



St. Margaret's C of E Primary and Nursery School

Teaching & Learning Policy

Written: September 2021

Date for review: September 2023

Head Teacher's signature

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Chair of governor's signature

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Introduction

We believe we provide all staff with a framework for the highest quality teaching and learning in order to inspire all children to learn and achieve to the best of their ability. Through high quality teaching and learning, we will support children in developing the knowledge, understanding and skills that will enable them to fulfil their intellectual and personal potential and thereby help to prepare them to make a mature and critical contribution to society as an adult. This policy is a statement of our beliefs about learning and how they are demonstrated in the day to day work of the school. It reflects our school's Ethos Statement which underpins all the work of the school. The document is intended as a tool for self-review, evaluation and monitoring of all the teaching and learning done in the school and aims to provide a practical framework to help us achieve a consistent approach to all our work.

Ethos Statement

St Margaret's School exists to provide a happy learning environment that will encourage and develop the potential of all who work in it.

Our aim is for each child to progress spiritually, academically, socially and physically within a Christian community and to leave with a love of learning and an awareness of God's love.

These statements of belief underpin our school ethos:

1. We should follow the teachings of Jesus in all that we do.
2. We should respect the beliefs of others, show tolerance towards individuals and learn from the wider world.
3. We should make sure that reflection, joy and wonder are present in work, play and worship.
4. We should provide an atmosphere of emotional security, trust and responsibility in a changing world.
5. We should celebrate individual and collaborative effort and achievement.
6. We should ensure that the purpose of learning is clear and builds on previous experience, knowledge and skill.

We aspire to be an excellent school providing high quality teaching to all our children. We believe that the following key statements define high quality teaching (see the 'Criteria for Effective Lessons' and the current Ofsted criteria for teaching and learning appendices for the in-depth list):

- To communicate regularly with learners about their learning and to respond to them.
- To be knowledgeable about what we are teaching.
- To reflect on our practice and challenge our own thinking.
- To ensure that we have a clear picture of our children's knowledge, skills and their level of understanding.
- To organise our classroom activities to encourage children to become independent, successful learners through understanding how they learn.
- A safe and caring environment where learning and teaching will be a positive experience.
- To formally and informally assess the attainment of our children to better inform next steps in their learning.

We believe quality learning is reflected in the outcomes of the education experienced by the children and this is evident in their response, attainment and progress. Therefore our aims are as follows:

Our Aims

- To maximise children's learning potential
- To promote high quality effective teaching
- To recognise and celebrate achievement, attainment and effort
- To foster creativity, enthusiasm, enjoyment, motivation, independence and co-operation
- To stimulate a desire for lifelong learning
- To plan lessons which are purposeful, interactive, engaging and of a good pace
- To reflect on their social, moral, spiritual and cultural experiences

We celebrate and embrace diversity and value all abilities, as every member of our school has different strengths to contribute. By using a wide range of interactive teaching strategies it enables children to learn from each other and foster healthy working relationships. As we learn from talking, everyone needs to develop the ability to articulate their thinking and ask and answer challenging questions (see appendix for examples). Children, therefore, work in various groups organised by:

- Similar ability for learning new concepts and skills that are appropriate to their needs;
- Mixed ability groups for collaborative work and to build confidence;
- Friendship groups for sharing skills and helping each other.

Adults in our school are mutually supportive, working together to improve their own practice and set an example of teamwork. The climate throughout the school and in each classroom should show trust, mutual respect and co-operation.

St Margaret's children are encouraged to take active control of their own learning and build up an increasing degree of independence as they progress through the school. Children begin by developing the ability to take responsibility for belongings and equipment, and are given opportunities to make their own choices or decisions in many different situations. Children are expected to be active listeners, constantly thinking and seeking understanding rather than passively waiting for knowledge to come to them. We aim to make learning vivid and exciting by fostering imagination, creativity, experimentation and risk taking. We work for real purposes whenever possible using information communication technology as a learning tool.

Curriculum Organisation

We use the National Curriculum, our Skills Progression documents and the EYFS to guide our teaching. These set out the aims and objectives and detail what is to be taught in each year group. Our medium and short term lesson plans contain detailed information about the teaching activities and tasks to be set, the resources needed, and the type of assessment to be used.

