



Brook Community Primary School
Teaching and Learning Policy

Aims and purposes

Any attempt to continue to raise standards in our school must be focused on the classroom. Continued and sustained improvement is dependent upon sustaining the high quality of teaching and learning that is taking place on a daily basis. Across our school, the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

We expect every teacher to be a good teacher – no child deserves less. By adopting a whole school approach to teaching and learning across our school, we aim:

- To provide consistency of teaching and learning across our school and be leaders of learning.
- To enable teachers to teach as effectively as possible.
- To enable children to learn as efficiently as possible.
- To give children the skills required to become effective lifelong independent learners.
- To provide an inclusive education for all children.
- To learn from each other, through peer teaching and the adoption of a collaborative approach to teaching and learning, where good practice is shared.
- To commitment to creativity and take opportunities to develop outside learning.
- Use of skills, strategies and apparatus employed at interventions, in main class setting

Key elements and principles of teaching and learning across our school – a practical guide.

All lessons across our school should include the following key elements to ensure high quality teaching and learning. New teachers to our schools will receive training to ensure they fully understand these elements and to enable them to embed them in their everyday practice. Teachers will have consistently high expectations of their pupils they will plan and teach well structured lessons.

They will engage their pupils in a stimulating and balanced curriculum and set interesting and motivating home learning.

All lessons have...Clear Learning objectives

- Learning objectives are shared orally and displayed.
- All learning objectives are written up and shared orally in child friendly language.
- Learning objectives are not muddled up with the context of the lesson.
- The learning objective is written or stuck into children's books in the form of 'WALT'.

All lessons have... Well planned success criteria

- All pupils are clear about how they will achieve the learning objective.
- Success criteria may be created collaboratively.
- Children use the success criteria to self-assess their own or other children's work.
- Children are reminded of the success criteria during the lesson
- Often children's work is used by the teacher to illustrate the success criteria in action.

All lessons are ...clearly differentiated to enable all pupils to access learning

- All learners are challenged appropriately.
- A range of learning styles are catered for through a multi-sensory approach.
- Planning will show that teachers have a clear understanding of the needs of all pupils, including those with AEN and the more able, who will be challenged through activities that demonstrate mastery.

All pupils are...actively engaged in learning and work co-operatively

- Pupils are actively engaged during all parts of the lesson - Teachers take into account children's concentration span and ensure pupils are not sitting passively for long periods.

- Opportunities to Think/Pair/Share and discussions with a Talk Partner are regular features in all lessons. Pupils are trained to use appropriate body language when engaged in discussion with a partner.
- Mini whiteboards are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
- Visuals, artefacts, auditory input are all used creatively as a way to enhance learning.
- Children help and encourage each other
- Children are encouraged to explain their ideas clearly and in full sentences.

Learning is improved by...opportunities for pupils participate in planned talk activities during lessons

At our school we believe that Talking is central to learning. All lessons include planned and unplanned opportunities to discuss questions and extend thinking Think/Pair/Share and Talk to your partner (TTYP) are regular features in lessons. Pupils understand that their TALK is valued as much as their written work.

Learning is improved through... effective use of questioning

We develop understanding by:

- Using open ended questions.
- Providing appropriate wait time.
- Providing thinking time by giving an advance warning, such as 'In two minutes I am going to ask you.... '
- Ensuring pupils fully understand the question.

All pupils receive regular and clear ...feedback which enhances Learning

- Assessment for learning is embedded in everyday practice and is used to inform teaching and learning.
- All pupils are clear about how they need to improve.
- Individual/group targets are set half-termly for Maths and Writing - and the children may refer to them during lessons.

- Using a growth mindset model, pupils regularly give each other specific feedback
- When marking children's work, the main focus is on meeting the learning objective, success criteria and/or targets. Evidence is highlighted, or commented on.
- Marking identifies next step prompts.
- Pupils are given time to respond to marking.

Learning is improved through ...the fit-for-purpose use of ICT.

ICT is used to enhance learning where ever possible. Although ICT is nearly always used at the start of lessons to engage children and in the plenary to consolidate learning, it is also used during the lesson as an aid to learning.

Learning is improved through the use of... effective behaviour Management

Effective, positive behaviour management is used to foster a positive learning environment in the classroom. Classroom rules will be displayed and referred to. High expectations of behaviour will be evident and the learning of any child is not disrupted by others through highly engaging lessons that motivate all learners. For further details, please refer to our Behaviour Management Policy and Sanctions and Rewards.

Learning is improved through the ...Effective use of additional adults

- Additional adults are clearly directed to support learning.
- Teaching assistants are fully engaged with pupils on the carpet and tables during lesson times.
- They are clear about who they are supporting and why.
- Planning is shared in advance with teaching assistants.
- They sit next to the pupil/pupils they are working with, quietly engaging the pupils, explaining the task or using other resources, e.g. number line to facilitate learning.
- They are involved in assessing pupil's understanding and feeding back to the teacher.
- Intervention groups and activities are planned carefully with the class teacher and regular updated provision maps enable all children to succeed.

Learning is improved through... the effective use of a plenary and mini plenaries

- Review what has been learned
- Reflect on how it has been learned
- Adjust learning appropriately to better match learning need
- Reviewing learning is a key to memory and not confined to the end of the lesson. Teachers review throughout the entire lesson and constantly refer students back to the success criteria of the lesson, reinforcing prior learning.

Learning is improved through.....actively encouraging pupils to reflect on what they have learned and what has helped them to learn.

Use prompts like:

- What did you do today that you found most helpful when you were learning?
- What did you do today that you found less helpful?
- What are your targets?
- What opportunities do you receive to practise your targets?
- Are you getting better at your work? How do you know?
- If you had to do the task again, how would you do it?
- If you had to give one piece of advice to someone tackling the same task, what would it be?

Learning is improved through...a great classroom environment

Across our school we aim to ensure that all classrooms, group learning area and whole school areas are spaces that everyone can use to learn and be proud of.

Learning is improved by... well labelled and neatly organised Resources

Classroom resources should be well organised and clearly labelled. Children should know where to find the resources they need for an activity. This will help to foster independent learning skills.