Aims and purpose:

Continued and sustained improvement is dependent upon sustaining high quality teaching and learning on a daily basis. Across our school the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement. Learning should be an enjoyable experience for everyone – it should be fun.

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

Purpose

The Policy for Teaching and Learning is the core policy of the school and informs the best classroom practice. It will enable all children to make progress in every lesson taught and will ultimately raise standards. The policy is centred on what the teaching staff know are observable indicators of good practice that take place in good lessons and is owned by the teaching team. All our teaching staff are expected to refer to it frequently and use it to help evaluate and tweak practice to ensure the best provision for our children.

The Aims of this policy are to:

- Enable children to become confident, resourceful, enquiring and independent learners.
- Foster children’s self – esteem, encourage healthy and safe attitudes to themselves and others and help build positive relationships with other people.
- Develop children’s self-respect and encourage children to respect the ideas, attitudes, values and feelings of others.
- Show respect for all cultures and, in so doing, to promote positive attitudes towards other people.
- Enable children to understand their community and help them feel valued as part of this community.
- Help children to grow into reliable, independent and positive citizens.
- To raise the quality of teaching and as a result improve standards.
- Provide clear guidance for teaching and learning ensuring consistency across the school.

The school vision, ethos and aims are at the heart of all our teaching and learning activities and are reflected in this policy.

Principles

We believe that the whole school community is involved in securing the best outcomes for our pupils

Teaching staff

The teaching staff at our school understand that is their responsibility to:

- Secure good learning outcomes for pupils
- Ensure pupils make good demonstrable progress and attainment
- Secure a positive belief in the children that they can achieve
- Support pupils in applying their learning to secure new learning (i.e. Learning how to learn across contexts)
- Support each other in our own professional development
- Communicate effectively with children, parents and other professionals regarding children’s learning and welfare.

Senior Leadership Team
Members of the SLT strive to:
- Be positive role models for the staff and the whole school community.
- Support teaching staff to raise pupil attainment
- Monitor and evaluate the impact of learning within their roles and/or phases.
- Hold members of teaching staff to account.

Community
We recognise that our school is part of the wider world. As a result, we make use of the community to support our learning and also give back to the community when the opportunity arises.

Children
Our Home School Agreement outlines what we expect from our children but we will also encourage children to:
- To be willing to have a go
- To try to see that mistakes are good because they can help all of us get even better
- To try to be resilient, creative, independent and reflective
- To take pride in their work
- To be supportive of others they are learning with
- To be willing to share their learning with others.

Parents/Carers
Parents are essential in helping to support their children’s learning. The Home School agreement outlines much of this. We will encourage parents to:
- Attend parent information/workshop/open day sessions
- Have an open dialogue with the class teacher and teaching assistant
- To support the school policies (e.g. Homework)
- Provide opportunities for children to practise and extend their learning at home
- Encourage and support children in bringing learning from home back into the classroom.
- Support the school and work in partnership with staff and support services

Governors
Governors will monitor and review this policy and more importantly its impact on practice through being involved in the school and through reports from the Headteacher and members of staff.

What ‘Good’ and ‘Outstanding’ Lessons look like
For this policy we considered what the observable indicators are that good practice is taking place in lessons. Our indicators are not based on theory but on what we should see happening in our school.

High expectations
Good teaching at our school shows that...
- Our teachers set high expectations for all pupils. They expect that all pupils can and will achieve in their classroom, and they don’t give up on underachievers.
- Our Teachers have clear, written-out learning intentions. Effective teachers have lesson plans that give pupils a clear idea of what they will be learning, what the activities are and what the success criteria will be. The learning that is taking place has a clear outcome and it gives pupils ample opportunity to practise new learning and skills. The teacher is consistent in marking and returns work in a timely manner.
- Our teachers are prepared and organised. They are in their classrooms early and ready to teach. They present lessons in a clear and structured way. Their classrooms are organised in such a way as to minimise distractions.
- Our teachers engage pupils and get them to look at issues in a variety of ways. Effective teachers use facts as a starting point, not an end point; they ask “why” questions, look at all sides and encourage pupils to predict what will happen next. They ask questions frequently to make sure pupils are following along. They engage the whole class, and they don’t allow a few pupils to dominate the class. They keep pupils motivated with varied, lively approaches.
- Our teachers are confident in the subject knowledge. They present material in an enthusiastic manner and instil a hunger in their pupils to learn more on their own.
- Our teachers communicate frequently with parents. They reach parents, for e.g. through Parents Meetings and end of year reports and making the most of opportunities to speak to them at the beginning and end of the day. They don’t hesitate to seek advice if they are concerned about a pupil.
• **Our teachers enable pupils to be independent.** Pupils are encouraged to take responsibility for their own learning by being independent learners and having independence in learning.

