Coton-in-the-Elms Primary School

Teaching and Learning Policy

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Contents

COTON-IN-THE-ELMS CE PRIMARY SCHOOL
TEACHING AND LEARNING POLICY

Aim: To improve pupil attainment and progress.

We evaluate the quality of all lessons by observing the extent to which the:

- ✓ Purpose is clear – with Learning objective and success criteria displayed and shared with the children
- ✓ Pitch is suited to all abilities
- ✓ Pace is brisk
- ✓ Productivity is high
- ✓ Progress for all children is good
- ✓ Assessment for Learning is used to ascertain children's knowledge of their progress during the lesson
- ✓ Next steps to learning are identified and clearly explained to the children for them to move their learning forward

To do this teachers will:

- ✓ Create a happy, well ordered, stimulating learning environment
- ✓ Plan and deliver programmes of active learning
- ✓ Clearly describe the learning objectives and success criteria of lessons
- ✓ Differentiate work by tasks rather than amount
- ✓ Help children to move from being dependent learners to independent learners, (and even interdependent learners)
- ✓ Have high expectations
- ✓ Help children to identify their own successes
- ✓ Celebrate success
- ✓ Share targets and next steps to learning with the children
- ✓ Use the school's tracking systems to inform their grouping, differentiation and planning for individual needs
- ✓ **See Appendix for the list of what the staff consider to be effective teaching**

In all lessons:

- ✓ Children's preferred learning styles are considered and work is planned to meet the needs of all children
- ✓ Clear learning objectives are shared and understood: being linked to the tasks and intended outcome
- ✓ Learning objectives are linked to the bigger picture of the unit so pupils understand the place of the learning within the context of the whole unit. Children can see and understand the purpose of each lesson and how they link together.

- ✓ Children are actively engaged. Practical work is used when possible to teach concepts, especially in numeracy and for less able children. (Visual, Auditory and Kinaesthetic)
- ✓ Teaching assistants are clearly directed by the teacher to support learning, having plans prior to lessons, know the LO and success criteria, celebrate success and encourage independence.
- ✓ Plenaries refer back to lesson objectives, and help children to identify and celebrate success, identify next steps in all lessons and assess children's progress.
- ✓ Planning responds to teachers' awareness of pupils' prior knowledge, through initial assessment, annotated plans and ongoing assessment strategies.
- ✓ Assessment for Learning strategies are used to check the level of challenge and understanding is appropriate for all children (questioning, observing, analysing children's work and engaging children in the review process through peer/self-assessment).
- ✓ Success lists - created by teacher and/ or pupil, identify the content and/or skills that children will focus on or include in a piece of work. A success list is a very clear achievable list of steps (WILF in KS1 – What I'm Looking For) to be completed in order to achieve LO. Success lists are used in all lessons (oral or verbal). Lists are to be differentiated the majority of the time
- ✓ A balance of teacher, peer and self- assessment
- ✓ Feedback (oral and written) identifies the extent to which children have reached learning objectives and targets. Strengths and areas for immediate or future improvement are identified, by editing and improving work and/or responding to development points in future work
- ✓ Children are given time to respond to feedback
- ✓ Share targets and next steps to learning with the children, using stampers when appropriate.

G&T

- ✓ Gifted and more able pupils are given opportunities to use higher order thinking skills, usually through alternative, challenging activities.
- ✓ Use Bloom's Taxonomy for higher order thinking skills (see G&T guidelines)

Computing

- ✓ Computing to be embedded in all subjects; with the use of the bank of laptops, iPads, IWBs and computer suite. This includes a balance of:- skills learnt in computing lessons; educational software; internet; basic programmes (e.g. word); coding and programming (e.g. Scratch and Kodu) other resources e.g. digital cameras, movie camera, tape recorder
- ✓ Activities within the classroom are to meet the lesson's specific LO

Special needs

- ✓ IEPs, to be used both by teachers and TAs to inform planning and delivery of lessons. Refer to blue SEN folders for IEPs (kept in classrooms)
- ✓ 'Dyslexic friendly' strategies are employed (see SEN guidelines)
- ✓ Multi sensory teaching strategies and use of more kinaesthetic techniques support SEN pupils in all subjects (see SEN co-ordinator for further details)
- ✓ Success is celebrated and self esteem is raised on an individual and group basis

Speaking and listening

- ✓ Paired talk and paired work is used across the whole primary curriculum, in order for pupils to share and discuss ideas and opinions before relating them back to the teacher and rest of class
- ✓ Paired talk is used in pupils' review of work to discuss achievements or next steps
- ✓ Teachers, TAs and all staff in school, model speaking and listening to develop pupil language and skills
- ✓ Group discussion and interaction; developing language and social skills needed for co-operation and collaboration e.g.: turn taking, reporting back, asking and answering questions
- ✓ Drama to be used across the curriculum e.g.: role play, hot seating, jig-sawing.

Creative Arts

- ✓ Great emphasis will be placed upon the teaching of key skills in the arts, particularly to ensure children develop skills that they can apply to a range of tasks, including:- using a paint brush; drawing; using scissors and other means of cutting;

Wake Up Shake Up

- ✓ Exercise is used daily to energise and focus children
- ✓ Can also be used between lessons to break up longer sessions
- ✓ Used between activities in a lesson to refocus

✓ Wake Up Shake Up begins each day for all classes (except Wednesday for CW)

Cross curricular links

✓ Cross curricular links are planned at the start of each half term for Literacy and Numeracy
✓ Various stimuli are used to make education enjoyable - visits, visitors, workshops, local environment, hands on resources, drama, theme days/weeks etc.

Curriculum Changes 2014

The latest National Curriculum became compulsory in September 2014.

Staff will be given time to adapt planning and create a curriculum that will enable our children to become future learners and tackle problems with the large skill base they have been taught how to use. The school believes in delivering topics that benefit the children in our school.

The curriculum will include: cross-curricular links where appropriate with all subjects, VAK, knowing our local area, being a British citizen and multi-cultural link.

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MB

Appendix

Coton-in-the-Elms CE Primary School

What we will do to make a good or outstanding lesson at Coton School

- learning objectives are clear, and the children can talk confidently about their learning.

- success criteria are shared with the children, and in outstanding lessons created by the children themselves.

- children make good progress because they are enthused and active in their own learning.

- flexible lesson organisational structures are employed other than the standard three part lesson.

- differentiation is by task not just outcome.

- relevant and interesting learning activities sustain and challenge learners appropriately.

- teaching assistants are utilised effectively and facilitate the learning of all pupils.

- pupils' behaviour and attitudes to learning will be good and increasingly often, exemplary.

- marking is detailed, analytical and identifies next steps in learning.

- pace is good and pupils are quickly allowed to engage in productive independent and guided group learning tasks.

- talk partners, shared work and thinking time is incorporated into lessons so that pupils are active participants in their learning.

- good use of the outdoor learning environment with a wide range of purposeful activities that promote independent and self-initiated learning.

- children have a very secure understanding of their current level of attainment and are clear about what they need to do next to move on in their learning.

- links between subjects, vocabulary and topics contribute positively to levels of pupils' engagement and interest.

- ICT is used to enhance lessons and learning.

- children are positive about writing and want to write.

- working walls, displays and other classroom resources are referred-to and used to support learning.