

Through all of its policies, Wellstead Primary School aims to provide:

A caring, family ethos in which all children can flourish.

Excellent standards of teaching which enable all children to achieve their full potential.

A curriculum which builds enthusiasm for learning and equips children for the next stage of their education.



Wellstead Primary School **Policy for Teaching and Learning**

Aims and purposes

Our pursuit for excellence in standards at our school, must be focused on the classroom. Continued and sustained improvement is dependent upon ensuring that high quality teaching and learning is taking place on a daily basis and allows children to learn and apply across the curriculum.

Right across our school the expectation is that all pupils are provided with high quality learning experiences that result in consistently high levels of rapid and sustained rates of progress and student achievement. The National Curriculum 2014 and Revised EYFS Framework 2012 are used to plan exciting and engaging learning opportunities.

We expect every teacher to be at least a good teacher – no child deserves less.

By adopting a whole school approach to teaching and learning across our school, we aim:

- to provide consistency of teaching and learning across our school.
- to enable teachers to teach as effectively as possible.
- to enable children to learn as efficiently as possible.
- to facilitate children acquiring the skills they require to become effective, lifelong learners, who can apply skills across all areas of the curriculum.
- to provide an inclusive education for all children.
- to learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared.

Key elements and principles of teaching and learning across our school – a practical guide

- All lessons across our school should include the following key elements to ensure high quality teaching and learning. New teachers to our schools will receive this policy as part of an induction to ensure they fully understand these elements and to enable them to embed them in their everyday practice.

All lessons have...clear Learning Objectives

- Learning objectives are shared orally and displayed (age appropriate)
- All learning objectives are in child friendly (accessible) language.
- Learning objectives are not muddled up with the context of the lesson.
- The learning objective is written or stuck into children's books, if it is a key focus. We accept this may not be possible/applicable to all lessons.

For learning objectives to be shared effectively, teachers must:

- Move away from saying 'Today we are doing'... and instead say 'By the end of today's learning activity you will all know/be able to/understand/be able to demonstrate/apply...'
- Make learning objectives specific
- Use child-friendly/accessible language – there is little point in sharing learning objectives if students don't understand what you mean.
- Write them down
- Refer to them: at the start of the lesson, during the lesson and in the springboarding activities throughout
- Students must know exactly what they are going to learn and what is expected of them by the end of the lesson.

All lessons have... Well planned Success Criteria

- All pupils are clear about how they will achieve the learning objective.
- Success criteria are displayed for the children to follow during the lesson or drawn up with the children, e.g. 3 Steps to Success.
- Weekly planning includes success criteria/steps to success for each learning objective.
- Children use the success criteria to self-assess their own or peer assess other children's work.
- Children are reminded of the success criteria during the lesson – often children's work is used by the teacher to illustrate the success criteria in action.

All lessons are ...clearly differentiated to enable all pupils to access learning

- All learners are challenged appropriately to make rapid and sustained progress.
- Planning shows clear differentiation with consistently high expectations for all children.

All pupils are...actively engaged in learning and work co-operatively

- Pupils are actively engaged during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are not sitting passively.
- Children should be engaged in learning from the start of the lesson and teaching always focused upon children making progress.
- Opportunities to Think/Pair/Share and discussions with a Talk Partner are regular features in all lessons. Pupils are trained to use appropriate body language when engaged in discussion with a partner.

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- Mini whiteboards are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
- Visuals, artefacts, auditory input are all used creatively as a way to enhance learning.
- Children help and encourage each other
- Everyone participates
- Children explain their ideas clearly and in full sentences.
- Students must be provided with opportunities to apply their learnt skills across all curriculum areas.

Learning is improved by...opportunities for pupils to participate in planned talk activities during lessons

- When we talk we do more than articulate our current level of understanding. The very act of talking forces us to organise our thoughts and in doing so, deepens understanding. It is partly the reason why we remember so much of what we teach to others.
- At our school we believe that talking is central to learning. All lessons should routinely include planned and unplanned opportunities to discuss questions and extend thinking Think/Pair/Share and Talk to your partner (TTYP) are regular features in all lessons.

