

LADBROOKE JMI SCHOOL

TEACHING AND LEARNING POLICY

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Last Reviewed: Summer 2015

Next Review: Summer 2020

Reviewed By: School Improvement Committee



Rationale

At Ladbroke JMI School, we believe that the children in our care should experience the highest quality learning and teaching opportunities, so that they may achieve and be equipped with the skills necessary to be successful in life. This is summarised by our clear school vision.

OUR VISION

At Ladbroke we will create a safe, nurturing and welcoming environment, setting clear boundaries and leading by example. We will endeavour to build strong links with parents and help children to recognise the part they play in our school and the wider community.

We will deliver a stimulating, creative curriculum which we hope will inspire a love of learning in every child. We will give children responsibility for their learning by providing choices and celebrate their efforts and successes. We will learn and grow together.

Having experienced a wide range of learning opportunities we aim for our children to leave us with a strong foundation for a happy and successful future.

Aims

This policy seeks to:

- ✓ Define and promote high quality learning and teaching.
- ✓ Meet the needs of pupils by ensuring consistency across the school in terms of teaching, learning opportunities and the use of resources.

Objective

To ensure that high quality learning and teaching is demonstrated throughout the school at all times.

Implementation – How high quality learning and teaching is achieved.

Planning

- ✓ Class teachers will ensure that weekly plans are produced each week for literacy and numeracy.
- ✓ In all other areas of the curriculum medium term plans are developed which will cover either half term topics or topics which last for the whole term
- ✓ All plans include details of:
 - The learning objective for each session
 - The tasks/activities to be completed by the children
 - How the work will be differentiated for the more/less able
 - Details of how the work will be assessed.
- ✓ All plans show how specific group or individual targets are taken into account
- ✓ All plans detail how teaching assistants will be used to support the children's learning.
- ✓ All plans are annotated to show which children did not meet or exceeded the learning objective.
THIS INFORMATION IS USED TO AMEND FUTURE PLANNING & ENSURE INDIVIDUAL NEEDS ARE MET.

Creating a successful learning environment – All class teachers are expected to:

- ✓ Organise their classrooms so that resources are readily available/accessible to the children.
- ✓ Organise furniture to allow for a variety of teaching/learning opportunities i.e. group work, individual work, ability or mixed ability groups.
- ✓ Use displays of children's work to celebrate achievement and promote high standards of work.
- ✓ Use displays to demonstrate how tasks should be completed and provide support for learning
- ✓ Keep their classroom tidy.

- ✓ Maintain a low noise level, so as to create a calm environment.

Increasing children's concentration level

Class teachers are expected to use a range of strategies to help improve children's concentration levels, these should include:

- ✓ Making sure that all children have a water bottle in class, and encouraging children to drink regularly throughout the day.
- ✓ Playing specific types of instrumental music suitable to the task, i.e. Baroque – for concentrating on a task. (Please be aware that this may not be appropriate for children with hearing impairment)
- ✓ Appropriately grouping children – i.e. sitting children with partners who they work well with.

Maintaining a positive work environment – All staff are expected to:

- ✓ Develop relationships with children that are based on mutual respect.
- ✓ Use praise and positive behaviour management strategies to encourage and support children in their learning.
- ✓ Use humour in a positive way.
- ✓ Reinforce expectations of behaviour, and manage it in a consistent and fair way.
ANY BEHAVIOUR WHICH COULD DAMAGE A PERSONS SELF ESTEEM WILL NOT BE TOLERATED – i.e. shouting in anger, ridicule, sarcasm etc.

Structuring lessons – All teachers are expected to:

- ✓ Take account of the accelerated learning cycle when delivering lessons (Appendix 1)
- ✓ Make the learning outcome explicit to the children at the beginning of every lesson.
- ✓ Use direct teaching to introduce the session.
- ✓ Plan in opportunities for the children to recall and demonstrate their learning.
- ✓ Explain to the children how what they are learning now links to previous learning
- ✓ Allow sufficient time within each lesson for the children to complete individual/group task.
- ✓ End each session with a 'plenary' which focuses on 'what has been learnt'.