• **Our teachers insist on high standards in written outcomes.** Presentation and Marking policies are adhered to.

• **Our teachers have high expectations of themselves.** All our teaching staff have good English and Mathematics skills and they communicate in grammatically correct spoken and written language.

**Range of teaching styles:**

**Good lessons at our school show that:**

• Teachers’ use methods and resources to enable all pupils to learn effectively and instructions and explanations are clear and specific

• Methods and activities sustain the pupils’ concentration, motivation and application

• Learning is built on real life experiences, is cross-curricular and enables children to respond in imaginative and creative ways

• A variety of activities and questioning techniques are used

• Pupils have the opportunity to work independently, collaboratively, and in groups based on their personal, social, academic, and individual strengths.

• Appropriate use of technology maximises learning: laptops, ipads, notepads

• Teachers, utilise resources such as the forest area, playground, hall, local community and the local area.

• The lesson is linked to previous teaching and learning.

**Subject knowledge**

**Good lessons at our school show that:**

• Subject knowledge is used to inspire pupils and build their understanding

• All staff involved in teaching the lessons have a sound knowledge and understanding of the subject content of the lesson

• The teacher uses subject knowledge to anticipate and plan for pupils’ difficulties

• Knowledge is made relevant and interesting for pupils and make learning as stimulating and engaging as possible

• Lesson/subject intentions are age and ability appropriate but also offer realistic challenge

• Staff link knowledge to previous and future learning

• Subject knowledge is adapted to meet the needs of all pupils.

**Classroom management**

**Good lessons at our school show that:**

• All staff consistently follow the school’s Behaviour Policy.

• Teachers make effective use of time and insist on high standards of behaviour.

• Any behaviour issues are dealt with efficiently if they occur.

• Children’s behaviour allows teaching and learning to take place un-restricted.

• Pupils are praised regularly for their good effort and achievement.

• The focus is on managing learning, not behaviour.

• They move along at an appropriate pace (neither too fast nor too slow) and there are realistic expectations given to children in which to complete tasks.

• Learning is flexible and adaptable so it can respond to the needs of the children.

• Pupils have effective strategies for when they are stuck.

• Pupils engage in active learning

• Passive learning is quickly recognised and addressed (think about carpet time!).

**Use of resources**

**Good lessons at our school show that:**

• Resources, including other adults and different technologies, contribute to the quality of learning

• All support staff are actively involved in planning for and supporting learning

• Learning resources are differentiated to support different abilities and outcomes

• Pupils independence is encouraged at all times through resources being clearly labelled and accessible

• All classrooms and phases are adequately resourced to enable lessons to run smoothly

• All staff are confident in using ICT & interactive resources.

• Learning is planned to take place outside the classroom.

**Lesson planning**

**Good lessons at our school show that:**
• The teacher plans effectively and sets clear intentions that are understood by all pupils
• There is a written lesson plan that sets out the intended learning for the class, intentions that are clear to pupils and strategies for how the outcome is going to be achieved
• Lessons are planned to provide a hook and immersion into the learning
• Lesson planning is linked to a current assessment of pupils’ prior learning and is differentiated, so that it consolidates, builds upon and extends learning for all pupils
• Lesson plans include success criteria and assessment opportunities
• Lesson plans indicate key questions and resources (human and learning)
• Lesson plans are available and shared with teaching assistants
• Curriculum plans are available for all teachers to use and refer to. They are filed on the network and are available in the classroom.

