Teaching and Learning Policy

Waltham St Lawrence Primary School

Governors' Committee Responsible	**Full Governing Board**
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WALTHAM ST LAWRENCE PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

MISSION STATEMENT

Our mission is to provide inspiration and opportunities for all children to
achieve their potential and become confident, independent individuals with key skills for lifelong learning

The aim of this policy is to explain to school staff, Governors, parents and others with an interest in the school how Teaching and Learning is organised at Waltham St Lawrence School and how we, the teachers and support staff at WSL school, will endeavour to provide the best possible learning environment for our children.

Aims and objectives

We believe that every child is unique. Every child in our care is valued for who and what they are and that means that we will make every effort to become informed about their ethnic background, their culture, their concerns, their experiences and their interests.

Our mission sets out our commitment to 'provide inspiration and opportunities for all children to achieve their potential'. At our school we believe in 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 lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

We believe that pupils learn in a variety of ways and that, therefore, every child must be treated as an individual. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values, cultures and feelings of others;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens.

Effective Learning

We acknowledge that people learn in a variety of ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. Children will have opportunities to learn through

- investigation and problem solving;
- research;
- paired or group work;
- independent work;
- peer evaluation;
- whole-class work;
- asking and answering questions;
- use of IT and wider technology;
- fieldwork and visits to places of educational interest;
- listening to external speakers and visitors;
- creative activities;
- discussion, role-play and oral presentations;
- designing and making things;
- participation in physical education.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to have the time to reflect on how they learn and how to achieve success in their learning and develop their skills and abilities to their full potential.

Effective Teaching
Highly effective teaching and learning at WSL is characterised by:

Personalisation
Our primary objective is to engender in the children a love of learning, an eagerness for knowledge and a delight in exploration of the world around them. We know that children will make the best progress when they are encouraged and when any effort, however small, is noticed and praised. We want them to feel secure and confident enough to take risks and 'have a go'.

To ensure learning is inclusive and personalised for each child we ensure

- learning is accessible to ALL children
- the use of formative assessments of children's performance and work including feedback and marking
- effective use of our internal tracking data and comparisons to curriculum expectations
- the involvement of pupils and parents in setting Individual Targets or Teaching and Learning Support Planning

There is also significant dialogue between teachers, support staff and the leadership team on the progress each child is making and how they learn best.

Broad, Balanced and Coherent Curriculum Planning
Our curriculum is based on the National Curriculum (2014) guidance for each subject and/or allocated long term plans and schemes of work. Teachers plan their lessons by:

1. Locating the teaching sequence or lesson in the context of:
   - the scheme of work
   - the pupils' prior knowledge and understanding

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2. Identifying the learning objectives for the pupils/generating success criteria.

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3. Structuring the teaching sequence or lesson as a series of activities by separating the learning into distinct stages or steps and selecting:
   - the best pedagogic approach to meet the learning objectives
   - the most appropriate teaching and learning strategies and techniques
   - the most effective organisation for each lesson.

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4. Ensuring coherence by providing:

- a stimulating start to the lesson that relates to the objectives
- transitions between parts of the lesson which are clearly signposted for the pupils
- a suitably timed plenary that reviews learning and identifies next steps and or extensions to pupils' learning.

In developing high quality teaching and effective learning, we plan activities that will encourage higher order thinking skills (see Appendix 1, Blooms analysis of thinking skills) to ensure pupils are engaged, motivated and challenged at an appropriate level. This will lead to the use of strategies designed to advance pupils' learning.

The key strategies we use are as follows:-

Strategy	**Importance**
Modelling	This is more than demonstrating. Through the teacher 'thinking aloud' it helps pupils to understand underlying structures, processes and conventions.
Explaining	Explaining is crucial in helping pupils understand abstract concepts and events that are outside their own experiences.
Effective Questioning	When planned and correctly sequenced, questioning can promote higher order thinking skills and structure the development of knowledge and

	understanding.
Promoting investigation and problem solving	This allows each child to develop and explore appropriate levels of thinking skills and also take a degree of responsibility for their own learning

These strategies are adjusted to recognise the skills, interests and prior learning of individual pupils.

Learning Strategies and Styles

There are a range of learning strategies identified by the staff through structured and free play, through a balance of open ended and closed tasks, by exploration and experimentation, through independent and directed learning, through trial and error, through first-hand experience, through imitation, and many more.

Teachers are also very aware of learning styles and they plan and teach taking into account the learning styles of the pupils in order to maximise learning potential. We recognise the variety of learning styles that all pupils deploy to varying degrees.

