

Broughton Fields Primary School



Teaching For Learning Policy

November 2023

Next review date: November 2025

TEACHING FOR LEARNING POLICY

Broughton Fields Primary School aims to equip all learners with the skills needed to succeed in a changing world. We aim to encourage all our children to achieve their potential through a culture of high expectations for everyone. Learning is at the centre of all that we do and we aim to encourage a commitment to learning that is not based solely on the acquisition of knowledge but on the development of the skills, attributes and values needed to encourage life-long learning. We believe that we teach children through all that we do: through the implementation of the policies, systems and practice that determines the curriculum and school day - learning and teaching should not just be seen as an isolated activity that happens in a classroom.

The important thing is not so much that every child should be taught, as that every child should be given the wish to learn". John Lubbock 1842-1913.

Rationale

Learning and teaching are the key functions of our School.

a) We believe that:

1. Learning should be a rewarding and enjoyable experience for everyone i.e. learning should be fun and enable children to make expected or accelerated progress;
2. Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future;
3. High quality teaching and learning experiences support children to be able to lead happy and rewarding lives, now and in the future;

Aims

This policy sets out a clear set of high expectations and a common approach to teaching and learning at Broughton Fields Primary School so that staff, parents/carers and children are all aware of and can work towards the highest possible standards of education. It is designed in such a way that, whilst teaching staff are encouraged to adopt a style of their own and are not expected to teach in any specific way, every child, regardless of their year group and class, will have the same guarantee of outstanding, Values led and inspirational teaching and learning opportunities throughout their time at our school.

Outstanding Staff

Consistently outstanding learning and teaching will only be achieved when outstanding staff are motivated, supported and equipped to deliver inspirational teaching on a daily basis. This is our expectation at Broughton Fields and our commitment to staff includes:

- An appraisal system that challenges staff to achieve their best and gives them the support, time and accountability to do so.
- A commitment to Continuing Professional Development.
- A Leadership Team with clear lines of reporting so that support and advice is always available.
- A commitment to provide the very best resources within the remit of a responsible school budgeting process.
- A Values Led education for children that demands respect and good behaviour towards all staff, with a clear Behaviour Policy in place to support staff when children do not live up to these values.

Our expectations for Outstanding staff are as follows:

- **Outstanding staff are masters at multitasking.** They are expected to adjust their lesson to meet the demands of their pupils, direct and support other adults in their room and area, liaise successfully with parents and carers, be a coach and a mentor to their pupils, plan for the unexpected, and to do all of these with patience and determination.
- **Outstanding staff are enthusiastic and knowledgeable about the subject matter.** Their pupils should see them teach passionately and enthusiastically because it is then that they will learn most effectively. They have a responsibility to do all that is needed beforehand in terms of knowledge acquisition, planning and resourcing to make the pupil's experience as enriching as possible. They should have the ability to take the blandest subject and turn it into an exciting challenge and interesting topic.
- **Outstanding staff are able to adjust a lesson on their feet.** Many times, a lesson does not go as planned or the pupils are not at the point in their understanding where they are expected to be. Staff should be able to come up with an example, an activity or a demonstration 'on the fly' in order to illustrate a point and develop understanding. Lesson plans must not be rigid, but as pliable and dynamic as the pupils tend to be.
- **Outstanding teachers know that practise makes perfect.** They must be able to present the same ideas and teach the same concepts in different ways to appeal to every learning type in the room.
- **Outstanding teachers have procedures and high expectations.** Pupils must know how to enter the room, how to behave when listening, what to do if they don't understand, how to access a wide range of resources, how to hand in their work, how to maximise their learning and how to show their progress. Procedures make a classroom run smoothly and consistency is imperative. When children know what is expected of them, learning takes place.
- **Outstanding teachers listen to their students.** In order for pupils to reach their potential, they need to know that teachers will do all that they can to help them. The very best teachers not only teach children, but guide them to learn things for themselves. This only happens in an atmosphere where pupils are free to ask questions and where those questions are valued and answered.

Outstanding Planning

In order for outstanding learning to take place, staff must plan their lessons and interventions effectively. It is crucial that staff plan schemes of work and deliver lessons that enable students to work towards the learning objectives and make progress in their learning. It is acknowledged that different staff have their own preferred styles of teaching but it is imperative that the agreed criteria are followed to ensure the best outcomes for all children in all lessons.

