



## Woodgrange Infant School Teaching and Learning Policy

### **Mission Statement**

We aim to create a happy and secure atmosphere in which each child is respected as an individual beginning to take her or his place within the wider society. We are fortunate in having children of many cultures attending our school so that from a very early age they are learning to live together and are helping to create a more harmonious society.

### **Aims of this policy**

- To ensure a common approach to teaching in our school.
- To outline a range of strategies for teaching which ensure all children make progress.

### **Pupils' Learning**

In order to enable pupils to achieve fully and develop their independence they need to have positive attitudes to learning including:

**Confidence-** willing to take risks and attempt challenges

**Motivation** to learn and try new things- willing to ask for help, asking questions, learning from each other

**Enjoyment** of learning

**Concentration** and perseverance- staying on task

**Independence-** able to work independently and collaboratively

**Self-esteem-** knowing their efforts will be valued

Adults play an important role in helping children develop positive attitudes to learning. The ethos of the classroom actively promotes this development.

Teachers and teaching assistants work in partnership to support and extend learning. All adults are engaged with children during lesson time whether on the carpet or during activities.

### **How do we teach?**

Good teaching results in children making progress both within a lesson and over time and displays the following characteristics:

- Clear, differentiated plans that challenge, support and focus on developing skills and securing good progress for all learners
- Appropriate pace and flexible timings in response to learners
- Starts with something the children already know and builds rapidly on this
- Learning intentions are shared and developed with the children
- Clear models indicate expectations and show children what good looks like
- Clear explanations and instructions with visual support and modelling are provided
- Resources including ICT and practical equipment used effectively to model and explore ideas
- Time for exploration of ideas is provided
- Positive relationships between adults and children which motivate and encourage children
- Uses questions effectively
- Uses flexible groupings based on prior progress
- Focuses on language development and provides opportunities for purposeful talk
- Assessment for learning embedded in practice- feedback helps children improve
- Children are involved in evaluating their progress and success against success criteria

## **Supporting all learners**

All children have full access to a broad and stimulating curriculum. We achieve this through carefully planned differentiation, providing support or extension as appropriate. We place particular emphasis on the teaching and development of language and use a wide range of strategies to support all pupils including those who speak English as an additional language. We do this through using visual and practical resources and explanations. Where possible we use a child's home language.

Pupils are given opportunities to record their work in different ways and are not expected to record their work too soon.

All of our lessons aim to promote the children's development of independence as learners.

We ensure our curriculum and resources reflect our pupils' interests and experiences and differing learning styles.

Regular reviews of progress are made leading to adaptations in the type of activity or level of support available.

## **The learning school**

All staff members have the responsibility to seek to continue to learn and to develop their skills and expertise as part of their own professional development. The school as an organisation supports staff in this through helping staff to identify areas they wish (or need) to develop, either as an individual, a group, or in order to deliver national initiatives. The school seeks to provide high quality in-house training matched to needs or to arrange opportunities to attend training provided outside of school. In all aspects we seek to share knowledge and understanding and recognise that learning from each other is one of the most powerful tools available to us.

## **Monitoring and evaluation**

The impact of this policy will be reviewed regularly and evaluated against the following criteria:

- The proportion of teaching judged as good or better
- The level of independence in learning shown by our pupils
- Behaviour within lessons

We will know this policy is successful where

- planning is carefully tailored to children's needs
- children are making sustained progress and reach their targets
- parents report their children are happy in school
- parents are pleased with their child's progress
- teaching is consistently good

The outcomes will be reported to the Governing Body each year.

This policy was reviewed January 2015

**In monitoring teaching the following criteria will be used:**

**A Good lesson**

- Builds on previous learning
- Engages children from the start
- Gets the children thinking
- Enables children to make progress
- Children are able to explain what they have learnt

**Questioning** is effective when

- It relates to learning intentions
- It prompts the children to think
- It enables the children to explain and the teacher to understand what the children are thinking
- It is open ended
- All children are encouraged to think, expecting to be asked (no hands up)
- It is targeted at particular children

**Independent learners** can

- Select resources appropriately
- Select method of working appropriately
- Stay focused and on task
- Know what to do next
- Work collaboratively and help each other

**Behaviour** is good when

- Children listen and respond to adults and each other
- Children listen and respond to instructions
- Children take responsibility for their classroom and the resources within it
- Expectations are high
- Routines and boundaries are clear and positively reinforced
- Noise level is appropriate to the nature of the activity

**Partnership** between adults is effectively supporting learning when

- Communication is good
- Planning and learning intentions are clear
- All are actively supporting learning and behaviour during learning time

Core	Enhanced
Learning intention always introduced to children It is based on learning not doing	Learning intention always introduced but not always at the beginning of the lesson/ activity - children know why they are doing something
Talk partners/ learning partner clear on what makes a good partner	Pairings reviewed and changed at least fortnightly
Clear success criteria used to model expectations and excellence - Children know what is expected	Co-constructed success criteria embedded in learning routines
Teacher uses knowledge of prior learning to plan for progress Children visibly applying skills across the curriculum	Children involved in planning ahead (before teachers)- Topic Skills build up in sequence
No hands up embedded as a strategy when teachers asking questions	Most children taking active part in whole class sessions, including asking questions as well as answering them
Children's learning behaviour is praised and rewarded	Classroom strategies actively support growth mind set Children recognise good learning behaviour in themselves and peers
Children are challenged within lessons through questions and extension activities	Children are given a choice and choose to challenge themselves
Groupings are quickly adapted in response to assessments	Groupings are always flexible and vary from day to day and lesson to lesson- children do not always work with the same children- and groupings change within lessons
Marking and feedback has impact The marking policy is followed consistently and feedback leads to improvements and progress	Children are confidently peer marking and self-assessing against SC They are able to edit and improve their own work and respond to teacher feedback positively
Teacher asks open questions to prompt and probe learning	Plans change in response to children within lessons- teacher has excellent subject knowledge- knowing where children should/ could get to Children routinely ask questions
Children are aware of next steps identified by the teacher and know what they need to do to improve. Next steps are updated regularly.	Children are involved in reviewing and updating their own targets
Learning is reviewed  Children talk about what they are learning not doing	Children are engaged in the process of reviewing their learning- talking about how they learn as well as what they learn
Children make visible progress	Many children make accelerated progress
Teacher and TA are both actively supporting learning throughout the lesson	Effective use of adult time leads to accelerated progress Most children experience adult input and independent time during most sessions

This document was produced as an outcome of a staff training session based on the work of Shirley Clarke (Nov-Dec 2014)