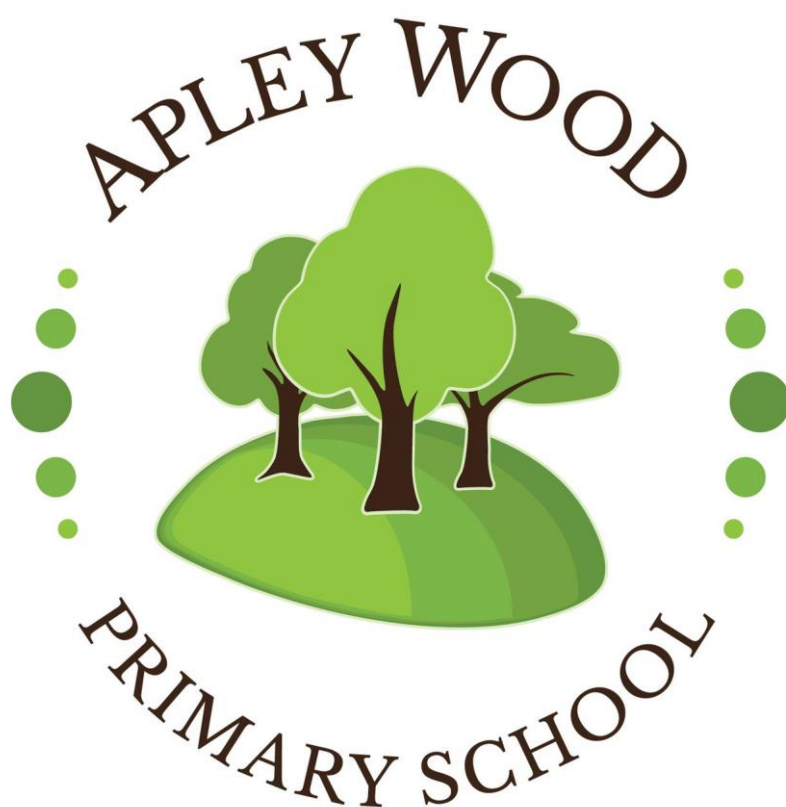


Teaching & Learning Policy



Developed by: Senior Leadership Team
September 2022

Approved by Governors: November 2022

Review date: September 2024

Our Teaching

What We Must Do

- Ensure inspirational teaching is informed by current educational research
- Ensure all pupils achieve their own potential regardless of barriers to learning
- Raise standards and accelerate pupil progress through quality first teaching, high quality feedback and the effective use of next steps and success criteria to offer pupils clear guidance on how to improve;
- Continue to recruit effectively (good quality staff);
- Have high aspirations

Delivered through:

- An exciting and inspiring curriculum with lots of opportunities for visits and visitors and hands on experiences related to real life contexts;
- Excellent teaching in a fit for purpose environment that is well resourced;
- Timely interventions
- Responsive, pro-active and effective monitoring mechanisms.

Supported by:

- Excellent pastoral care
- Systematic staff development
- High quality resources
- Strong parental engagement
- A supportive and highly skilled governing body
- Astute financial management
- Clear guidelines, policies and processes that everyone understands and follows.

Principles

We see teaching and learning as a process of co-operative team work, and welcome and encourage the involvement of parents and others in the community.

All members of the School community (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims by:

- esteeming children as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships, positive wellbeing and a sense of belonging to the school community
- providing a well-ordered environment in which all are fully aware of behavioural expectations
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviours and work
- working as a team, supporting and encouraging one another.

Teachers work towards the school's aims by:

- providing a challenging and stimulating programme of study based on substantive and disciplinary knowledge.
- recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- ensuring that learning is progressive and continuous
- being good role models - punctual, well prepared and organised
- maintaining an up-to-date knowledge of the National Curriculum
- having a positive attitude to change and the development of their own expertise
- establishing links with the local community including industry to prepare pupils for the opportunities, responsibilities and experiences of adult life
- working collaboratively with a shared philosophy and commonality of practice.

Pupils work towards the school's aims by:

- attending school in good health maintained by adequate diet, exercise and sleep
- attending school regularly
- being punctual and ready to begin lessons on time
- being organised - bringing necessary kit, taking letters home promptly, returning reading books regularly
- conducting themselves in an orderly manner in line with the expected code of discipline
- taking growing responsibility for their own learning.

Parents work toward the school's aims by:

- ensuring that children attend school in good health, regularly and punctually
- providing support for the discipline within the school and for the teacher's role
- being realistic about their children's abilities and offering encouragement and praise
- participating in discussions concerning their child's progress and attainments
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- giving due importance to homework, hearing reading and assisting in learning of tables and spellings
- allowing their children to take increasing responsibility as they progress throughout the school.