- 1) All planning must take place on the agreed school planning formats. The latest examples of these will always be on the Staffshare drive of our Intranet under the 'Planning' file. Any questions can be answered by Key Stage Leaders.
- 2) Long term planning reflects our broad and balanced curriculum. The long term plan over a year indicates what subjects and topics will be taught each term. Over each year, every child will have the opportunity to study and experience the full range of statutory subjects for their year group.

- 3) Medium term planning gives clear guidance on the learning journey and progression through each subject in the topic. Kick start weeks or other methods of initially immersing the children in new topics must be planned.
- 4) Short term planning - In order for all pupils to make rapid and sustained progress in their learning, teaching must be aspirational for all.

For effective lesson planning, teachers follow the principles of DR ICE, as outlined below:

Developing Thinking:

- Planning open ended questions. Children can discuss in talk partners, be selected by Lollipop sticks, ABC (Agree, Build upon, Challenge), RWI strategies etc.

Role Modelling:

- In order for children to be clear what is expected of them, clear modelling must be demonstrated by the teacher. This can be in the form of an excellent example of a finished product or by the modelling of the steps required to reach the final product.

Impact on Learning:

- Care must be taken at the planning stage to ensure that progress in learning builds upon previous assessments of the children and that every lesson counts.

Challenge:

- Drawing on excellent subject knowledge, it is expected that teachers plan astutely and promote high expectations, based upon systematic and accurate assessment. There must be a suitable level of challenge for each lesson. For challenge after the main objective has been completed, it is better for children to have further tasks that challenge their understanding to a deeper level rather than taking on new work or simply more of the same.

Engagement:

- A high level of teacher enthusiasm encourages the participation in and commitment to learning. Thought must be given at the planning stage to how all children will be involved in the lesson, in order that they are motivated and remain engaged throughout.

Outstanding Teaching

There is no single template for an outstanding lesson, nor is there an ideal structure. The very best and most successful lessons are built around and respond to the needs of the children. However, there are some consistent factors that generally produce excellent lessons and it is these that are listed here and we expect to see in every lesson:

Before the lesson starts: Teachers should ensure that any additional adults in the classroom room know what is being taught, what the children should be learning and the purpose of their role. Ensure that all the resources are ready. Be there before pupils arrive to greet them warmly. Establish routines in lessons that the children are familiar and comfortable with. Be in control right from the start and begin teaching immediately.

Establish a purpose: Lesson objectives should have high expectations. Pupils should know what they are doing and why they are doing it. They should be able to

see the point and the bigger picture. Learning objectives should be measurable so that it's possible to prove whether it has been achieved by the end of the lesson. Describe simply and precisely what has to be done by the end of the lesson. Show the intended outcome – having an example of excellence is a great motivation. Pupils can then be challenged to exceed it. WAGOLL (What a Good One Looks Like), using an example of excellence done by the teacher, or even better by a child, helps children immensely.

The Success Criteria must always be clear.

There must be something for children who finish the work set to meet the learning objective: A Mastery level challenge task that must deepen and enrich their learning and be something to really aspire to. Children could decide upon their Mastery level task : “What could you do to ABSOLUTELY PROVE to me that you have mastered what you have learnt today”?

The Main Body Of The Lesson: There needs to be the vital ingredients of Pace, Differentiation, Investigation, Recording and Reflection (referring back to) Purpose.

Teachers must demand a challenging level of subject knowledge. There should be active, collaborative learning – this is crucial as pupils should be able to work on task without adult supervision. Teachers should have methods to ensure children can independently answer their questions, only asking for help after they have exhausted these.

When questioning the pupils, teachers should not rely on hands up – this only allows teachers to assess one child and the rest of the class remain uninvolved. Staff should use talk partners or discussion on tables, and ask for feedback based on what they have said. The ABC method to develop and deepen discussion and understanding can also be used.

Teachers should take every opportunity to improve literacy and numeracy (especially SPAG vocabulary.)

Teachers should encourage group/collaborative work to help make sure that children are on task at all times. They should also encourage independence - let the pupils find out the information for themselves, they are far more likely to remember it that way.

Teachers should incorporate thinking time, utilise a range of methods and resources, ensuring a choice of challenging activities or approaches are available to pupils.

Teachers should promote creativity and independence. Include visual aids and practical activities to cater for the needs of all learners.

Mini plenaries are a good opportunity to frequently check and to be able to demonstrate learning and progress throughout the lesson, e.g. how far pupils have come/ how far they are from achieving their learning objective.

