

# St Andrew's Church of England Primary School



*With Faith, Hope and Love we can achieve greater things.*

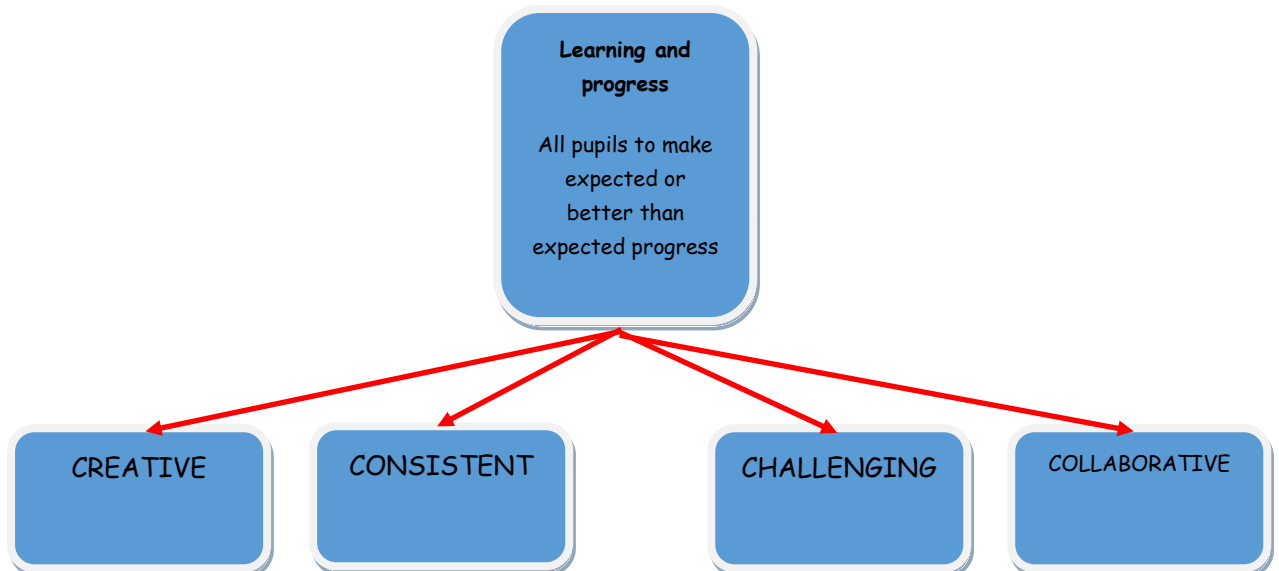
*Learning and Teaching Policy*

*September 2021 - September 2022*

*L Thompson*

# Driving Principles

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**Creative:** Creativity is at the heart of the learning process at St Andrews C E through the way we present the learning and in our approaches to the most effective provision to raise and maintain standards

**Consistent:** At this large school all staff must be consistent in their delivery of provision for learning. The non-negotiables must be consistent in every lesson in every classroom. The ethos and behaviour management must be consistent. This will give a firm foundation for good teachers to be diverse in their style and creativity.

**Challenging:** Lessons should be challenging for all pupils. Pupils must be allowed to get 'stuck' sometimes - especially the most able pupils who need the same experience of being 'stuck' to learn, which requires carefully tailored challenge.

**Collaborative:** Pupils should be given opportunities to work with, learn from and question each other.

## **PURPOSE OF THIS POLICY:**

The purpose of this policy is to raise standards teaching and learning through focussing on classroom practise. Continued and sustained improvement is dependent on consistent high quality teaching and learning across the school, year on year.

At St Andrew's C E the expectation is that all pupils are provided with high quality learning.

## **AIMS:**

- To encourage a consistent approach to meet the needs of all pupils
- To promote quality teaching and learning in all subjects
- To raise standards of achievement for all pupils
- To enable children to become confident, resourceful and independent learners
- To show respect for all cultures and in doing so to promote positive attitudes towards others.

## **Context for policy:**

This policy has been written to ensure that pupils meet or exceed National expectations for learning and that the school demonstrates *GOOD* and *OUTSTANDING* provision within the current Ofsted grade guidance.

Stakeholders are part of the process of writing this policy. Teachers practise will reflect the policy consistently and leaders will monitor its applications and impact.