In personalising the curriculum, we aim to find appropriate challenges for children and address their particular needs so that they may all have an equal opportunity to succeed.

We aim to cater for the needs and interests of all learners including:

- More able learners
- Learners with SEND (Equality Act 2010)
- Learners with English as an additional language
- All genders
- All cultures and faiths
- Looked after children and adopted children
- Learners with social, emotional and behavioural difficulties
- Children from all socio-economic backgrounds including children in receipt of pupil premium grant or free school meals

The Extended Curriculum

Helping children to discover and/or develop new interests is essential to personalised learning at St. Margaret's. During the school year a range of activities are organised to enhance the curriculum:-

- Residential visits
- Clubs
- Visits
- Visitors
- Outside learning

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission. In doing so, we follow the LEA guidance on off-site visits and volunteers and use Evolve for all out-of school activities that require transport.

The Learning Environment

We believe the learning environment makes a significant contribution to the quality of education provided. It is the responsibility of the teacher to establish a well organised working environment but the children are expected to take responsibility for maintaining tidiness. High expectations and pride in the school is important. All classrooms in KS1 and KS2 should display the St. Margaret's Marking Code which children and teachers should use for feedback, marking and revising written work. A variety of high quality texts are available in the classrooms. Windows are coated with a film to prevent glare and shattering so should not be used to stick things on. Each classroom has basic equipment labelled and accessible to the children.

Learning areas should enable flexibility to support working in different contexts and for different purposes, (individual, pairs, small groups, drama, role play and circle times etc). The classroom atmosphere will encourage children to ask questions of each other, the teacher and other adults. Displays should: challenge, reflect, support and celebrate. Wherever appropriate, children will be encouraged to use their own initiative and take responsibility for their own actions.

St Margaret's also encourages the use of the outside learning environment. Good outdoor provision comes from making the most of the space and resources we have combined with a positive, enthusiastic and engaged attitude from adults. Together these facilitate meaningful learning experiences for children which will vitally support their holistic development.

All classrooms have appropriate accessibility to meet the needs of all learners including those with SEND.

Focused Assessment

Secure knowledge of each pupil's current progress is a core element of teaching and learning at St. Margaret's. Lesson planning is based on prior learning and throughout the learning process, active assessment is required to ensure that the expected rate of progress is being made. We use Target Tracker as a tool to record our assessments and inform planning.

We use a range of assessment strategies

- Learning objectives are made explicit and shared with the children (this could be a *using and applying* style learning objective if the content of the lesson is not to be made explicit)
- Self and peer assessment
- Live marking
- Children are engaged in their learning and receive timely feedback on their progress
- Focused marking will inform what the children can do and their 'next steps' which are age and stage appropriate (see Feedback Policy)
- Pre-Key Stage Assessment

Intervention

It is expected that the great majority of children at St. Margaret's will make at least the expected rate of progress through quality first, class based teaching. However, for some children this approach may not be sufficient and these children, at various stages, may benefit from additional small group or 1:1 intervention to enable them to make the progress required to achieve their full potential (this can be through post teach strategies).

Central to the effective planning of an intervention is the knowledge the teacher has of a particular pupil or groups of children. When considering children for interventions, a wide range of assessment evidence is drawn upon to support judgements made about pupil progress. For details of interventions please see the 'Inclusion Policy'.

For children who have missed school, Learning Catch Up stickers are used. These are yellow and are stuck in the children's books when they return to school. When the sticker is stuck in an adult works with the children to go over the learning that was missed.

Documents to support our policy (See Appendices)

1. Criteria for effective lessons
2. Bloom's Taxonomy
3. Current OfSTED criteria for Teaching and Learning

Other policies to refer to

1. Assessment Policy
2. Homework Policy
3. Feedback Policy
4. Inclusion Policy
5. SMSC Policy
6. Educational Visits Policy
7. Mark, Plan, Teach

Appendices

Appendix 1- Criteria for Effective Lessons



Teaching and Learning Criteria for Effective Lessons

Teacher effectiveness is generally referred to in terms of a focus on child outcomes and the teacher behaviours and classroom processes that promote better outcomes. Research evidence, suggests that effective teachers:

- are clear about instructional goals
- are knowledgeable about curriculum content and the strategies for teaching it
- communicate to their children what is expected of them, and why
- make expert use of existing instructional materials in order to devote more time to practices that enrich and clarify the content
- are knowledgeable about their children, adapting instruction to their needs and anticipating misconceptions in their existing knowledge
- teach children meta-cognitive strategies and give them opportunities to master them
- address higher- as well as lower-level cognitive objectives
- monitor children's understanding by offering regular appropriate feedback
- integrate their instruction with that in other subject areas
- accept responsibility for outcomes.