Reviewing learning: This should happen during the lesson, not just at the end. At the end though, staff should always leave time for the plenary. This is a key way for pupils to demonstrate their learning. Teachers may need to cut other activities short to make sure pupils can demonstrate the learning at the end and that they can make assessments about whether pupils have succeeded in achieving the learning outcome. If they haven't, this should be articulated to them and this should be used as a way of moving on.

If insufficient progress has been made, staff shouldn't be afraid to address this. This the starting point for the next lesson.

Staff should encourage pupils to tell them what they have learnt and allow them to review the learning individually, in pairs or in groups – let them take a role in their learning.

It should be very clear to any observer that pupils have made progress in their learning and can demonstrate it. Where insufficient progress has been made, there should be a clear plan of action to address this in future lessons. One of the most common criticisms is that teachers don't use assessment outcomes to inform future planning. Staff should make it clear that they can see what each and every child has learnt and what the next steps are to secure progress.

Outstanding Learning Environments

The classroom and learning environments must be managed in a way that supports the development of learning; academic, social and emotional.

General:

- The classroom is a welcoming and attractive learning environment for the children.
- No clutter is left on display. There are cupboards to store items and drawers for paperwork. All shelving to be kept tidy, organised and free from clutter.
- Classroom worktops are kept relatively clear. Any resources stored on the classroom sides are tidied away when they are no longer needed.
- All drawers are clearly labelled.
- Teacher desks are kept tidy and organised.
- Tables are well positioned to allow freedom of movement around the classroom; the layout of the classroom impacts positively on an inclusive environment.
- Pupils do not write on the tables as this has stained the furniture.

End of Day:

- Pupil chairs are neatly stacked in the classroom (maximum of 7)
- Pupil tables are kept clear. All stationery and books are kept in one neat pile/in storage containers in the middle of the table/tidied away to a suitable location.
- Pupils are reminded to pick up any stationery, paper or rubbish that cannot be hoovered up.
- The sink area will be clear and the classroom sides clear. If there are resources on the side for the next day, these will be left tidily to allow the side to be wiped.
- Classroom windows will be closed.
- Plugs will be switched off.
- Classroom doors will be locked.

Teachers must check their classroom before it is cleaned and action any of the above as necessary. Teachers will follow up with their class where the children have not fulfilled this expectation to tidy their classroom.

Display:

- Years 1-6: Each classroom door will feature the class name, above the doorway.
- The current class reading text will be displayed on the classroom door. The value of the month will be displayed on the classroom door. Teachers may have a personalised sign on their door but no further display on the classroom doors themselves.

- An inspiring 'aspiration' display will feature in each cloakroom across school. This will be regularly checked and tidied up should it need attention.
- An outstanding display will feature in each class showcasing the six KEY values.

Curriculum Displays:

English:

An English working wall will feature age appropriate learning support; this can include visual references, support materials for pupils to collect or posters with GPS rules. These must be updated to regularly to reflect the learning. The washing line will be used to share the writing development for the current unit. Years FS-4 will have a sound chart displayed. Personalised sound charts will be available for pupils in UKS2. The spelling patterns taught during the current half term will be on display.

Maths:

Classroom norms, calculation vocabulary and sentence stems must be displayed in all classes.

A Maths working wall will feature age appropriate learning support; this must be relevant to the current Maths topic, and can include modelled examples, representations and visuals to support.

Reading:

An inviting reading corner area must be maintained with a selection of high quality fiction, non-fiction and poetry books available. The class reading text must be on display.

Wider Curriculum:

- A dedicated display board for wider curriculum must display learning support materials.
- A history timeline will be displayed alongside the wider curriculum display board. Teachers will highlight the eras studied in the current year group.
- A world map will be displayed at the eye level of your class. Teachers will highlight the locations studied in the current year group as they work through the Geography topics over the year. Include highlighting any further places in other curriculum subjects in the year group (for example, in History). The map should be referred to when teaching and learning across the curriculum.
- The R.E. poster is displayed alongside the wider curriculum board to show the key question and key vocabulary. This is added to within a topic.
- Science enquiry posters are displayed alongside the wider curriculum board.
- The PSHE floor book is on display on a classroom unit.
- Our online safety reminders will be on display.
- SeeSaw QR codes will be printed and laminated, but not kept on display. These will be put out when needed and stored in the classroom to prevent any unauthorised access.
- British Values will be displayed.
- Classroom contract will be displayed, having been devised with the class.