Effective questioning
Good lessons at our school show that:
• Questioning is used to gauge pupils’ understanding and reshape explanations and tasks where this is needed
• Teachers’ use a high frequency of questions and a range of questions (for e.g. simple information retrieval, evaluative)
• Questions are differentiated to meet the needs and abilities of all pupils.
• Key questions are included on planning that consolidate and extend the learning that has taken place.
• Questions are used to develop pace in the teaching
• Open-ended questions ask children to provide reasons and explanations (how and why).
• There is an appropriate wait time between question and response
• Teachers’ note pupils’ mistakes, guides them through errors and clears up misconceptions
• Children have the opportunity to demonstrate good questioning to peers and adults
• Questions are displayed in the classroom to engage the children in interactive and independent learning.

Accurate assessment of pupils’ progress
Good lessons at our school show that:
• Pupils understand the Learning Intentions and Success Criteria needed to achieve it
• Teachers and Teaching Assistants assess pupils’ progress accurately and are alert to pupils’ lack of understanding during the lesson so that they can move swiftly to put it right
• Teachers use a variety of strategies to assess pupil progress, for e.g. observations, questioning, work in books, pupil conversations
• Teachers use questions to check pupils’ understanding throughout the lesson
• Mistakes are recognised by the teacher and used constructively to facilitate learning
• Planning is annotated to highlight any mis-conceptions and next steps in learning
• Pupils’ work is marked regularly, accurately and formatively. Marking is personalised and informs children in regard to the learning intention
• Mini plenaries are used to review progress.
• Children are able to articulate the next steps in their learning how they will achieve them
• Working Walls are used as a reference point for current learning and are changed regularly

Feedback to pupils
Good lessons at our school show that:
• The Marking and Feedback Policy is adhered to and reinforced constantly
• Teachers give children time and support to respond to marking and any other feedback
• Written and oral feedback is positive and encouraging
• Feedback is measured against pupils’ targets
• Teacher uses questions to check pupils’ understanding throughout the lesson
• Mistakes are recognised by the teacher and used constructively to facilitate learning
• Pupils understand what they do well and what they should improve
• Children are given the opportunity to Peer Assess/Self Assess to highlight the importance of checking work and to enhance Peer relationships.

Homework
Good learning at our school shows that:
• Our pupils use homework to consolidate, enrich and extend the learning that has taken place.
• Homework is differentiated by age and academic ability where appropriate.
• Where possible homework is linked to real life situations.
• Parents are encouraged to listen to their children read and support them by recording comments in the Reading Diaries.
• The Homework Policy is adhered to with regard to deadlines and quantities, according to year group.
• Good Homework is acknowledged and celebrated.

Teaching and learning in the early year’s foundation stage.

All of the principles stated in the schools teaching and learning policy applies to the early years foundation stage and we recognise that learning begins at birth and continues throughout life. We acknowledge that everyone has the ability to be a competent learner, regardless of disability or other special needs.

All children follow the Early Years Foundation Stage curriculum. The principles which guide the work of all early years’ practitioners are grouped into four themes:

A Unique Child – Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships – Children learn to be strong and independent through positive relationships.

Enabling Environments – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

Learning and Development – Children develop and learn in different ways. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development. They foster the characteristics of effective early learning

• Playing and exploring
• Active learning
• Creating and thinking critically

Teaching and Learning Aims

• That teaching should recognise that early years is a distinctive phase of education requiring specialised teaching to a developmentally appropriate curriculum.
• To observe, support and extend the individual child’s learning and to recognise that they are entitled to learn at their own pace and in their own way.
• To enlist Parents as teachers and learners in a partnership approach, for the benefit of all.

How to achieve these aims: A focus on the prime areas

Prime areas are fundamental, work together, and are moved through to support development in all other areas.

• Personal, Social and Emotional Development
• Communication and Language
• Physical development

The importance of play:

We acknowledge the central role of play in the education of the young child.

Assessment:

In Reception EYFS class staff follow the observe, assess and plan cycle: daily, weekly and half termly. Every child has an individual learning journey which includes observations and information that records the child’s journey and progress through the foundation stage. They form an essential evidence base for planning children’s next steps and sharing learning with families.

