

Broughton Fields Primary School



Teaching For Learning Policy Statement

October 2019

TEACHING AND 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:

- A performance management 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 Senior 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.** You are expected to adjust your lesson to meet the demands of your children, direct and support other adults in your room and area, liaise successfully with parents and carers, be a coach and a mentor to your children, plan for the unexpected, and to do all of these with patience and determination.

- **Outstanding staff are enthusiastic and knowledgeable about the subject matter.** Your children should see you teach passionately and enthusiastically because it is then that they will learn most effectively. You have a responsibility to do all that is needed beforehand in terms of knowledge acquisition, planning and resourcing to make the children's experience as enriching as possible. You 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 children are not at the point in their understanding where you expected them to be. You 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. Your lesson plan must not be rigid, but as pliable and dynamic as the children tend to be.
- **Outstanding teachers know that practise makes perfect.** You 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.** Your children must know how to enter the room, how to behave when listening, what to do if they don't understand, how to access your 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 your children to reach their potential, they need to know that you will do all that you 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 children 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 effectively their lessons and interventions. It is crucial that staff plan schemes of work and deliver lessons that enable students to work towards the learning objectives and make progress towards the success criteria. 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 your Key Stage Leader.
- 2) Long term planning reflects our broad and balanced curriculum. The long term plan over a year or key stage 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 that 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. D R. I C E has been adopted by Broughton Fields as a tool for planning high quality learning experiences:

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 3 levels of challenge for each lesson (3 star levels). 3 star challenges are appropriately differentiated, in which the 3 star challenge sets a high level of challenge. The 3 stars give children the opportunity to move fluidly from different levels of challenge depending on their capabilities within the lesson. The children choose their own level of challenge, or can be guided based on performance in the lesson or previous lesson.

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: Ensure that any additional adults in your room know what YOU are teaching, what THE CHILDREN should be learning and what THEY should be doing. Ensure that all the resources are ready. Be there before pupils arrive to greet them warmly. Establish a routine in your lesson that they are familiar and comfortable with. Be in control right from the start and begin your teaching immediately.

Establish a purpose: Your lesson objectives should have high expectations. Do the pupils know what they are doing and why they are doing it? Can they see the point – do they see the bigger picture? The learning objective should be measurable – can you prove they've done it/achieved it by the end of the lesson?

Describe simply and precisely what you want them to do by the end of the lesson. The 3 star challenges must be clearly explained to the children.

Show them what you want to do by the end of the lesson – having an example of excellence is a great motivation...and then challenge them to exceed it. WAGOLL (What a Good One Looks Like), using an example of excellence done by you, or even better by a child, helps children immensely.

The Success Criteria must always be clear.

There must be something for those that finish the 3 star challenge: A Mastery level/ super challenge task that must deepen and enrich their learning and be something to really aspire to. Why not let pupils 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.

You 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. Have methods to ensure they can independently answer their questions, only asking you after they have exhausted these.

When questioning the pupils, do not rely on hands up – this simply allows you to assess one child and the rest of the class remain uninvolved. Use talk partners or discussion on tables, and ask for feedback based on what you have heard. Use the ABC method to develop and deepen discussion and understanding. Demand higher level questioning.

3 star challenges must be clearly evident and you must ensure pupils can move easily between different star challenges.

Grab every opportunity to improve literacy and numeracy (especially SPAG vocabulary.)

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

Incorporate thinking time

Utilise a range of methods and resources, ensuring a choice of challenging activities or approaches are available to pupils

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

INCLUDE MINI PLENARIES 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. Refer back to the lesson objectives. Using a child's work to do this affirms success and raises self-esteem.

Reviewing learning This should happen during the lesson, not just at the end. At the end though, always leave time for the plenary. Think of it as the 'varnish' and a way to demonstrate pupils' learning. You may need to cut other activities short to make sure you can demonstrate the learning at the end and make your own assessment about whether pupils have succeeded in achieving the learning outcome. If they haven't, articulate this and use it as a way of moving on.

If insufficient progress has been made, don't be afraid to address this. Articulate that it is the starting point for next time, asking them how they might ensure they achieve more next time.