- visual
- aural
- kinaesthetic

To meet the needs of each child, we effectively include every child in consistently high quality personalised teaching. This incorporates Rosenshine's 17 Principles of Instruction:

1. Begin a lesson with a short review of previous learning.
2. Present new material in small steps with pupil practice after each step.
3. Limit the amount of material pupils receive at one time.
4. Give clear and detailed instructions and explanations.
5. Ask a large number of questions and check for understanding.
6. Provide a high level of active practice for all pupils.
7. Guide pupils as they begin to practise.
8. Think aloud and model steps.
9. Provide models of worked-out problems.
10. Ask pupils to explain what they had learned.
11. Check the responses of all pupils.
12. Provide systematic feedback and corrections.
13. Use more time to provide explanations.
14. Provide many examples.
15. Re-teach material when necessary.
16. Prepare pupils for independent practice.
17. Monitor students when they begin independent practice.

In order to create a secure learning environment, we have embedded a consistent whole school Growth Mindset approach and provide a culture where:

- staff believe in all children
- staff adopt a 'solution-focused' approach to overcoming barriers
- staff support children to develop 'Growth Mindset' attitudes to learning

Pupils equipped with Growth Mindset and our Core Values are sure to become successful learners at school and beyond.

Differentiation and Groupings

To provide for the range of ability in each class and the learning needs of the pupils, teachers modify tasks and provision in the following ways:

- Offering a different activity to the child to suit their learning style
- Offering or supporting the child with different kinds of resources
- Allowing the children open ended opportunities and assessing the variety of outcomes
- Giving the child additional support to reach an objective
- Grouping children in such a way as to support or accelerate learning and progress

Use of Teaching Assistants (TAs)

The role of TAs is to support the children's learning and ensure, together with the Class Teacher, that they make progress. The Class Teachers manage the adults and engage them in tasks that optimise the quality of learning in the lesson.
The key role of other adults in the classroom is to enable pupils to participate effectively in the lesson. Prior to the lesson the Class Teacher will brief support staff so that they are aware of

- the Learning Objectives and key outcomes
- the child or group with whom s/he will work
- the outcomes which apply to those pupils
- the nature of the activity to be undertaken, including key questions and recording

Teaching Assistants feed back to the Class Teachers and make suggestions for future teaching and learning.

Learning Environment
To ensure highly effective teaching, we create a learning environment which is:

- attractive and interesting
- challenging and stimulating
- peaceful and calm
- happy and caring
- organised, tidy and free of clutter
- well-resourced
- interactive through displays related to curriculum and children's work

The School Library
We aim to ensure our school library is

- accessible to all pupils;
- attractive, comfortable and inviting;
- well organised, encouraging children to become active readers and learners.

The Role of Subject Leaders
Co-ordination of Curriculum subjects is divided among the staff. Subject Leaders are responsible for:

- Maintenance and overview of their subject resources;
- Attending relevant courses and conferences and disseminating information to staff;
- Monitoring planning and pupil's work to ensure consistency and progression;
- Monitoring teaching in line with priorities agreed during Performance Management meetings;
- Preparing and evaluating action plans for their area of responsibility.

The Role of Governors
In order to achieve our aims we expect that the governors will:

- be well informed about all aspects of school life and visit classrooms to see teaching and learning in action;
- challenge and support the school to help ensure the implementation of this policy;
- monitor curriculum policies and the curriculum on a regular basis.

The Role of Parents
We see our parents as partners with us in the education of the child. We believe that when parents and teachers work together to support children's learning the effect on their learning is marked and measurable. We believe that parents have a fundamental role to play in helping children to learn and their continual involvement is crucial to successful learning. We do all we can to inform parents about what and how their children are learning. Some of the features of this partnership apparent at WSL School are as follows:

- Opportunities for collaboration between parent, teacher and child
- Holding regular parents' evenings
- Parents are fully informed of their child's progress and achievements and targets
- Updating parents in a variety of ways: Parents' Information Meetings or Workshops or Open Mornings/Days, Newsletters etc. about specific curriculum areas in order to explain our school strategies
- Regularly updating information available to parents on our School Website

- making available Termly Curriculum Overviews of the topics that the pupils will be studying during that term at school
- sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further
- explaining to parents how they can support their children with home learning
- admission procedures are flexible to allow time for children to settle and feel secure in the new setting
- In the Foundation Stage, Class Teacher /TA carry out home visits so that every child in Reception and is visited in the home and nursery settings before they come to school.

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

- promote a positive attitude towards school and learning in general;
- support and reinforce their child's learning at home;
- ensure that their child has the best attendance record possible;
- ensure that their child is in the school and collected on time;
- ensure that their child is equipped for school with the correct, named uniform and PE kit;
- encourage their child to become independent and self-reliant;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- fulfil the requirements set out in the home/school agreement.

The Role of Pupils

In order to achieve our aims we expect that children will:

- behave appropriately as set out in the school behaviour policy, the home/school agreement and the School's Golden Rules and School Values;
- listen to and respect the views of others

Monitoring and Review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. This policy will be monitored by the Head Teacher and Governors and will be reviewed annually.