Planning:

Planning takes place mid termly, weekly and daily and takes account of information from observation and information from parents. This may include children’s interests preferred ways of working, and identified schematic behaviour.

Evaluation:

Monitoring and evaluation form the basis of informed planning. Verbal or written evaluations take place constantly and planning is flexible to take account of this information.
The important role of all adults:
We recognise the importance of the role that all early years educators play in the care and education of our youngest children. These roles include:
- Building relationships. Getting to know all of our children and families
- Planned activities with small groups of children
- Observing children to identify their wellbeing and involvement, their needs, strengths, schemas and interests
- Planning for next steps in learning
- Supporting and extending child initiated activity
- Engaging children in focused activity
- Maintaining and developing a stimulating, welcoming safe and challenging learning environment
- Working as a team to ensure that all children reach their full potential

The Learning environment:
We recognise the importance of providing a stimulating, interesting, welcoming, safe and challenging learning environment. The room is organised and resourced to provide learning opportunities in the seven areas of learning in the EYFS curriculum. Children are taught how to access the equipment in each area of provision independently from the moment they are able, to enable them to follow their own ideas and interests.

There is a high level of staff involvement in children’s chosen activities and play. There are also planned age appropriate ‘focused activities’ for specific children, or groups of children providing a balance of child and adult initiated activity.

Suitably differentiated activities are organised to meet the learning needs of each child. There is some whole class teaching for short periods of time. Whole class carpet times happen at the beginning and end of each session both morning and afternoon to ensure that children have access to daily phonics sessions, mathematics, and story and shared writing.

Outdoor Provision
All children in the EYFS have access to the outdoor learning environment for the majority of each session. The outdoor learning environment is valued as half of the curriculum and is organised into areas of provision that promote the seven areas of learning in the EYFS curriculum.

Partnership with Parents
At Water Mill Primary School we recognise the importance of parents and carers as children’s first educators and the important role the home learning environment plays in the development and education of the young child. We develop our partnership in many ways including:
- Induction meetings
- Key persons system
- Regular parent workshops focused on learning in the EYFS
- Regular parents meetings
- Whole school celebrations

We regularly monitor our provision to ensure every child's learning is well supported and builds on children’s own home, cultural and linguistic backgrounds. We use materials, equipment and displays which reflect the home languages, cultural and ethnic diversity of the children, the local community and wider world. We work towards supporting bilingual children’s development in their home language as well as English. We ensure that bilingual children have access to the full curriculum and are involved in all the learning experiences offered giving the extra support needed so that they can participate and understand.

Children will be learning English through real life, every day, meaningful experiences and through interacting with other children and staff.

Cherishing childhood:
The early years are a time where children progress and grow at a rapid rate and where children are bursting with awe and wonder, fun and joy. All the EYFS staff at Water Mill Primary School recognise the special responsibility they hold as custodians of the early years and they do not lose sight of this treasured opportunity.

Date Agreed: April 2017
Review Date: April 2018
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.

All lessons have…Clear Learning Intentions
- Learning intentions are shared orally and displayed.
- All learning intentions are written up and shared orally in child friendly language.
- Learning intentions are not muddled up with the context of the lesson.

All lessons have…Learning intentions shared effectively, teachers must:
- Move away from saying ‘Today we are doing’… and instead say ‘By the end of today’s lesson you will all be able to/understand…’.
- Make learning intentions specific
- Refer to them: at the start of the lesson, during the lesson and during the plenary
- 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 intention.
- Success criteria’s are displayed for the children to follow during the lesson or drawn up with the children, e.g. Steps to success, how to achieve
- Weekly planning includes success criteria for each learning intention.
- Children use the success criteria to self-assess their own or 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.
- Planning shows clear differentiation.

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 for long periods.
- Opportunities to Think/Pair/Share and discussions with a Talk Partner are regular features in all lessons.
- 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.

Learning is enhanced through----- pupils talking to each other
At our school we believe that Talking is central to learning. All lessons 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 enhanced 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.

Learning is enhanced through…regular and clear feedback
- Assessment 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 intention, success criteria and/or targets. Evidence is highlighted, or commented on.
• Marking identifies next step prompts.
• Pupils are given time to address issues raised in marking (Read and Respond time).