Expectations are that the elements of good practise described here are generic across all subject areas.

# Effective Lessons

## WHAT IS AN EFFECTIVE LESSON?

At St Andrew's C E we have key elements to ensure high quality teaching and learning. These elements correspond to the observation monitoring form criteria against which quality of lesson outcomes are judged. These elements are also summarised in the Toolkit, so that teachers can have a quick reference to some of the key tools.

Teachers select the relevant tools for each lesson in order to accelerate pupils progress.

## LESSON NON-NEGOTIABLES

### Short term Planning

Planning should be **annotated** and changed to **suit learner's needs** as the week progresses. It should be available in the classroom and **communicated** clearly to support staff in advance of the lesson. It needn't be overly wordy, however should be **fit for purpose** - a teachers' tool and accessible to anyone who might need to teach the lesson.

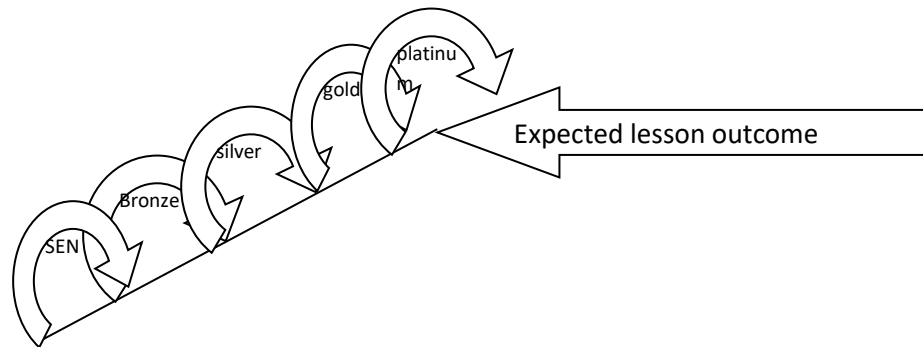
There should be a **clear learning journey** with a skills progression throughout the week. **WALTs must be clear** and skills lead as we measure progress in each lesson against these. The WALT must be something that once achieved can be applied to other contexts.

Where possible, teachers should plan explicitly for meaningful **cross curricular links** and where possible ensure a **real-life** learning context in order to give pupils the opportunity to apply the skills taught.

### Meeting learning needs in a lesson

Lessons must include learning **tailored to individual pupils needs**. This will usually be delivered through our 'metal' system: bronze, silver, gold, platinum. Movement between these groups can be **fluid**; a child who has succeeded within bronze could quickly choose, or be directed to, a silver activity.

Platinum activities are for the **most able** and could be 'lid-less' in their intention. Each lesson should be planned with pitch and expectation in mind. Children must have activities that challenge them and move their learning on and therefore they must **access the learning at the right level** (not always at the bottom).



Most able pupils may start their journey along the way and end at further than expected outcomes. All pupils start at different levels depending on their previous learning and we expect ALL pupils to make progress in the lesson.

SEN pupils access the lesson through tailored activities/support/practical resources. Learning will meet their individual needs, and may focus on individual IPP targets. Opportunities for independent learning should be encouraged and an over reliance on adult support discouraged.

### Assessment for learning

Afl should be an integral part of the learning in every lesson. Teachers must know where the children are at the start of every lesson in order for them to progress. This might take the form of **assessed prior learning, a short AfL starter activity** (eg mind map, question from previous day, yesterday LO question in a new context) or referencing the previous lesson (from marking, or previous plenary).

**Mini-plenaries** should be used where necessary to check on rates of progress and to allow teachers to address any misconceptions, or adapt/extend learning.

There should be a **planned plenary** that assesses the days learning and/or moves it on.

**Peer/self assessment** is an integral part of the lesson so that children take ownership of their own learning and are able to find their own next steps by referring back to the WILF.

### **Engagement**

Pupils can be engaged in a range of different ways including:-

- lesson hook (WALT does not necessarily have to be at the start)
- range of learning styles
- visuals scaffolds
- practical activity
- use of ICT (digital media, i-pads, music)
- real life contexts
- talk less teaching

### **Environment/ICT**

Every classroom will be conducive to learning; organised, tidy, well-resourced. Children should know where things are to aid independence.