Planning

Purpose of planning

To ensure a high level of teaching that is engaging for all children. Planning is purposeful and promotes progression and is informed by prior learning and assessment. KS1 and KS2 Teachers plan from the National Curriculum and the new EYFS curriculum.

Stages of planning	Purpose	Content
Long term (curriculum map)	Shows coverage Provides breadth and balance	Summary of subject content (substantive and disciplinary knowledge) for each term per year group Reviewed and revised annually

Medium term planning	Shows progression of subject knowledge and skill matched to age range and ability of current cohort for all subjects	Set learning objectives and themes for each term
Short term planning	Provides a clear structure of success criteria to be achieved. Enables formative and summative assessment to take place, which then feeds into the planning cycle	Clear learning objectives Success criteria A range of activities Independent learning opportunities Organisation and differentiation/resources Use of other adults Staff may do short term planning on a brief word document, powerpoint or lynx document.

Learning objectives and success criteria

Every planned lesson has a clear learning objective that is made explicit from the start of the lesson and is referred to throughout.

The success criteria are differentiated and highlight what children must know and understand in the lesson. This is a cyclical process and the success criteria are used as a tool for assessment and evaluation of the teaching and learning.

Learning in Lessons

Gaps for vulnerable pupils must be seen to be **narrowing rapidly**

'Primary effect' **first impression** occurs in the first 6 seconds of a lesson

Encourage the use of **Standard English** rigorously

Quality **assessment for learning** within lessons and through 'Closing The Gap' (CTG) feedback.

Ensure that literacy is not a barrier for learning for students- be **aware of their needs**

Build confidence in all students through the use of **skills and praise**

Ensure **aspiration** for pupils is very strong

Active learning and group work are 80% of a perfect lesson

Zero tolerance of any behaviour that is not conducive to all students being able to make good progress in the classroom

Key pointers within a lesson:

- Always ensure prior knowledge is the starting point.
- Engagement of pupils from the very start
- Focus on vulnerable learners
- Use of teaching assistants- to make more progress
- Behaviour for learning- ready, respectful, safe – ensure behaviour policy is consistently applied.
- Literacy in every lesson
- Questioning- higher order, open ended (especially from the students)
- Responsive assessment that informs future planning
- Independent learning- habitual self-management and self-confidence
- Create resilience to critical feedback by modelling every mistake as a learning experience

Learning styles

Within a lesson, a teacher will draw on a range of teaching strategies. For example, visual stimuli presented on the interactive TV's, speaking and listening, writing and recording and multi-sensory activities. This ensures active participation and that all learning styles are catered for. Questioning is differentiated and should be mainly higher order, open-ended questions (see appendix 2).

Inclusion

At Apley Wood we recognise that all pupils are individual learners. We ensure that all learners are provided with activities to ensure they make the best of their abilities. Please see the SEND, equalities and accessibilities policies.

Differentiation of planning

All teachers plan for the needs of each child. This means that work is differentiated and pitched at a level that ensures all pupils are stretched and are making progress at their level. Planning is on-going and is a cyclical process drawing on information from marking, feedback and assessment.

Grouping

All staff are aware of the needs of each child. Children will also have opportunity to work in ability groups, mixed ability pairs and groups and independently. Groups are transient and based on a range of assessments.

Special Educational Needs and Disability (SEND)

SEN pupils are supported in class through Individual provision Maps (IPM) targets, adult support, extra resources and consideration of the physical environment. See SEND policy for further details.

Adult support

Apley Wood employ carefully considered techniques to ensure all pupils make progress: one of these is the use of additional adults. Current educational research underpins the deployment of the following adults to support a range of groups across the school – pastoral support, ELSA's, Teaching assistants, High Level Teaching Assistant and volunteer readers. Interventions required will be regular and balanced across the day to ensure all access a broad and balanced curriculum.

Deeper learners and thinkers

High ability pupils are extended in many ways through careful planning and grouping as well as higher level questioning and extra boosters with teachers and teaching assistants. Higher level homework may also be set upon discussion with the parents/carers.

Social, Moral, Spiritual and Cultural Education (SMSC)

SMSC is embedded within all teaching and learning across school.

Extra support

Apley Wood Primary School offer pupils the following extra support in terms of teaching:

- *Boosters
- *teaching of IPM targets
- *1:1 tuition
- *Group tuition
- *Volunteer readers
- *Specialist English as an additional language (EAL) support
- *Carefully chosen evidence-based interventions

Building Learning Power

Building Learning Power (BLP) has been adopted as a whole school approach to help our children become better learners. This approach fosters resilience in our children and builds self-esteem.

