutory Framework programs of study'
- Teacher assessments of children's development are to be made termly.

All assessments will be monitored by SLT. Support will be allocated based on the provision map on a half termly basis. Data Analysis and progress reports will be shared with year groups at progress meetings following assessments being uploaded. Predicted targets will be generated from the teacher assessments carried out in the summer term.

The key focus of assessment in teaching and learning must be to enable students to be continually aware of where they are now in their learning, where they can or need to get to, and most importantly how best to get there.

And most importantly...

...the fun, sense of achievement and sheer enjoyment that learning brings.

Quality Support is:

- knowing the pupils
- knowing lesson plans in advance
- being involved with and contributing to the planning
- knowing the lesson objective and how it is going to be achieved
- discussing the needs of the pupils with the class teacher
- TA knowing specifically what is required of them
- giving feedback to the teacher about pupils' progress
- receiving feedback from the teacher about support's progress
- making good use of 'spare' time e.g. carpet time – observing individual pupils
- knowing pupils' IEPs where applicable
- being aware of any specific needs/individual difficulties and using adaptive teaching strategies to cater for these
- able to trusted to be flexible when working with groups of a whole range of abilities
- being able to step in at short notice
- feeling supported by the teacher and being an equal part of a team

These aims form the basis of the Teaching and Learning Policy. All our teaching should be targeted to fulfilling these aims. Children learn in many ways. As teachers we should remain 'open-minded', accepting individual differences and devising teaching methods and strategies which enable us to develop each child

towards their full potential. The purpose of this policy is to describe the teaching methods and strategies which will enable the learner to consistently produce quality work.

Use of additional adults

It is every class teacher's responsibility to organise effectively and brief any adult who is supporting children within the class – learning assistants, classroom assistants, parents etc to extend children's learning. It is important to make sure that all additional adults receive appropriate information related to the varying needs of the children i.e. learning, medical, behavioural, emotional etc.

Teaching techniques

Our ethos at Tillington Manor is to create a challenging and stimulating environment that encourages effort and enthusiasm, so that all children can succeed. To ensure that teaching is effective across the school, the following key points should be considered – this is not a definitive list:

- Planning is clear and effective with appropriate learning objective that pupils understand;
- The teacher has good subject knowledge and provide clear models to the children of expectations as a guide to their learning.
- There is an appropriate pace to the lesson;
- Resources are appropriate and used effectively;
- Children 's tasks fulfil and consolidate the learning objective and are appropriately adapted;
- On going assessment is used to inform planning and move children's learning forward;
- Questioning builds on prior learning, encourages thinking and moves learning forward;
- Focused teaching is in appropriate proportion to independent learning;
- Teaching style chosen is appropriate to lesson content and enables all pupils to learn effectively;
- The teacher is enthusiastic about the lesson content and this is transmitted to the children;
- The classroom is well organised with resources readily available to the children;
- The children are secure in their understanding of classroom routines;
- The teacher provides a positive role model for the children who are motivated to learn as a result. The teacher challenges and inspires children;
- Behaviour is managed appropriately following the school's behaviour policy;
- Effective use is made of opportunities for learning are created and utilised;
- Effective reviews of learning are carried out at key points within a lesson;
- Time is well managed and teaching assistants are used appropriately to support pupils;
- The relationship between the teacher and the pupils is a positive one based on mutual respect;
- The teacher sets high expectations of pupils both in terms of behaviour and standard and presentation of work;
- The learning environment is stimulating, reflecting all children's achievements and covering agreed subjects and standards

Teaching uses principles from Rosenshine's principles of instruction:

1. Daily review.
2. Present new material using small steps.
3. Ask questions.
4. Provide models.
5. Guide Student practice.
6. Check for student understanding.
7. Obtain a high success rate.

8. Provide scaffolds for difficult tasks.
9. Independent practice.
10. Weekly and monthly review.

Successful Learning Environments in School Tillington Manor's learning environment encourages;

- A 'Can do' philosophy across the school to enable children to know what is expected of them. This expectation should develop the whole child, their self-esteem and encourage self-motivation to always try their best.

- Success criteria should set out what is expected and achievable within the lesson. Success criteria should be shared and children encouraged to start thinking of their own targets and goals. This helps children to recognise what they can do and identify their own next steps in their learning journey.

- Successful classrooms are well organised, stimulating and efficient. Everyone in the classroom knows what they are doing and why they are doing it, what resources are needed and where they can be found. There should be an ethos in the classroom that any resource is valued and put away in the correct place.

