



Delaware and Gunnislake Primary Academies

'Believe. Achieve. Enjoy'



Teaching and Learning Policy

Our drive to continue to raise standards must be focused on Teaching and Learning. It is our expectation that all pupils are provided with high quality learning opportunities that lead to consistently high levels of pupil achievement and attainment.

Our aims, through teaching and learning, are:

- That our pupils should become independent, confident learners who take increasing responsibility for their own learning.
- Our pupils should become resilient, reflective, resourceful and reciprocal learners.
- Our pupils should be equipped with the tools necessary to positively influence their own lives and with the skills they require to become effective lifelong learners.
- Our pupils should feel secure and comfortable in school.
- That **ALL** children can learn, achieve and make progress- this is reinforced in our motto – Believe. Achieve. Enjoy.
- We aim to provide an inclusive education for **ALL** children.
- We foster in our pupils a desire to learn, both inside and out of school and so make the most of every educational opportunity both now and in the future.
- We promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.
- We enable pupils to view their learning experiences in a positive light, both whilst they are taking place and on reflection.
- We develop the practices which have the greatest positive impact on learning. These practices have been identified through extensive research and identified by Professor John Hattie et al. and are collectively known as 'Visible Learning' strategies.

We believe that children learn best where:

- Teaching is interesting and inventive, differentiated and personalised.
- There are clear learning objectives, and success criteria.
- Assessment is relevant and manageable and informs planning.
- Assessment forms part of a cyclical process, which informs the current and next lesson.
- Marking is child-friendly, related to learning objectives and informs children how to improve their work.
- Children are aware of and involved in assessment of their progress.
- Children feel confident to take risks and make mistakes.
- Teachers are able to respond to situations that arise and able to use their expertise to move learning forward.

We believe that good teaching is characterised by the following:

- A consistent approach is used, in line with whole school policies and procedures.
- Teachers show secure subject knowledge of the areas they are teaching.

- They have an exciting, enthusiastic approach to learning which will help inspire, motivate and engage our children.
- Clear focus is given through explicit learning intentions and success criteria, which identify what learners' need to understand and be able to do in order to be successful.
- Challenging but achievable expectations, clear explanations and rigorous pace.
- Learning is linked to pupils' prior skills, knowledge and understanding.
- A range of question types are used e.g. open questions and closed questions. Pupils are encouraged to generate their own questions.
- Opportunities for self-evaluation and reflection are built in throughout learning.
- Varied and flexible teaching styles are used, dependent on the task and the individual needs of the learner.
- Effective use of teaching assistants and resources is made to support the children's learning.
- Positive behaviour management strategies (in line with our Behaviour Policy) are used to motivate and encourage pupils to respond appropriately and help create a climate for learning.
- Each and every child makes progress in their learning, regardless of ability.
- There is good interaction and communication between children as well as adults and children.

All lessons across our schools include the following key elements to ensure high quality teaching and learning:

Clear Learning Intentions:

- Learning intentions are shared orally and displayed at the start of every lesson. 'I am learning to'... is written in books at the start of each learning session. This is referred back to throughout the session and work is marked against it.
- Children are reminded of the learning intention and success criteria during the lesson – often children's work is used to illustrate the success criteria in action.

Differentiation:

- All lessons are clearly differentiated by learning outcomes to enable all pupils to access learning.
- All learners are challenged appropriately.
- Planning shows clear differentiation.
- Regular Assessment (including marking and feedback)
- Assessment for learning occurs at all stages of the learning process.
- Having shared the lesson objectives and shared/ identified with the children the success criteria, continuous assessments are made throughout the lesson.

Understanding is developed by:

- Using open ended questions.
- Providing wait time- pupils need time to think through their answers before replying.
- Providing thinking time by giving an advance warning, such as 'In two minutes I am going to ask you....'
- Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups.
- Ensuring pupils fully understand the question by asking them to say it back or rephrase it.
- Extending and deepening understanding by asking follow-up questions such as 'What made you think that?'
- All lessons include planned and unplanned opportunities to discuss questions, extend thinking and review learning. Use of partner talk (Think/Pair/Share and talk to your partner) are regular features in lessons.

The Learning Environment

We recognise that the learning environment is integral in supporting learning and sets the climate for positive learning.

- Each class should be a safe, organised, inspiring, motivating environment which promotes high standards, equality, inclusion and consistency.
- Non-negotiables help us to achieve consistency throughout the school- there is consistency in the form of mathematics displays, literacy working walls and learning powers.

When can teaching and learning take place?

Lessons: planned experiences when pupils are in the care of an educator working through a programmed scheme of work to move towards achieving learning goals. These include extra curricula activities.

Routines: regular occurrences throughout the school day that influence pupils. These include the start and end of the day, assemblies, playtime, lunchtime, movement around school etc.

Events: special planned events over the school year such as specialist curricula weeks, sporting events, performances, visitors, field trips. All these events create opportunities for pupils to learn curricula content and develop personal qualities.

Home learning opportunities: planned learning to be completed at home- regular reading and engaging with 'mathletics'.

Monitoring and Evaluation

In order to provide a clear picture of the quality and consistency of practice across school, when evaluating teaching and learning in school, it will be monitored and evaluated through:

- classroom observation;
- learning walks
- pupil progress meetings;
- pupil conferencing
- sampling pupil's work;
- sharing pupil's work throughout school and discussing quality;
- internal and external moderation of pupils' work;
- discussion with pupils

Governors

The Governors monitor and review our policy and practice through:

- classroom visits;
- reporting to the Head teacher and class teachers;
- reporting to the full Governing Body;
- receiving reports from the Headteacher and subject leaders;
- promoting and ensuring equal opportunities in relation to class, gender, race and belief.
- promoting and ensuring the practice of giving value and respect for all cultures and faiths.

This policy should be read in conjunction with:

Behaviour Policy

Non-negotiables

Equality and Diversity Policy

Visible Learning Action Plan

Next review date: January 2019