The concept of BLP is based on

- an extensive body of research into learning and the brain
- recent research into the key dimensions of learning power
- practical trials in schools which have been so successful that whole authorities have taken BLP on board.
- The extensive research and inspiration of Guy Claxton

Building Learning Power (BLP)

- provides a coherent picture of what it takes to become a good learner
- capitalises on previous learning to learn ideas
- gives us the opportunity to track pupils' 'learning power'
- develops the appetite and ability to learn in different ways
- transforms the culture of the classroom and the climate of the school
- shifts responsibility of learning to learn from the teacher to the learner
- engages teachers and students creatively as researchers in learning

We use BLP at Apley Wood Primary School to:

- to raise achievement
- improve behaviour for learning
- increase motivation (of both pupils and staff)
- develop supple learning minds
- increase enjoyment in learning
- establish habits of lifelong learning
- enhance creativity

As a school, the result of implementing BLP compliments and moves forward a number of key drivers such as:

- Assessment for Learning (AFL)
- Creative curriculum and teaching & learning
- Managing behaviour
- Developing pupil voice
- Learning styles / learning to learn
- Intervention
- Personalised learning

Strategies for the Use of Resources

Classroom resources are the responsibility of classroom teachers who ensure that

- there is a range of appropriate, accessible and labelled resources available from which pupils can select materials suitable to the task in hand
- all children know where resources are kept and the rules about their access and use
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate
- children and teachers act together to establish an attractive, welcoming and well organised environment fostering respect, care and value for all resources.

Central resources are generally the responsibility of subject co-ordinators. Key Stage Leaders are given Key Stage budgets to purchase consumables including stationery items.

Time is a resource that we value. To maximise its use:

- in the early years children's time is organised by the teachers to participate in a range of planned activities
- as children progress through the school they are encouraged to take greater control of their own learning, including their use of time
- time wasting is reduced by ensuring that tasks are made specific and clearly defined
- all children engage in useful activities immediately upon entering the classroom and know what to do between the end of an activity and the end of a session.

Assessment

Rigorous record keeping enables teachers and Senior Leadership Team (SLT) to access current assessment data and set targets. This includes information on homework, spelling and times tables tests scores. All teachers should keep the following up to date:

Record/mark book/ Assessment file (data to be inputted onto Otrack once per term)/ termly pupil progress reviews/ Foundation Stage Record (EYFS) Foundation Stage Learning journey's (EYFS)

(See assessment policy for further details)

Standard of presentation

All staff are responsible for upholding a high standard of presentation in all areas of the curriculum. Children will be taught a cursive script from when they are ready in Reception onwards. They will be required to write in pen as soon as they begin to use a fluent cursive script.

The role of Governors

Our Governors determine, support and review the school policy on Teaching and Learning. In particular they:

- support the use of appropriate teaching strategies by agreeing to allocate resources effectively;
- ensure that the school premises is best used to support successful teaching and learning;
- monitor teaching strategies in the light of Health & Safety regulations;
- monitor how effective teaching and learning strategies are in raising attainment;
- ensure that staff development and Performance Management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies by conducting learning walks with co-ordinators and receiving reports from subject leaders and the Headteacher.

Monitoring and Review

This policy will be reviewed in September 2024 to ensure that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

This policy should also be read in conjunction with our subject curriculum intent and implementation statements.