The Classroom Environment The classroom should be:

- Well organised, trays labelled, equipment tidy, readily available and accessible to pupils;
- Have attractive stimulating displays and / or interest areas where labelling is informative and the questioning open ended;
- Be prepared before the start of any term, with a range of reading materials, Maths equipment, labels, exercise books, interesting posters identifying major topic, artefacts etc;
- Be language rich through use of working vocabulary displays, spellings word banks, posters, books, poems, stories, labelling etc;
- Have evidence of all areas of the curriculum through a DLP Board
- Promote the school's core values.

The organisation of the classroom should enable children to:

- To be ready to learn
- Engage in learning opportunities at all times
- Work efficiently and manage their time well
- Allow children to select their own tools to aid their learning

The learning environment should make children feel safe and secure. Furniture should be arranged to allow children and staff to work safely and independently. Displays should be stimulating and interactive where possible. Clearly labelled and language rich displays should reflect the cultural diversity of the school and wider community.

It is the class teacher's responsibility to report any Health and Safety issues that may affect the learning environment and the well-being of all.

Within the classroom and around school, the core values should be continually reinforced and children positively encouraged to have high standards of behaviour.

Classroom Learning Environment Protocol should be referred to for guidelines.

Organisational strategies

It is important that all teachers use a range of organisational strategies to ensure successful lesson management: Well-planned lessons

When planning it is important to think about the type of grouping to be used – whole class, ability, friendship or interest groups, partners or individual work. Decisions about the size and formation of teaching groups are based upon the nature of the activity and/or the different learning styles of the children.

As identified in the planning section, in all classes staff should be prepared before a lesson begins, that resources known to be needed are available, support help is well briefed and the lesson or lessons have a clear objective and structure (the length of introduction, group/task/whole class work and plenary section have all been thought out and planned for). This ensures that there is effective time management and successful learning will take place. There should also be planned extension activities/opportunities so pupils' learning and progress is not hindered.

Children taking ownership and responsibility for the classroom

Within the classroom organisation children should be given ownership and responsibility and made to feel this is their classroom and they must take care and have pride in it. At all times children should have consideration for each other, themselves and school resources. It is important that children are shown how to set out and tidy away resources. It is the teacher's responsibility to teach every child to become more resourceful and independent.

Monitoring of Teaching and Learning

In order to maintain school improvement and standards of pupil attainment are raised, it is necessary to undertake rigorous monitoring and evaluation of all aspects of the curriculum. The information gained as a result of undertaking monitoring and evaluation exercises will be used to inform future planning, staff professional development and school self-improvement.

Teaching observations

- Learning walks/lesson visits
- Scrutiny of children's books
- Talking to children
- Key data
- Monitoring of short- and medium-term planning

The purpose of monitoring weeks is to ensure that all pupils are consistently receiving the highest quality of education over time and to offer the opportunity for all staff to develop professionally and improve their practice. Monitoring weeks are designed to allow a professional dialogue between members of staff. Therefore, teachers will be invited to attend the monitoring of planning and scrutiny of their books.

Further aims of monitoring are to:

- Identify strengths and weaknesses;
- Provide opportunities to share good practice and celebrate success;
- Impact on teaching and learning, raising standards of attainment and achievement;
- Support the development of the whole child, based on Every Child Matters;
- Provide a vehicle for school improvement;
- Identify and plan interventions for vulnerable learners – these groups are children that are not making the expected levels of progress;

- Alert any significant under achievement in groups of learners that relate to Gender, Ethnicity, FSM, EAL or Looked after Children;
- Provide a clear picture of the school's effectiveness and maps out what is needed to ensure sustained improvement is made;

Peer observations

All teachers should have opportunities to work with colleagues in their own and other schools in order to share teaching and learning methods activities and issues. The aim of classroom observations (both formal and informal) is to stimulate discussions between professionals which builds on strengths, ensures consistency, improves techniques and in so doing enhances learning opportunities for pupils.

Continuing Professional Development

The school recognises that quality first teaching comes from expert subject Knowledge and lesson delivery and the understanding of how children learn. Staff are regularly offered CPD opportunities as outlined in the school's Staff Development Policy and share and develop good practice through Performance Management, observations, coaching, mentoring, whole staff, Key Stage and Year Group meetings.

Links with other policies

The implementation of this policy is supported by the following frameworks and documents:

Professional standards for teachers – DfE HWS

Remote Learning Policy

Feedback Policy

Behaviour Policy

SEND Policy