



## The Dove CE (VC) First School

### Teaching and Learning Policy

#### 1 Aims and objectives

- 1.1 Children learn in a variety of ways, through a range of different experiences, and so we recognise the need to develop strategies that allow all our children to learn effectively, in a way that suits them. The quality of both the teaching and the learning environment has the greatest impact upon the children's learning and so their attainment. This policy will provide a framework for our school, enabling all staff to feel confident in developing their practice ensuring consistency in the way we work with children throughout the school.
- 1.2 We aim to provide a rich and varied learning experience that allows children to develop knowledge, skills and understanding necessary for their success. Through our teaching we aim to:
- enable children to become confident, resourceful, enquiring and independent learners who take increasing responsibility for their own learning;
  - feel secure and comfortable to take risks;
  - develop lively, enquiring minds and the ability to question, share ideas and work cooperatively;
  - promote positive attitudes towards others;
  - become resilient, reflective and resourceful learners;
  - develop key skills and use these effectively as a foundation for learning.

#### 2 Strategies for Effective Learning

- 2.1 The characteristics of effective learning are when pupils make at least good progress, respond positively to challenging tasks and adjust well to working in different contexts. To be effective learners children need to work in a sustained manner, appropriate to their level of development, with commitment and enjoyment, be confident in asking questions and persevere when answers are not readily available. They need to know the steps to take if they hit a difficulty: looking for a suitable tool or resource to support them; seeking help from a friend; and finally asking a teacher. Also

children need to be able to select the most efficient method to solve a problem, organise resources and evaluate their own outcomes. As children learn in different ways we need to ensure that we recognise and plan for these, so allowing children to learn in the ways that best suit them.

- 2.2 We offer opportunities for children to learn in a variety of ways, both inside and outside the classroom environment. We encourage children to take responsibility for their own learning, to be involved, to some extent, in reviewing the way they learn, and to reflect on how they learn, including what helps them to learn effectively and the barriers that prevent effective learning.

### **3 Effective Inclusive Teaching**

- 3.1 Teaching is most effective when combining the following elements during a teaching session; as many times as felt necessary:

1. A short introduction to the session/ lesson - so that the children know what they will be doing and why
2. Main teaching session - learning is modelled to enable children to feel confident in having a go
3. Differentiated tasks and activities - that require children to think and develop their understanding either individually or collaboratively
4. Children actively involved in reviewing their learning - this is also an opportunity to address misconceptions and identify next steps in learning.
5. Children will be provided with the opportunity to edit their work. This allows children to spot errors and self-correct.

### **3.2 Strategies for Effective Teaching and Learning**

#### **All lessons have clear learning objectives:**

- Learning objectives are shared orally and displayed
- Learning objectives are not mixed up with the context of the lesson eg the objectives are not a description of the task
- The learning objective is written or stuck in the children's book (KS1 And 2)
- Teachers clearly state the learning objective eg by the end of the lesson you will know, be able to, understand...
- Objectives need to be specific and should be in child-friendly language and should be referred to throughout the lesson
- Children should know exactly what they will learn and what is expected of them.

**All lessons have well-planned success criteria**

- Children need to be clear about how they will achieve the learning objective and this needs to be clearly modelled by the teacher
- Steps to success are clearly displayed or readily available for the children, and may have been drawn up with the children
- These steps to learning enable the children to access their own work and on occasions their peer's work.
- Children's work is used by teachers to illustrate success criteria.

**All lessons are clearly differentiated to enable pupils to access learning**

- All plans identify an appropriate level of challenge for all pupils
- Planning shows clear differentiation (by outcome, task, resource, support)
- A range of learning styles is planned for, including how work will be modelled to the children
- Consideration is taken, throughout the lesson, of children's needs eg differentiated resources, Interactive whiteboard presentations.

