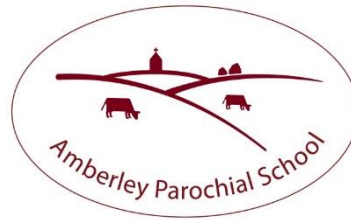# Teaching and Learning Policy

Children at the heart of our unique community

Confirmation of ratification by Governing Body:

Governor: Mr N Curram   **Date:**   September 2016

Headteacher: Miss S Cale   **Date:**   September 2016

Review date: July 2017

Amberley's Non-Negotiables to Ensure Good Progress Over Time

At Amberley Parochial Primary School…….

….good learning and progress happens when…….

- **Success Criteria** are established, visually and orally, through using examples of work or agreed upon with the children. Examples of the success criteria are shared with the children and used in mini plenaries
- **Clear, context-free learning objectives (WALT)** are shared, visually and orally, explained and reinforced with the children throughout the lesson and form the basis of the plenary, ensuring a clear learning focus
- **Key Vocabulary** is displayed and understood by the children
- Learners are **engaged, happy and inspired.** Children remain engaged in their learning
- **Learning is matched** to the needs of all children, including SEN and G&T
- A **variety of learning styles, tasks and groupings** encourage the children to thrive
  -a mixture of adult-led and child-led learning
  -ability/mixed ability work
  -paired work/individual work
  -well informed TAs to support learning
  -creative activities to support knowledge, apply and deepen
  -good questioning techniques
- **Cross curricular links** are established and links are made that build on previous learning
- **Talk partners** are used and is a major part of the lesson, where children share their thoughts and apply their learning
- **Targets** are used to move learning forward and children understand their targets and can discuss their next steps. The targets are challenging, **manageable** and appropriate. These targets are based on prior assessments and learning
- Through **detailed feedback (both oral and written)**, children understand how to improve their work, using clear steps to improve. Children will act upon these during or after the lesson, focusing on basic skills and targets
- Children are given opportunities to **respond to feedback and marking**
- Formative assessment techniques are used through **mini-plenaries** to review learning, reflect on misconceptions and to **peer and self-assess** to sustain good progress
- Children use all the above to become **confident individuals** who are able to work **independently**
- In Early Years, children learn through a mix of **child-initiated** and **adult-led activities**, often with open-ended outcomes

- WALT
- Success Criteria
- Engagement
- Learning Matched
- Variety of learning styles and groupings
- Key Vocabulary
- Targets based on Assessment
- Pupil Talk
- Detailed feedback and Marking
- Time to respond to feedback and marking
- Mini-Plenaries
- Peer and self Assessment
- Confident and independent
- Child-initiated and adult-initiated

…a good teacher ensures good progress when:

- **Assessment** drives the planning and learning. Planning is clearly adapted to the needs of the children; adjustments based on **previous learning** is clear
- The teacher has a good **subject knowledge** which enthuses and challenges, setting **high expectations**
- Teachers use a range of strategies including **modelling, guided work, explanation, demonstration and scaffolding ideas**
- The teacher clearly **models** what the children are expected to do, referring to how success criteria are being met
- **Guided work** is a key feature of each lesson, as are **w** activities
- Teachers plan for, and identify opportunities, to use **a range of skills across the curriculum**
- Lesson are **well paced**, avoiding slippage
- Good use of a **variety of resources and ICT** to match the children's learning needs
- A variety of **questioning** is used
- Good **weekly plans** include, context-free learning objectives and success criteria, questions, well matched activities that challenge and support SEN and G and T, activities match WALT and success criteria, assessment opportunities, guided work, and cross-curricular ideas
- The teachers offers **challenge and support** for all children through effective **differentiation** which challenges learners, uses prior assessments, matching the needs to individuals and groups of children
- **TAs and other adults** promote good learning. They understand their role and are planned for. They have good subject knowledge to enable the planned work to be effectively learned.

○ **Assessment drives planning and learning**

○ **Good subject Knowledge**

○ **Modelling / explanation / demonstration / scaffolding**

○ **High expectations**

○ **Guided work**

○ **Basic skills across the curriculum**

○ **Pace**

○ **Resources**

○ **Questioning**

○ **AFL / Differentiation**

○ **Matching Tasks**

○ **Effective use of adults**

…conditions for learning are good when:

- There are literacy and numeracy **working walls** e.g. with good examples, learning prompts and supports learning. These are used frequently during lessons
- **Questions** are used on the displays.
- **Children remain on task** for the majority of the lesson.
- There is a **positive climate** for learning where children take pride in their work and class.
- There is a **high expectation** of **behaviour** and an ethos that establishes clear boundaries.
- **Relationships** between pupils and adults, and teachers and parents, are strong where mutual respect and positivity ensure a happy classroom environment
- The classroom is **neat, welcoming and spacious, organised** to support teaching and learning. (clutter free)
- Children **feel safe and settled**, confident to tackle new challenges with perseverance
- Children **use mistakes** as a learning tool

- Working walls
- Displays
- Children on task
- Positive attitudes
- High expectations of behaviour
- Good relationships
- A supportive learning environment
- Questions and prompts on wall

  Safe – perseverance

Amberley Parochial Primary School: **Quality of Teaching and Learning Overview Grid**