### **Every classroom will have**

1. Working walls for Maths and English that show the progress and refer to prior learning/next steps throughout the week
2. A range of technology to enhance the learning  
  
(The Interactive Screens are to be used for information sharing in lessons to aid understanding, present WALT's or key questions, ICT elements (such as video clips). They are only a tool within the lesson - not an autocue!
3. A worship area which includes "Faith, Hope and Love"
4. Behaviour Zone board
5. High profile reading area
6. Age appropriate learning resources for independent access
7. School rules - Ready, Respect, Safe

8. E safety reference

9. A smile! ☺

### **Talk**

At St Andrew's C E we use a range of strategies to encourage co-operative talk for learning. In our classrooms there should be a balance of teacher and pupil talk.

Pupil talk, to peers or adults, helps to embed learning and opportunities for this must be encouraged. Verbal feedback from the teachers, or peers, can then extend learning through effective questioning.

Questioning should be differentiated and focused. Teachers should allow pupils to think/discuss and ask their own questions within lessons.

### **Pace and structure**

The pace of learning should enable the pupils to make the best progress possible whether that is moving learning on or giving children to embed the learning - whichever is most appropriate through the careful use of Assessment for Learning.

### **Quality of support**

Classroom support should be deployed by the teacher to help move the progress of children in every lesson. They should work with a range of abilities and add value to the learning. It is important that children are taught the skills to become independent learners, whatever their ability. Support staff must ensure that pupils are not over-scaffolded and do not become reliant on adult support. The adults must facilitate the learning rather than doing it for them.

## **TOOLKIT (Appendix 2)**

Each member of staff will have a copy of the Teacher Toolkit.

## **MONITORING OF IMPACT OF THIS POLICY**

### **SLT, Governors and the Authority.**

Teaching and learning will be monitored according to the school's monitoring schedule. This incorporates lesson observations, learning walks, pupil conferencing, work scrutiny and the analysis of attainment and progress data. Senior and middle leaders will take part in this monitoring and it will be quality assured by the Governors and the Local Authority, through regular reporting.

### **Parents**

Teachers will report on children's progress termly, through the pupil progress booklet and, at Parent's Evenings.

### **Staff**

Staff are accountable for ensuring that the policy is in practise and that the impact is monitored through pupil progress meetings. They must prepare information on their pupils to be discussed in these meetings termly. Staff must also be accountable for accessing, and accepting support in order to fulfil this policy's expectations. There is a comprehensive CPD support plan that includes every member of staff and senior leaders are happy to have requests for CPD from staff.

## **REVIEW**

This policy will be reviewed annually in order to ensure it is relevant and forward thinking.



## **Appendix 1: Ofsted Lesson Grade Guidance**

### **Good (2)**

- Teaching in most subjects, including English and mathematics, is usually good, with examples of some outstanding teaching. As a result, most pupils and groups of pupils on roll in the school, including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able, make good progress and achieve well over time.
- Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum.
- Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.
- Reading, writing, communication and mathematics are taught effectively.
- Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.
- Teachers assess pupils' learning and progress regularly and accurately at all key stages, including in the Early Years Foundation Stage. They ensure that pupils know how well they have done and what they need to do to improve.
- Effective teaching strategies, including setting appropriate homework, and appropriately targeted support and intervention are matched well to most pupils' individual needs, including those most and least able, so that pupils learn well in lessons.

### **Outstanding (1)**


- Much of the teaching in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able, are making rapid and sustained progress.
- All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.
- Teachers 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.
- The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.
- Teachers and other adults authoritatively impart knowledge to ensure students are engaged in learning, and generate high levels of commitment to learning across the school.
- Consistently high quality marking and constructive feedback from teachers ensure that pupils make rapid gains.
- Teachers use well-judged and often imaginative teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum.

Appendix 2: Teacher's toolkit


Plan clear learning journey




Differentiation  
BRONZE  
SILVER  
GOLD  
PLATINUM



AfL  
1st ....mid....last



Effective modelling



Hook



LESSON  
TOOLKIT




St Andrew's C E Primary School  
Teachers' Toolkit

Talk less/pupil talk/co-op strategies




Reading  
(including across the curriculum)




Purposeful oral and written feedback




Working wall



Real life/cross curricular context



Independence and choice



Pace

