



Fullwood Primary School

Teaching and Learning Policy

(To be read in conjunction with our Curriculum Intent Statement(s) and Marking and Feedback Policy)

This policy was devised as a result of shared discussion around the requirements to ensure good and better teaching and learning. It reflects a shared understanding of what we, as a school, believe ensures quality teaching, and as a result, quality learning, for all children. The policy is written with an understanding that Assessment For Learning runs (AFL) at the heart of quality first teaching, which includes the use of learning objectives, success criteria, outstanding questioning, peer assessment and self-assessment to ensure all children achieve their best.

In our thinking, we have considered what needs to be done before, during and after the lesson to maximise the learning. These set a minimum expectation for all lessons.

Please note that where cover staff are used for a lesson it is vital that the same steps are in place and that the roles of each adult are clear from verbal or written dialogue with the class teacher.

Aims and Objectives

Through our teaching we aim to:

- Enable children to become confident, resourceful, enquiring and independent learners;
- Foster children's self-esteem and help them build positive relationships with other people;
- Develop children's self-respect and encourage them to respect the ideas, attitudes values and feelings of others;
- Show respect for all cultures and, in so doing, promote positive attitudes towards other people;
- Enable children to understand their community and help them feel valued as part of this community;
- Help children grow into reliable, independent and positive citizens.

Above all, the school aims to ensure that all children make progress that is at least good or better, as this improves their life chances. Teachers work with the knowledge that progress is defined as knowing more, remembering more and doing more.

Before the lesson

1. Teachers will assess the children's prior knowledge and skills in relation to the current area of learning. There are several sources of information which will help inform this judgement,
 - Tracking data
 - Cohort files
 - Previous planning/evaluations
 - Current targets for individual learning
2. Teachers will ensure that there is a learning objective, which focuses on National curriculum, or EYFS objectives.
3. Teachers will carry out adequate research to ensure that they are confident that their own subject knowledge is accurate.
4. Teachers will identify ways to maximise the progress the children make. This can be done in many ways that may include:
 - Ensuring that important vocabulary has been included in the prior learning.

- Providing easily accessed key vocabulary, supported by pictures where necessary.
 - Ensuring multi-lingual learners have an appropriate dictionary.
 - Checking that differentiation caters for children working at different levels within the national curriculum, teaching them the skills and/or knowledge they need to make progress through appropriate challenge.
 - Deciding where all the adults (including the teacher) working within the class will be best deployed. Communicating with LSAs to ensure they understand the intended learning, their role within the lesson and the resources needed.
 - Providing additional scaffolding to support or extend individuals
 - Using targets to cater for individual needs.
5. Teachers will plan motivating, engaging activities, which use first hand learning experiences where possible and other strategies such as mystery, imagination challenge and real life purpose to draw children into the learning.
 6. Teachers will consider how to ensure the best learning takes place within the time available and the structure needed during the lesson e.g. directed activities, pupil choice, task time, group work, individual tasks etc.
 7. Teachers will plan high quality key questions to move on the learning, assess skills and understanding.
 8. Teachers will plan to ensure high quality pupil talk around the intended learning.
 9. Teachers will review and appropriately annotate planning from other teachers to ensure it meets the needs of their children.
 10. Teachers will ensure that all resources for the lesson are prepared and readily available.

During the Lesson

1. Teachers will strive to ensure the children enjoy learning in a safe and secure environment.
2. Teachers will make informed professional judgements about any changes they need to make to planned learning and deviate from pre-written plans if the needs of the children should require this to ensure good progress.
3. Teachers will ensure there is good pace within the lesson so that all children are actively engaged in the learning.
4. Teacher will use directed differentiated questions, including open questions, to aid assessment, further the children's learning and to include every child within every lesson.
5. Teachers will share the learning objective with the children and ensure that children can talk about what they are learning. They will create success criteria with the children who will use this mini-plenaries will keep the focus on the learning and help the teacher to assess throughout the lesson.
6. Teachers will model and/or scaffold the activity for the children to provide an example of expectation and to demonstrate new skills.
7. Teachers will make effective use of resources, including ICT, to support and motivate children in their learning.
8. Teachers will promote high quality interaction between adults and children and between children. Teacher talk will not dominate the lesson.
9. Teachers will continually assess the progress of children so that misconceptions can be addressed promptly wherever possible and extension activities can enable more able children to move on.