In Classroom

- Lesson plans for the week must be in planning folder on the google drive
- Assessment files/documents should be available and frequently used
- Keep displays current and relevant to the learning
- Resources labelled and accessible to children
- Visual timetable to be displayed
- Displays should be interactive with a mixture of teaching prompts and examples of children's work

Before Lessons

- Give any adult involved with the class teaching plans for the lesson- their role should be clearly identified throughout the lesson (they are not just watching – active participation)
- Gather resources
- Assessment opportunities should be identified and targeted to specific groups
- Timescales for the lesson ensure an appropriate pace and lesson structure
- Subject specific vocabulary is indicated
- Prepare any possible misconceptions and have an idea of how these will be addressed
- Pre teaching, if appropriate, of vocabulary `sneaky peek' time

In Lessons

- Live marking and feedback wherever possible as this is most effective
- Opportunities are given for children to link with their own experience and prior knowledge including previous work covered in other subjects
- Show knowledge and enthusiasm for the subject, using appropriate subject vocabulary
- Allow time for learning talk between the children
- Activities are appropriate to the learning and are sufficiently challenging for all children
- Use higher ordering question skills to deepen learning
- Think about groupings/ differentiation (if appropriate) within the class- including PP, SEN and more able children
- Use any TA appropriately with groups/individuals
- Systematically and effectively check children's understanding throughout lessons, anticipating where you may need to intervene
- Think 'Low Threshold, High Ceiling' enabling all children to access work and to take to their own level
- Draw the lesson together with a plenary- identifying area of misconceptions or extension tasks
- Have high expectations of all children and staff (including self)
- Use a mixture of teaching strategies
- Keep a good pace to the lesson
- More able children need to be fully challenged
- Thinking Time
- Include pair and group work
- Specific praise is given to emphasise the positive achievements
- Time given for review of evaluation- should include Peer or Self-Assessment and verbal responses from the teacher
- Use of ICT to enhance learning

After Lessons

- Respond to the children's work (using the policy)- **Tickled Pink** and **Green for Growth** comments
- Reinforce learning with individuals/ groups of children identified (informing parents where necessary)
- Addressing misconceptions and use of overlearning/post teaching strategies

Appendix 2- Bloom's Taxonomy

Bloom's Taxonomy

Start with simple questions and progress to more challenging ones.

A good way to do this is to use Bloom's Taxonomy of Educational Objectives. It has six levels:

1 Knowledge: can take various types of information and recall it when needed

prompts

- What happened after...?
- How many....?
- Who was it that...?
- Who spoke to....?
- Find the meaning of...
- Which is true...?

2 Comprehension: can give meaning to information at a basic level

prompts

- Can you write in your own words...?
- What do you think ...?
- What was the main idea of...?
- Can you distinguish between...?
- Can you provide an example of what you mean by...?

3 Application: can use a learned skill in a new situation

prompts

- Do you know of an instance where....?
- Can you apply this method to some experience of your own...?
- What facts can change if....?
- Would this information be useful to you if you had to...?
- Could this have happened in....?

4 Analysis: can break down information into parts and relate the parts to the whole

prompts

- How is this similar to...?
- Which event could not have happened if...?
- How was this similar to...?
- Why did...occur?
- What are some of the problems of...?
- What was the turning point in the story...?

5 Synthesis: can combine existing elements to create something new

prompts

- Can you design a ...to...?
- What is a possible solution to....?
- What would happen if...?
- Can you think of some new and unusual uses for...?
- How would you devise a way to...?
- Can you develop a proposal that would....?

6 Evaluation: can make an objective judgement about the value of something based on a recognised standard

prompts

- Is there a better solution to...?
- Judge the value of....
- Defend your position about....
- How would you feel if...?
- What changes would you recommend and why?
- What do you think about...?
- Why do you think that?