**All children are actively engaged in learning and work cooperatively**

- Teachers ensure that children are not sitting passively for long periods of time
- Talking partner activities are a regular feature in all lessons
- Mini whiteboards are used for short bursts of activity, to develop understanding and to ensure children are actively engaged during the lesson
- Learning is enhanced through the use of the interactive whiteboard to stimulate thinking and this begins from the moment the children enter the classroom
- Children explain their ideas clearly in full, grammatically correct sentences
- A range of stimuli are used to actively engage children in the learning process

**Learning is improved through opportunities for pupils to participate in planned talk activities**

- All lessons include opportunities for children to articulate their thoughts
- Children are encouraged to speak in grammatically correct sentences

**Learning is improved through effective questioning**

- Teachers use a range of open and closed questions
- Children are encouraged to think about their answer before responding, giving them time to articulate their thoughts and plan an answer that incorporates appropriate vocabulary
- Teachers provide some children with advance notice eg I will come back to you in two minutes...
- The interactive whiteboard is used effectively to display some questions

**Learning is enhanced through regular and clear feedback**

- Assessment for learning is embedded in everyday practice and is used to inform teaching and learning
- Whenever a teacher supports a child, however briefly, a note should be made of this so that the impact can be monitored eg Supported or Verbal Feedback.
- All pupils know their targets, where relevant, and how they can achieve them
- When marking children's work, the main focus is the learning objective, success criteria and/ or targets. Evidence is indicated and commented upon
- Marking identifies next steps and children have time to respond to it using purple pens as indicated in the marking policy

**Learning is improved through the effective use of additional adults**

- Additional adults are clearly directed to support learning
- Teaching assistants are fully engaged with a child/ children during carpet and table time. They need to be clear about who they are supporting and why.
- Planning is shared with teaching assistants beforehand.
- Teaching assistants work quietly with the children/ child they are supporting and facilitate learning through a range of resources
- Assessment and feedback are a crucial part of the support process
- Teaching assistants annotate books to indicate the level of support and this is done in line with the school marking policy.

**Learning is enhanced through responsive teaching**

- Groups of children should be brought to the carpet for targeted teaching if you have identified a general misconception
- Children who are clearly ready to move on and apply new learning should leave the carpet in a timely manner
- Adjustments should be made in teaching to better match learning needs - adapt and respond appropriately
- Plan for misconceptions so that these can be addressed in a timely manner and plan for extension activities that will take children's learning on if they have clearly achieved the lesson's objective
- Constantly refer children to the objective/success criteria and reinforce prior learning.

**Learning is enhanced through strong family links**

- Each week the children have a homework activity linked to their school work. The tasks give families an opportunity to find out what the children are doing at school
- Every term there is a family learning event inviting one adult family member to work with their child on a particular aspect of school work. The subject area being addressed is linked to the school development plan.

## **4 A Purposeful Learning Environment**

### **4.1 Behaviour Management**

Effective, positive behaviour management is used to foster a positive learning environment in the classroom. There are many things that can support the creation of a purposeful classroom environment. It is important that the noise level is appropriate for the task and one of the most important tools for this is the teacher's voice; children will respond positively to a quiet voice and will quickly adapt to this. Another useful tool to maintaining a purposeful learning environment is adopting positive language within the classroom, so turning negative words and phrases into positive ones. Finally, there are times when children make the wrong choice and rather than drawing everyone's attention to this by using the child's name and so interrupting everyone's learning, there are plenty of tools that teachers can use to help the child modify their behaviour. For instance you could look at the child to make them aware of the fact that you have seen them, you could gently tap them or have a quiet word with them. Shouting is used to signify danger; therefore it is important that you move close to the child rather than raising your voice which would have a negative impact upon the learning environment. For more details, reference should be made to the school behaviour policy.

Positive behaviour management strategies are used to motivate and encourage children to respond appropriately and help create a climate for learning. We conduct all our teaching in an atmosphere of trust and respect for all and we ensure that everything we do is done safely, in line with our school health and safety policy.