10. Teachers will give praise and encouragement to children to celebrate individual and group successes according to the needs of the child.
11. Teachers will give feedback, including verbal, to children on their learning wherever possible as this has the greatest impact. Please see marking policy for more details.
12. Teachers will promote strategies within the classroom to engage children in improving their own work and that of other.
13. 13. Teachers will follow the needs and interest of the children within the context of the learning objective.
14. Teachers will remain supportive and approachable during the lesson.
15. Teachers will make links with the children to previous learning and put their present learning into context, including links to real life situations where possible.
16. Teachers will help children to reflect on their learning and progress in the lesson
17. Teachers will make use of mini plenaries to assess pupil understanding.

After the lesson

1. Teachers will reflect on the learning that took place and the effectiveness of the strategies used.
2. Teachers will use assessment software (such as Target Tracker) to formatively assess and track the attainment of pupils against the National Curriculum.
3. Teachers will consider next steps needed to reinforce, secure and move further with the learning as necessary with groups and individuals.
4. As they mark work, teachers will give written feedback to children to help them to improve their work. They will give time to children in the next lesson to make the improvements. Written feedback will also comment on children's progress towards their personal targets in mathematics and English.
5. Teachers will get feedback (verbal or written) from LSAs on any groups or individuals with whom they worked. This feedback will be in relation to the learning and progress.
6. Teachers will plan to address any problems or misconceptions with groups or individuals.

Pupil Targets

Individual pupil targets are recognised as a key element in promoting pupil progress in reading, writing and mathematics.

Children from year 1 will have targets in reading, writing and mathematics.

In reading:

- All targets will be linked to the National Curriculum across all areas of reading
- Targets may be group or individual targets as long as they are relevant to the needs of each pupil
- Targets will include an example to support the children
- Children should be given achievable targets which are constantly reviewed and new targets set accordingly
- Targets will be referred to regularly during guided reading (and across all curriculum areas where appropriate) and at other opportunities e.g. as part of an independent reading activity.
- Targets will be displayed inside reading folders so the children see them on a daily basis. Targets will be shared verbally in year 1 during the transition period.

- Teachers date on the target sheet when a child has demonstrated meeting their target and referred to in verbal feedback given to pupils.
- In reception classes, teachers will use dialogue to ensure children are aware of their next steps.
- Children should be given targets in a language that they understand so they can self-assess and be able to explicitly explain when they feel they have achieved a target in writing.
- All targets will be linked to the National Curriculum (but are generally not to be given around spelling as this should be addressed through continuous teacher input)
- Targets will be on inserts in the back of writing books. The targets must be seen when the inset is folded open.
- Targets will include an example to support the children.
- Children will be enabled to achieve their targets, on average, once each half term.
- Teachers will support children in working towards their targets during lessons.
- Writing targets should be referred in teacher input and feedback across the curriculum
- Each target is reviewed regularly when work is marked and referred to in feedback marking on a regular basis.
- Children and/or teachers can date on the target sheet when they have seen evidence up to three times in order to confidently say the target has been met.
- Where appropriate teachers will use dialogue to ensure children are aware of their targets and their next steps.

In Mathematics

- From year 2 targets are linked to units of work, not just calculations.
- The teacher will refer to the targets each day, sharing with children when targets are met.
- Most children will achieve their target within the block of work.
- Targets are based on the National Curriculum
- Targets relevant to the current unit/day e.g. B1, are displayed at the front of the classroom, in child friendly language, with three examples of how this target might be differentiated.
- Targets will be reviewed on the printed format and kept in planning files
- In year 1 'target trains' will be displayed and targets addressed regularly through teaching. Children will use the train to identify when targets have been achieved. Children will move on to unit targets when all other targets are achieved.

The implementation of the policy will be monitored each term by phase leaders and the upper leadership team.

Reviewed by Rachel Bateman and Simon Ward

Date of Policy: October 2019

This policy will be reviewed with teaching staff annually