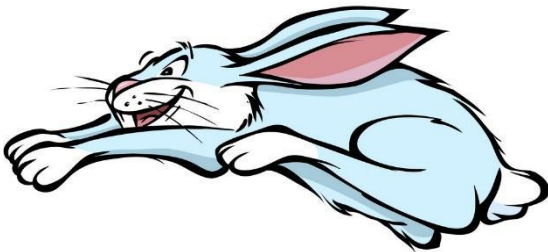
Pre and Post Teaching at St Margaret's

Pre-teaching (have a sneaky peek with Sneaky Pete)



- The idea is to give the child a 'preview' of the lesson that will allow them to put their knowledge to work during the lesson. Pre-teaching can provide children with more knowledge and confidence when approaching a new topic. This can help to increase engagement and reduce frustration.
- Useful for introducing key vocabulary in Maths and English
- To take place the day before. TA or teacher to introduce vocab/methods to group of children

Post teaching – Have-a-go Hare



Takes place the same day.

Live marking in lesson (English and maths) highlights misconceptions and issues

Steps to effective post-teaching

1. Teacher to set children off on foundation lesson task (teacher to give input first)
2. TA (if available) to support the foundation learning.
3. If no TA available children to be trained so that when their teacher is conferencing they can only interrupt if emergency!
4. Teacher to have small group/pairs or individual on carpet or at a table to go through misconception or to have another bash at what was done in the lesson.
5. 10 mins intervention approx. – can be shorter if needed.
6. Short-Sharp = impact

Appendix 5 – Maths & English

- Maths and English planning should be planned weekly. In PPA time the learning for the week across the two areas should be discussed and then usually each teacher in the year group takes responsibility for writing out either the Maths or English plan.
- You should prepare the resources for both classes for the plan that you have written that week e.g. if you've written the maths plan, make the maths resources. Come to an agreement whether you will print a master copy for the other class or print off all resources.
- Plans should include:

Maths	English
<ul style="list-style-type: none"> ● Differentiation (Linked to progression) Chili challenges for all. ● Medium ● Spicy ● Extra Hot ● Flaming Jalapeno ● We have Target Your Maths text books to support differentiation ● Concrete learning tasks available for low attainers/children at this stage ● Mixture of fluency, reasoning and problem solving. Investigations should be taught fortnightly or when appropriate ● Named children/target children on the planning including PP children ● Children not working at the expected standard should have a learning task appropriate to their stage-not muddling along on the medium level task. ● Plan where TAs are to be used effectively (Could be hand written on daily and should be discussed in the planning meeting) 	<ul style="list-style-type: none"> ● Differentiation. Could the task be done without an adult present? ● APT-choose two objectives to assess against that have not been exclusively taught. ● Mini plenary these APT objectives throughout the lesson- asking children to self-assess where they have used that feature e.g. underline where you've used a contraction etc. ● Children not working at the expected standard should have a learning task appropriate to their stage-not muddling along with the majority of the class ● Plan where TAs are to be used effectively (Could be hand written on daily and should be discussed in the planning meeting) ● List key vocabulary/NC objectives/ target children and disadvantaged children on the planning ● Ensure that PP children are identified and carefully planned for

Appendix 6 – Homework

EYFS

Daily reading – record on See Saw (15mins)

RWInc

KS1

RWI Spellings (differentiated at least 3 ways) will be uploaded weekly onto See Saw

Daily reading 15mins

Handwriting/ TTRockstars / Numbots (optional)

KS2

Daily reading minimum 15mins and VIPERS questions

Spellings (differentiated at least 3 ways) will be uploaded weekly onto See Saw

TTRockstars

Optional:

Readtheory

LBQ: Year 3 & 4

LBQ: Year 5 & 6

TT Rockstars

A daily, timed paper based challenge, children all have logins for home access to online accounts and compete to improve their times tables knowledge and speed of recall.

Appendix 7 – Leaf Awards

Leaf Awards

Each week, select a child to get a leaf certificate. They could be awarded this for good school work, displaying Christian values or for a character trait e.g. showing kindness and compassion to others. You should get your ribbon each week from Claire Budd at the office.

Autumn 1- Green colour

Autumn 2- Orange colour

Spring 1-White or blue colour

Spring 2- Blossom

Summer 1- Green colour

Summer 2- Green colour