General:

- A standard visual timetable is displayed and used daily. This will be on Velcro/pegs so the timetable can be easily removed during the day.
- The clock will be labelled to support telling the time (Labels should reflect what is taught in that year group).

- Days of the week are displayed to support spelling.
- Star of the day and golden pupil will be displayed. Photos are not necessary though this should be a neat example of celebration which is updated daily.
- There will be a small display of class birthdays.
- The Good to be Green chart / UKS2 behaviour codes will be displayed.

All classroom displays will be maintained for neatness and purpose. As much as possible, these will model handwriting expectations. Cursive font or Arial will be used for typed material.

Outstanding Provision

At Broughton Fields, every child is valued as an individual. The planning, teaching, learning environment and assessment must take into account the needs and abilities of every child in your class.

There are also certain key groups that we must be aware of and cater for accordingly in all of the above areas.

- Children in receipt of Pupil Premium funding. This information is supplied to teachers regularly during the year. Many of the children eligible for Pupil Premium funding will have additional interventions with other staff across the school. It is the class teacher's responsibility to plan and/or oversee the success of these interventions, liaising closely with the relevant members of staff.
- Greater Depth Pupils. These children will be identified from prior assessments and will be discussed further at transition meetings at the end of the year. We must plan enriching and deepening activities to specifically stretch these children. Curriculum leaders of the subject relevant to these children will also be able to support by discussing and suggesting further enrichment activities beyond day to day planning.
- Children who are Looked After. This information will be provided to teachers and the designated teacher will discuss the specific needs and requirements for each child.

We recognise the extensive work and research work that Dr.Ferre Laevers carried out on Involvement in the classroom. Involvement refers to being intensely engaged in activities and is considered to be a necessary condition for deep level learning and development, and the scales are shown below. Unless children are operating at 4 or 5, learning will be limited. Our belief is that, through this teaching and learning policy, every child will be accessing these levels on a regular basis and will receive the outstanding learning opportunities that they deserve - Average is never good enough for us.

The Leuven Scale for Involvement

1 Extremely low

Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.

2 Low

Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.

3 Moderate

Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.

4 **High** Continuous activity with intense moments. The child's activity has intense moments and at all times they seem involved. They are not easily distracted.

5 Extremely high

The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.

Outstanding Assessment

Assessment is a continuous process, which is integral to teaching and learning, allowing children to achieve their true potential. Assessment is seen as: "the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there" Assessment for Learning: Assessment Reform Group 2002

The aims of assessment include:

- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- To promote high quality learning in all pupils
- To provide information to inform the school's strategic planning
- To gather information to inform teachers' planning
- To track individual, group and cohort progress
- To allow children to be involved in their own learning
- The positive achievements of a child may be recognised and the next steps are planned
- Learning difficulties can be identified more quickly and appropriate help given
- The overall achievements of the child can be recorded systematically
- The school and child's achievements can be monitored
- The legal requirements for record keeping, assessing and reporting can be met

Throughout lessons, assessment needs to constantly be taking place. Teachers should frequently check learning and progress throughout the lesson, e.g. how far pupils have come/ how far they are from achieving their learning objective. Mini plenaries give the teacher the opportunity to highlight outstanding progress, correct misconceptions and develop further learning. It gives the children the chance to reflect on their own learning and adapt this accordingly. Time should be made at the end of the lesson for a final time of reflection where the teacher and children can both make assessments against the original learning objective. These may be verbal, collaborative or written.

Where possible, pieces of work should be marked with the child and suggestions for improvements made verbally and followed up instantly. Where work is marked with the child in this way, black/purple pen or highlighters should be used to show what has been discussed using the methods shown below. All discussions should be based upon the learning intention for that session or the child's individual target. When work is not marked with the child in the lesson, it should be done so as soon as possible after the lesson. On every occasion, work must be marked before the next lesson.

The following marking and feedback codes and procedures must be followed consistently across the school.

Highlighting the learning objective/title in pink shows that they have achieved it. Dashed pink means they have partly achieved it. Highlighting other parts in pink shows that you are 'tickled pink' by their effort.

Highlighting the learning objective/title in green shows that they have not achieved it. Further highlighting in green shows where there are misconceptions or where there are areas for development. For the latter, this then needs to be explained by you as their next steps.

Children can be encouraged to self-mark and peer mark.

When children have returned to their work to edit and improve it, this must be done with a red 'polishing pen'.

The class teacher will specifically plan time in lessons for children to review and respond to feedback that they have been given.