The Learning Muscles

<p>RESILIENCE being ready, willing and able to LOCK ON TO LEARNING</p>	<p>RESOURCEFULNESS being ready, willing and able to LEARN IN DIFFERENT WAYS</p>
<div style="display: flex;">  <div style="margin-left: 10px;"> <p>Absorption Learning Muscle; you become engrossed in what you are doing; you are unaware of time passing</p> <p>Managing Distraction Learning Muscle; you know what distracts you, you try to minimise distractions, you settle back quickly after an interruption</p> <p>Noticing Learning Muscle; you notice how things look, what they are made of, or how they behave, you can identify significant detail</p> <p>Perseverance Learning Muscle; you are not put off by being stuck, you keep on going despite difficulties and find ways to overcome them, you recognise that learning can be a struggle</p> </div> </div>	<div style="display: flex;">  <div style="margin-left: 10px;"> <p>Questioning Learning Muscle; you are curious about things and people, you often wonder why, you play with ideas, asking "How come?" and "What if?"</p> <p>Making Links Learning Muscle; you look for connections between experiences or ideas, you find pleasure in seeing how things fit together, you make patterns</p> <p>Imagining Learning Muscle; you picture how things might look, sound, feel, be; you let your mind explore and play with possibilities and ideas</p> <p>Reasoning Learning Muscle; you create logical arguments, you deduce what might happen, you look for evidence</p> </div> </div>
<p>REFLECTIVENESS being ready, willing and able to become MORE STRATEGIC ABOUT LEARNING</p>	<p>RECIPROCITY being ready, willing and able to LEARN ALONE AND WITH OTHERS</p>
<div style="display: flex;">  <div style="margin-left: 10px;"> <p>Planning Learning Muscle; you think about what you want to get out of learning, you plan the steps you might take, you access which resources you may need</p> <p>Revising Learning Muscle; you are ready to revise your plans as you go along, monitor how things are going, change your plans when you've had a better idea</p> <p>Distilling Learning Muscle; you mull over experiences, draw out useful lessons from experiences, think about where else you might use these lessons</p> <p>Meta-Learning Muscle; you are interested in how you learn as an individual, know your strengths and weaknesses as a learner, are interested in becoming a better learner</p> </div> </div>	<div style="display: flex;">  <div style="margin-left: 10px;"> <p>Interdependence Learning Muscle; you know how much interaction you need with others to assist your learning, you make informed choices about working on your own or with others</p> <p>Collaboration Learning Muscle; you manage your feelings when working with others, you understand the ground rules of team work, you are able to work effectively as part of a pair or team</p> <p>Empathy and Listening Learning Muscle; you put yourself in other people's shoes to see the world from their point of view, show you are listening by eye contact and body language, hear feelings and thoughts behind someone's words</p> <p>Imitation Learning Muscle; you are ready</p> </div> </div>

to learn from others, notice the approach and detail of how others do things

Appendix 2: Levels of learning

UNISTRUCTURAL	MULTISSTRUCTURAL	RELATIONAL- National Expectations	EXTENDED ABSTRACT- Mastery
Remembering and understanding	Remembering and understanding	Applying and analysing	Evaluating and creating
Learning outcomes show unconnected information with no organisation	Learning outcomes show connections are made but significance of parts to overall meaning is missed	Learning outcomes show full connections are made and synthesis of parts to the overall meaning	Learning outcome go beyond the subjects and links are made to other concepts and/or generalisations
Name Identify Recall Find Label Recognise	Describe List Classify Continue Complete Outline	Analyse Apply Compare Contrast Relate Explain cause Justify Deconstruct	Create Formulate Generate Hypothesis Design Construct Plan Predict Produce Invent Argue Generalise
What happened after...? Can you name...? How many...? Why did...? Who? Where? Which one? What? How? Why? When? What does it mean? Which is the best one? Which is true or false?	Describe... What did you find out about...? How did you start and what did you do next? What happened next? What methods did you use? Which one? Can you name all the ...? Which statements support ... How many different ways can you..?	How is... similar to...? How is... different to...? Which method was most effective? Why did ... happen? Do you agree with...? Is it true that... How would you feel if ... Predict what would happen if... Choose the best statements that apply Judge the effects of ... What would result...?	Is there a better solution to...? Judge the value of... What do you think about...? Can you defend your position about...? How would you have handled...? What changes to... would you recommend? Do you believe...? How would you feel if...? How effective are...? What are the consequences of...? What influence will... have on our lives?

		<p>Tell what would happen if...</p> <p>Tell how much change there should be if...</p> <p>Identify the results of ...</p> <p>What are the alternatives?</p>	<p>What are the pros and cons of ...?</p> <p>Why is ...of value?</p> <p>What are the alternatives?</p> <p>Can you design a ... to...?</p> <p>Can you see a possible solution to...?</p> <p>If you had access to all resources, how would you deal with...?</p> <p>Why don't you devise your own way to...?</p> <p>What would happen if...?</p> <p>How many ways can you...?</p> <p>Can you create new and unusual uses for...?</p> <p>Can you develop a proposal which would...?</p> <p>How would you test...?</p> <p>Propose an alternative</p> <p>How else would you...?</p> <p>State a rule</p>
UNISTRUCURAL	MULITISTRUCURAL	RELATIONAL- National expectations	EXTENDED ABSTRACT- Mastery
Remembering and understanding	Remembering and understanding	Applying and analysing	Evaluating and creating

How to use Levels for Learning

- The lists of vocabulary are to be used in success criteria and are a useful tool when **differentiating** success criteria
- **Avoid** the use of unistructural questioning as this limits responses
- Question prompts **should be planned** into your lessons and be focused mainly on relational and extended abstract questions
- These questions should also be used, together with 'convince me' and 'show me' when marking (CTG and extensions)

- All staff working with children (including in small groups and 1:1) should use this prompt sheet to ensure that questioning **probes** and **challenges** pupils at every opportunity