Learning is enhanced through ...the use of ICT.
• ICT is used to enhance learning where ever possible. Although ICT is nearly always used at the start of lessons to engage children and in the plenary to consolidate learning, it is also used during the lesson as an aid to learning.

Learning is enhanced through... effective behaviour management
• Effective, positive behaviour management is used to foster a positive learning environment in the classroom. For further details, please refer to our Behaviour Management Policy.

Learning is enhanced through ...effective use of additional adults
• Additional adults are clearly directed to support learning.
• Teaching assistants are fully engaged with pupils on the carpet and tables during lesson times.
• They are clear about who they are supporting and why.
• Planning is shared in advance with teaching assistants.
• They 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.
• They are involved in assessing pupil’s understanding and feeding back to the teacher.
• Teaching assistants to annotate in books to indicate support – see marking policy.
• They are not photocopying work, sharpening pencils or sticking work in books during learning time!

Learning is enhanced through... effective use of a plenary and mini plenaries
• Review what has been learned
• Reflect on how it has been learned.
• Reviewing learning is a key to memory and not confined to the end of the lesson. Teachers review throughout the entire lesson and constantly refer students back to the success criteria of the lesson, reinforcing prior learning.
• Encourage 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?
  • 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 enhanced through...a great classroom environment
Across our school we aim to ensure that all classrooms, group learning 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
Every class should have a working wall. This should reflect the work currently being studied in each of the subjects. It should include:
• Children’s questions.
• Key vocabulary.
• Visuals and artifacts to stimulate thinking.

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.

“The journey of a thousand miles begins with one step.” LAO TZU

Whatever a pupil’s starting point; we must provide the appropriate steps for them to make progress. We hold the knowledge of how pupils should progress and what success looks like. We must oversee this and provide a route for their journey and progression.
The Teaching and Learning Cycle at Water Mill

- Age related expectations from the National Curriculum. Pre-testing to identify prior knowledge.
- Lesson evaluation
  - Self/peer evaluation
  - Marking & feedback
  - Post check to establish progress made
- Direct teaching
  - Differentiated, challenging learning activities
  - Application of skills learnt – depth & breadth
- Questioning
- Observation of ongoing learning
- Mini plenaries
- How do I know when my students get there?
- How will my students get there?
- Where are my students now?
- What do I want my students to learn?
- Assessing and recording
- Planning and programming
- Classroom practice
- Reporting
- Ongoing evaluation
### KEY PROMPTS FOR PLANNING AND DELIVERING A LESSON

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<thead>
<tr>
<th>Prompt</th>
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<tr>
<td>Am I crystal clear about what I want the children to be able to do/understand/know at the end of the lesson?</td>
<td>Is the learning intention in child-friendly language?</td>
<td>Have I thought about the steps to success and planned the success criteria in advance? Are the children going to be involved in formulating the success criteria?</td>
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<td>Have I thought about the questions I will need to ask to deepen children’s understanding/assess learning?</td>
<td>Have I thought about how I am going to engage and motivate the children at the start and during the lesson?</td>
<td>Have I thought about how I will meet the needs of all learners, including the more able? Are activities challenging and designed to deepen understanding?</td>
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<td>How are pupils going to assess their own learning or that of their peers?</td>
<td>Have I thought about how I will meet the needs of the EAL learners in my class eg. what visuals will I use in the lesson?</td>
<td>Am I giving the children thinking time and talking time before answering questions?</td>
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<td>Am I going to be introducing new vocabulary to the children?</td>
<td>Have I made sure children are not going to be sitting passively for long periods?</td>
<td>Have I included any time for pupils to respond to marking from previous lesson?</td>
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<td>Have I planned opportunities for pupils to edit and improve their own work?</td>
<td>Have I shared the planning with my teaching assistant? Is he/she clear who she is supporting and how?</td>
<td>Have I got a balance of teacher instruction, intervention and children working independently?</td>
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<td>How am I going to conduct my Plenary/mini plenaries?</td>
<td>Have I planned opportunities for pupils to talk about their learning in pairs and groups?</td>
<td>How am I going to make sure all pupils are making progress during the lesson?</td>
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