Encourage pupils to tell you what they have learnt rather than you telling them. Allow pupils 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; make it clear that you can see what each and every child has learnt and what the next steps are to secure progress. This should be reflected in your planning too.

Outstanding Learning Environments

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

- Furniture being arranged to facilitate different types of learning; through whole class teaching, group work, one to one and also to ensure inclusion;
- High quality classroom and corridor displays with good balance between the celebration of children's work and an explanation of the work that develop children's learning by providing expectation and/or support. There must be a Literacy and Numeracy Working Wall, which changes regularly with work, ideas, notes and resources provided by and for the children.
- Key vocabulary appropriate to the current learning should be evident.
- Age and ability appropriate learning resources which are clearly labelled and accessible for all children as appropriate;
- The Value of the month clearly displayed with examples or an explanation of that value.
- E-learning safety rules, appropriate to the age group, must also be clearly displayed.

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 chance to highlight outstanding progress, correct misunderstandings 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.

Somewhere prominent in your classroom, you must have 3 trays coloured green, orange and red. At the end of the lesson, work needs to be handed in by the children according to if they are confident they have met the learning objective (green), may have or partly met (orange) and unsure or not met (red). This can form part of your ongoing discussions during the lesson.

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 WITHIN 3 DAYS OF THE LESSON TAKING PLACE.

The following marking and feedback codes and procedures must be followed consistently across the school. Your Key Stage Leader will be able to give you details of any specific needs or variances for your year group.

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 they have got things wrong or where there are areas for developments. For the latter, this then needs to be explained by you as their next steps.

For children who get all of the work correct, you must regularly write a challenge/mastery next step for them. This does not have to be after every piece of work, but must be evident on a regular basis.

VF means that you have given verbal feedback

Children can be encouraged to self-mark and peer mark. PA must be written when work has been peer assessed.

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

The Target Tracker Bands documents must be stuck in the front of books or be readily available for children, and can form part of feedback.

'SUPP' needs to be written by the learning objective/title any work marked by a supply teacher.

IT IS YOUR RESPONSIBILITY TO PLAN TIME FOR THE CHILDREN TO REVIEW AND RESPOND TO THE FEEDBACK THAT THEY HAVE BEEN GIVEN.

Formal reporting of attainment and progress needs to be recorded periodically against the year group age related expectations on Target Tracker. It is your responsibility to have this updated with comments and evidence on any previously identified groups of children or initiatives **one week before the regular Pupil Progress Meetings**. Details of these can be given by the Head or Deputy Head, who will also give instructions about the end of year reports to be issued in July.

Outstanding Provision

At Broughton Fields, every child is valued as an individual. Your 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 you must specifically be aware of and cater for accordingly in all of the above areas.

- Children in receipt of Pupil Premium funding. This information can be supplied and discussed with the SENCO. Many of these children will have additional interventions with other staff across the school. It is your responsibility as the class teacher to plan and/or oversee the success of these interventions, liaising closely with the relevant members of staff. Again, the SENCO will be able to provide specific direction on the level of your responsibility.
- More Able and Motivated children. These children will be identified to you by the previous class teacher and will be discussed further at the first Pupil Progress meeting early on in the academic year. It is your responsibility to plan enriching and deepening activities to specifically stretch these children. It is also your responsibility to liaise with the Curriculum leader of the subject relevant to these children, in order to discuss and access further enrichment activities beyond your day to day planning.
- Children who were highlighted as being 'high achievers' at their last National Assessment Point. This will be at the end of EYFS for children in KS1 and at the end of KS1 for children in KS2. These children will also be discussed at your first Pupil Progress meeting, and will be tracked closely throughout the year.
- Children who are Looked After. If you have any of these children, you will be notified by the SENCO, who 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.

Monitoring and Review

The Head teacher, Deputy Head Teacher and Senior Leadership Team will monitor the effectiveness of this policy throughout the academic year. Each staff member, as part of their performance management, will be assessed against Teaching and Learning Criteria. The most up to date set of Criteria can be found on our current Performance Management System, details of which will be given to you by the Head or Deputy Head. The Head teacher will report to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.