Learning is improved through... effective use of questioning

It is adults who help pupils make sense of information. The frequency and nature of interactions between teacher and pupils is highly significant. We develop understanding by:

- Using open-ended questions.
- Providing wait time- (3-5 seconds), 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. Pupils then respond with 'We think that...'
- Ensuring pupils fully understand the question.
- Using alternate strategies to 'hands-up' i.e. names on sticks, having a focus child each day, AFL/APP mapping to target individual children

All pupils receive regular and clear ...feedback that enhances learning:

(Read in conjunction with the Feedback and Marking Policy)

- Assessment for learning is embedded in everyday practice and is used to inform teaching and learning.
- All pupils are clear about how they need to improve.
- When marking children's work, the main focus is on meeting the learning objective, success criteria and/or individual targets. Evidence is highlighted and commented upon in 'pink' and 'green'. Pupils' self and peer mark.
- Marking identifies next step prompts.
- Pupils are given regular time to acknowledge and address issues raised in marking, which should have an impact upon their future learning.

Learning is improved through ...the fit-for-purpose use of ICT

(Read in conjunction with the ICT policy)

- ICT is used to enhance learning wherever possible. Although ICT is often used at the start of lessons to engage children and in the springboarding activities to consolidate learning, it is also used during the lesson as an aid to learning. A culture of children accessing and using IT to aid their learning independently should be encouraged by staff.

Learning is improved through the use of... effective behaviour management

(Read in conjunction with the Behaviour Policy)

- Effective, positive behaviour management and behavior for learning is used to foster a positive learning environment in the classroom.

Learning is improved through the ...Effective use of additional adults

- Additional adults are clearly directed to support and engage children in learning, to ensure that children make progress.
- Additional adults are fully engaged with pupils on the carpet and tables during lesson times. They are not photocopying work, sharpening pencils, sticking work in books or sitting at the side of a class group listening during learning time!
- They are clear about who they are supporting and why. What are the intended outcomes, how will the progress be measured?
- Planning and success criteria are shared in advance with additional adults
- Adults sit next to the pupil/pupils they are working with, quietly engaging the pupils, explaining the task or using other resources, e.g. number line to facilitate learning, re-explaining the task.
- They are involved in assessing pupil's understanding and feeding back to the teacher.
- All adults annotate in books to indicate support – see feedback and marking policy.

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Learning is improved through... the effective use of mini-springboarding activities

- Review what has been learned in relation to reference back to the learning objectives/success criteria
- Reflect on how it has been learned and the progress made
- Adjust learning appropriately to better match learning need

Reviewing learning is a key to memory and not confined to the end of the lesson. Teachers must systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning and resultant progress made by children.

Learning is improved through.....actively encouraging pupils to reflect on what they have learned and what has helped them to learn.

Use prompts like:

- What did you do today that you found most helpful when you were learning?
- What did you do today that you found less helpful?
- What are your targets?
- What opportunities do you receive to practice your targets?
- Are you getting better at your work? How do you know?
- If you had to do the task again, how would you do it?
- If you had to give one piece of advice to someone tackling the same task, what would it be?

Learning is improved through...a great classroom environment

(Read in conjunction with the school environment policy)

Across our school we aim to ensure that all classrooms, break-out areas and whole school areas, are spaces that everyone can use to learn and be proud of. All classes across the school should have working walls for English and Mathematics either side of their Clevertouch boards, a reading area and focus to their backdrop to learning

Learning is improved by.... well labelled and neatly organised resources

- Classroom resources should be well organised and clearly labelled. Children should know where to find the resources they need for an activity. This will help to foster independent learning skills.

Learning across the curriculum is improved through.... engagement

(Read in conjunction with the Home School Agreement)

- Inspirational teaching strategies
- Home learning
- Enrichment activities
- Partnerships with parents

Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	January 2014	TC	C	Old policy presented. Minor Typos adjusted
2	January 2015	BR	C	Updated to reflect new school approach and Ofsted 2014 Framework
3	January 2016	BR	C	
4	January 2017	BR	C	Updated with Ofsted framework

Governor suggested amendments

Reviewing governor	Page number	Amendment suggested	Comments from other Governors

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Appendix I

Ofsted Criteria for the Quality of Teaching – 2016 Framework

Outstanding	Good	Requires Improvement	Inadequate
<ul style="list-style-type: none"> Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support. Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected. Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced. Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up. Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively. Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come. Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words. Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning. Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities. Pupils are eager to know how to 	<ul style="list-style-type: none"> Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils. In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning. Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths. Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve. Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come. Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words. Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress. Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities. Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills. The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve. Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote 	<p>Teaching, learning and assessment are not yet good</p>	<ul style="list-style-type: none"> Teaching is poorly planned. Weak assessment practice means that teaching fails to meet pupils' needs. Pupils or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently. Pupils cannot communicate, read, write or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills because they are unable to access the curriculum. Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils

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<p>improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.</p> <ul style="list-style-type: none">• Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.• Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.	<p>equality of opportunity and diversity in teaching and learning.</p>		
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