Teaching and Learning	Inadequate	Requires Improvement	Good	Outstanding
Progress	Some children do not make progress	All children make progress in their learning, but not all make as much progress as they could	All children make progress against their previous learning and most fully meet or exceed the expectations of the lesson	All children engage fully with the learning and demonstrate that good progress has been made in their learning
WALT	Learning objectives not shared or do not accurately reflect the teacher's intention.	Appropriate learning objectives are shared at the beginning of the lesson and reviewed at the end	A clear routine for sharing WALT is present; learning objectives are referred to through the lesson and they form the basis of the plenary; learning objectives are distinguished from context	The learning objectives permeate all aspects of the lesson; effective routine for sharing, reflecting and assessing the learning objectives are in place
Success Criteria	Success criteria are not shared and the children are not given clear indications of what constitutes success	Success criteria have been prepared beforehand and are shared; success criteria are mentioned during the lesson as a general guide	Clear success criteria are both planned and then developed before task commences; examples are shared through lesson and are used in plenary	Children are actively involved in developing effective success criteria before task commences; success criteria are referred to throughout whole lesson and used for self-assessment
Engagement	The children need regular reminders to keep on-task; some do not keep on task despite remainders The children are not actively involved in their learning	With regular remainders, the children work purposefully and productively. The children are actively involved in aspects of the lesson	Children only need occasional remainders regarding staying on task There are regular opportunities for the children to become actively involved throughout the lesson.	A very positive, purposeful atmosphere pervades all aspects of learning and behaviour within the class The lesson is planned and presented in such a way that the children are actively involved throughout the lesson
Learning matched	Tasks are not clearly differentiated	Task is differentiated principally by outcome or expected quantity of work	Tasks are designed to meet the needs of the learners the learners, including provision for G+T and SEN	Tasks are carefully designed, chosen and adapted to meet the full range of learners needs; a range of effective strategies is employed
Independence	Classroom practice discourages independence	The children have opportunities to use skills of independence in the course of the lesson	There are regular opportunities for the children to work independently in the lesson	Work in the class is organised that the children must use skills of independence to succeed, while support mechanisms are also effectively used
Assessment drives planning and learning	Planning for the lesson is not available	Teachers planning folder is present and a suitable plan is in place	Planning for the lesson is precise and is clearly adapted to the needs of the children; adjustments, based on prior learning are clear; previous plans are annotated, including reference to assessment	All planning is thorough and detailed; subject and cross-curricular links are clear; assessment opportunities are identified and annotated accordingly; links to S+L / ICT / Homework ensure integrated approach throughout the lesson
Learning Wall	Displays do not reflect or impact on the work being carried out in class	A mixture of displays are used in the class, some with examples of children's work There is a learning wall, but it is not referred to in the lesson	A wide range of different displays include children's work, work in progress The learning walls are utilised by the teacher and children	A wide range of well-thought out, high quality, stimulating displays are used to support the work in class The learning walls, utilised by children and teacher, make significant impact on learning and show a learning journey
Subject Knowledge	There are noticeable gaps, misconceptions or inaccuracies in the teacher's subject knowledge	The teacher demonstrates adequate subject knowledge	The teacher is able to use subject knowledge beyond that being taught to support learning	The teacher uses their in-depth subject knowledge to support learning, and to support able pupils and extend learning for all.

Pace	Aspects of the structure of the lesson are missing and/or the lesson over/under runs	The lesson has a clear structure and keeps on time	The lesson has a clear, appropriate structure that ensures that each section is built on the last and supports the next at a pace that continues to engage the children throughout	The lesson has an effective structure that injects a sense of determination and perseverance into the lesson
Mini Plenaries	The plenaries, if present, only refer to what has been done and does not provide an opportunity to reflect on learning	The lesson ends with a summary; reference is made to the WALT and success criteria	The plenary effectively summaries the learning; examples of work that exemplify the WALT and success criteria are shared; children are actively involved, including peer assessment	Building on mini plenaries throughout the lesson, the WALT are extended; children articulate and communicate their learning; wider implications and links are clarified; links made to future learning
Guided Work	The teacher does not support specific focus group	The teacher supports a specific focus group through the lesson, principally in the independent task	The teacher supports the work of a specific group throughout the whole lesson	The teacher significantly enhances the learning of the groups they are working with throughout the lesson
Questioning	The teacher does not ask questions	The teacher uses questions including open question, in the course of the lesson	The teacher uses targeted closed questions for simple assessment and clarification of learning Carefully, chosen open questions encourage thinking skills, problem solving and discussion	Carefully chosen closed questions are used strategically for AfL Carefully, open questions are used to extend children's learning and understanding
Effective use of adults	TAs have little or no impact on learning	TAs work alongside groups of children or individuals to ensure they are on-task	TAs are deployed strategically by the teacher and work effectively to support groups of children and individuals	TAs are deployed strategically, engage actively with the groups or individuals they are working with and ensure above average progress for those they work with
Modelling and demonstration	The teacher does not model	The teacher completes examples of what the children might be expected to do	The teacher clearly models what they expect the children to do, referring to how the learning objectives and success criteria are being met	The teacher clearly models their expectations through modelling , and indicates how to meet both and exceed expectations in learning objectives and success criteria
Resources	Elements of resources are not prepared sufficiently in advance	All resources are prepared ready for the beginning of the lesson	All resources are well prepared and routines are in place for them to be effectively distributed through the course of the lesson	Full range of classroom resources and specific lesson resources are effectively prepared , available and distributed; routines lead to minimal disruption
Pupil Talk	There a few opportunities for children to engage in dialogue	There are some opportunities for children to engage in dialogue with each other and the teacher	Opportunities for dialogue are planned in the lesson and are used to promote learning The children engage actively with their talk partners and the teacher	Effective use of dialogue, including modelling, within the classroom ensures that all children have opportunities to express and discuss aspects of their learning. The children use their talk partner effectively.