There are many opportunities for the atmosphere in a classroom to change and some of these are difficult to plan for. However, movement around the classroom is one of those times that a teacher can plan for. When children leave the carpet this should be done in an organised manner, with clear directions to send a table at a time or a group at a time. This should be the same for groups coming to the carpet, as again the atmosphere in a classroom can quickly change with too many children moving at once. Surprisingly this approach makes movement to and from the carpet quicker and less-disruptive to the atmosphere in the room. Just as the children have a place to sit on the carpet, for the vast majority of the lessons in key stage one and two, the children should know where they sit for particular lessons. There are only a few lessons where children should be given a choice, because they will invariably chose to sit with a friend and this generally has an adverse affect on the quality of work.

#### 4.2 Help Boxes

As an inclusive school we want all of the children to make at least good progress and so it is vital that tools and resources are provided to support and enhance the children's learning. Each class has a set of Help Boxes which contain many tried and tested resources that children have found useful to support their learning and enable them to confidently tackle their work. It is important that these are maintained to a high standard and prepared for the start of each new day including sharpened pencils etc. Each table has access to basic equipment such as number lines, cubes, hundred squares, phoneme cards, key word mats and rulers. Whereas other tables will have some specific resources that are designed for individuals or groups that generally work on a particular table.

The reason the school uses Help Boxes is to cut down on the time it would take for a child to collect a resource for themselves as every second counts and we do not want children losing vital learning time. The Help Box does not take away from the child an opportunity to independently choose what they would like to support them, but it does enable them to make a more informed choice regarding a tool that would be more efficient.

Help Boxes also provide children and teachers with a place to store a group's books. Vital learning time can be lost through the distribution of books. The use of Help Boxes has had a positive impact on the smooth running of the classroom and has resulted in less wasted time.

#### 4.3 Work Surfaces and Walls

Every surface in the classroom is a tool. The work surfaces and walls can be used to enhance the learning environment and this can be done in various ways. In the same way that we plan for walls to be used effectively for a range of purposes, it is important that we adopt the same principles for the work surfaces. It is very easy for surfaces to become a 'dumping ground' or collection point. However, if you look at all of the classroom work surfaces as learning spaces and plan for these then all uses of the classroom will respect these. Children will quickly become used to using interactive displays and adding to them, they will also enjoy having the responsibility at the end of the session or day of tidying them up and presenting them in the best way.

One of the hardest things to find is a place to store books that need to be marked or finished work that needs attaching somewhere. The Help Boxes provide an ideal place for this and would result in books already organised on the correct table for the group to use.

Working walls are effective tools and should be used throughout the day by both adults and children as a way of encouraging children to maintain a

sense of purpose and develop independent learning skills. The teacher is not always their first port of call when a child encounters a problem. Children should always look for a resource that might help first, ask another child and then finally turn to the teacher. It is important that we create an environment that the children feel they belong in and can foster a sense of pride in.

#### **4.4 Being Prepared**

It is so important to have resources prepared in advance, particularly if you are on playground duty. This may mean having resources already made and sorted in trays in the cupboard, ready to be placed on the table at the start of the lesson. A teacher does not want to lose learning time by handing things out, or getting children to hand things out as the class moves to their tables. Therefore all tables need to be set up in advance of the children entering the classroom with everything they may need to work with. Every second counts and we do not want children's learning to be interrupted through tidying up before the end of a lesson or setting up after the introduction. Although Help Boxes are useful and children should be encouraged to develop independence, by taking books out and setting them up on the table in advance, as well as other useful equipment, we are ensuring that the purposeful learning environment is maintained.

### **5 Monitoring and Review**

- 5.1** This policy will need to be reviewed regularly so that the school can take account of new initiatives, changes in the curriculum, developments in pedagogy or physical changes to the environment within the school.
- 5.2** This policy will be reviewed at least every two years.

**Signed: K. Flower**

**Policy reviewed September 2018**  
**Policy due for review September 2020**