Appendix 1 – Blooms Taxonomy

The following analysis of thinking skills and potential classroom activities is arranged in a hierarchical fashion i.e. 'Knowledge' and 'Comprehension' require low level thinking skills, whereas synthesis and evaluation require high order thinking skills.

In planning lessons and activities teachers match the activities and associated thinking skills to the ability of the child to ensure appropriate challenge.

Knowledge (LOW)

Useful Verbs	Sample Question Stems	Potential activities and products
tell list describe relate locate write find state name	What happened after...? How many...? Who was it that...? Can you name the...? Describe what happened at...? Who spoke to...? Can you tell why...? Find the meaning of...? What is...? Which is true or false...?	Make a list of the main events.. Make a timeline of events. Make a facts chart. Write a list of any pieces of information you can remember. List all the .... in the story. Make a chart showing... Make an acrostic. Recite a poem.

Comprehension/Understanding (LOW)

Useful Verbs	Sample Question Stems	Potential activities and products
explain interpret outline discuss distinguish predict restate translate compare describe	Can you write in your own words...? Can you write a brief outline...? What do you think could of happened next...? Who do you think...? What was the main idea...? Who was the key character...? Can you distinguish between...? What differences exist between...? Can you provide an example of what you mean...? Can you provide a definition for...?	Cut out or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events. Write and perform a play based on the story. Retell the story in your words. Paint a picture of some aspect you like. Write a summary report of an event. Prepare a flow chart to illustrate the sequence of events. Make a colouring book.

Application (MIDDLE)

Useful Verbs	Sample Question Stems	Potential activities and products
solve show use illustrate construct complete examine classify	Do you know another instance where...? Could this have happened in...? Can you group by characteristics such as...? What factors would you change if...? Can you apply the method used to some experience of your own...? What questions would you ask of...? From the information given, can you develop a set of instructions about...? Would this information be useful if you had a ...?	Construct a model to demonstrate how it will work. Make a diorama to illustrate an important event. Make a scrapbook about the areas of study. Make a paper-mache map to include relevant information about an event. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game suing the ideas from the study area. Make a clay model of an item in the material. Design a market strategy for your product using a known strategy as a model. Dress a doll in national costume. Paint a mural using the same materials. Write a textbook about... for others.

Analysis (HIGH)

Useful Verbs	Sample Question Stems	Potential activities and products
analyse distinguish examine compare contrast investigate categorise identify explain separate advertise	Which events could have happened...? I ... happened, what might the ending have been? How was this similar to...? What was the underlying theme of...? What do you see as other possible outcomes? Why did ... changes occur? Can you compare your ... with that presented in...? Can you explain what must have happened when...? How is ... similar to ...? What are some of the problems of...? Can you distinguish between...? What were some of the motives behind...? What was the turning point in the game?	Design a questionnaire to gather information. Write a commercial to sell a new product. Conduct an investigation to produce information to support a view. Make a flow chart to show the critical stages. Construct a graph to illustrate selected information. Make a jigsaw puzzle. Make a family tree showing relationships. Put on a play about the study area. Write a biography of the study person. Prepare a report about the area of study. Arrange a party. Make all the arrangements and record the steps needed. Review a work of art in terms of form, colour and texture.

	What was the problem with...?	

Evaluation (HIGH)

Useful Verbs	Sample Question Stems	Potential activities and products
judge select choose decide justify debate verify argue recommend assess discuss rate prioritise determine	Is there a better solution to... Judge the value of... Can you defend your position about...? Do you think ... is a good or a bad thing? How would you have handled...? What changes to ... would you recommend? Do you believe? Are you a ... person? How would you feel if...? How effective are...? What do you think about...?	Prepare a list of criteria to judge a ... show. Indicate priority and ratings. Conduct a debate about an issue of special interest. Make a booklet about 5 rules you see as important. Convince others. Form a panel to discuss views, eg "Learning at School." Write a letter to ... advising on changes needed at... Write a half yearly report. Prepare a case to present your view about...

Synthesis /Creating (HIGH)

Useful Verbs	Sample Question Stems	Potential activities and products
create invent compose predict plan construct design imagine propose devise formulate	Can you design a ... to ...? Why not compose a song about...? Can you see a possible solution to...? If you had access to all resources how would you deal with...? Why don't you devise your own way to deal with...? What would happen if...? How many ways can you...? Can you create new and unusual uses for...? Can you write a new recipe for a tasty dish? can you develop a proposal which would...	Invent a machine to do a specific task. Design a building to house your study. Create a new product. Give it a name and plan a marketing campaign. Write about your feelings in relation to... Write a TV show, play, puppet show, role play, song or pantomime about...? Design a record, book, or magazine cover for...? Make up a new language code and write material suing it. Sell an idea. Devise a way to... Compose a rhythm or put new words to a known melody.