During each lesson – All teachers are expected to:

- ✓ Present lessons in a way that enthuses and motivates the children.
- ✓ Use a range of questioning techniques to build the children's understanding.
- ✓ Employ a range of teaching styles to match different learning needs, i.e. visual cues, aural cues, physical/practical cues, musical cues.
- ✓ Ensure that all children are actively involved in the learning process at all times
- ✓ Plan the use of their time to maximise direct teaching opportunities – i.e. focus groups, making appropriate intervention as individuals work.
- ✓ Plan opportunities for children to work collaboratively.
- ✓ Use strategies to build children's self confidence.
- ✓ Encourage the children to develop independence.
- ✓ Monitor the progress of the children in completing the task, making sure that the children are purposeful and productive throughout the lesson.
- ✓ Give regular feedback on progress i.e. to individuals as work is marked or to the class by sharing examples of good work.

After each lesson – All teachers are expected to:

- ✓ Mark the children's work, including a positive remark and a comment that will move children on in their learning (e.g effective marking stickers)
- ✓ Feed back to the children about their achievements.
- ✓ Assess which children met/did not meet/exceeded the learning objective.
- ✓ Amend future plans to take account of assessments.

Monitoring

The senior management are responsible for monitoring the quality of learning and teaching throughout the school. An on-going and rigorous programme of monitoring is carried out which includes;

Observation of lessons (see appendix 2 and 3)

Pupil Voice

Monitoring of pupil work in all subject areas

Drop Ins

Governor Visit Days

Teaching – Monitoring, evaluation and review

When the policy is successful the school will be characterised by:

Staff who:

- ✓ Enjoy their job
- ✓ Inspire and encourage others
- ✓ Value children and their learning
- ✓ Have good subject knowledge and are willing to learn
- ✓ Are flexible and creative
- ✓ Are supportive and work well as part of a team
- ✓ Are approachable and have good interpersonal skills
- ✓ Are organised with good time management skills
- ✓ Are calm and professional at all times
- ✓ Are fit and healthy and have a good work life balance

Lessons which:

- ✓ Have a clear learning objective which is displayed
- ✓ Include success criteria
- ✓ Stimulate, challenge and are varied
- ✓ Include four elements – review, teach, do, plenary
- ✓ Take into account prior learning and knowledge
- ✓ Are flexible and respond to the needs of all children
- ✓ Are well resourced using equipment and adults effectively
- ✓ Are well paced
- ✓ Incorporate assessment throughout
- ✓ Include high level questioning

Classrooms:

- ✓ Are welcoming and inclusive
- ✓ Are physically and emotionally safe – supporting and promoting learning
- ✓ Include bright, colourful and interactive displays which celebrate achievements by every child
- ✓ Have working walls which support learning
- ✓ Are clean, tidy, organised and accessible for every child

- ✓ Display the rules, rewards and sanctions agreed by the children
- ✓ Are adapted for the needs of the class
- ✓ Promote a community feel and buzz
- ✓ Are multi-sensory
- ✓ Make effective use of space inside and out
- ✓ Include number lines appropriate to the age range
- ✓ Make use of visual timetables to support children
- ✓ Provide easy access to resources to be used to support learning (e.g. word mats, writing frames)

Children who:

- ✓ Happily come to school each day
- ✓ Enjoy learning and participate enthusiastically in lessons
- ✓ Show and recognise the progression they have made in learning
- ✓ Are receptive to new ideas
- ✓ Are willing to take risks and learn from mistakes
- ✓ Persevere and rise to a challenge
- ✓ Develop skills to work independently and collaboratively
- ✓ Display curiosity and ask questions to extend their understanding
- ✓ Listen and respond attentively to adults and other children
- ✓ Enjoy positive relationships with adults and peers
- ✓ Manage their personal hygiene and wellbeing successfully
- ✓ Follow our school values

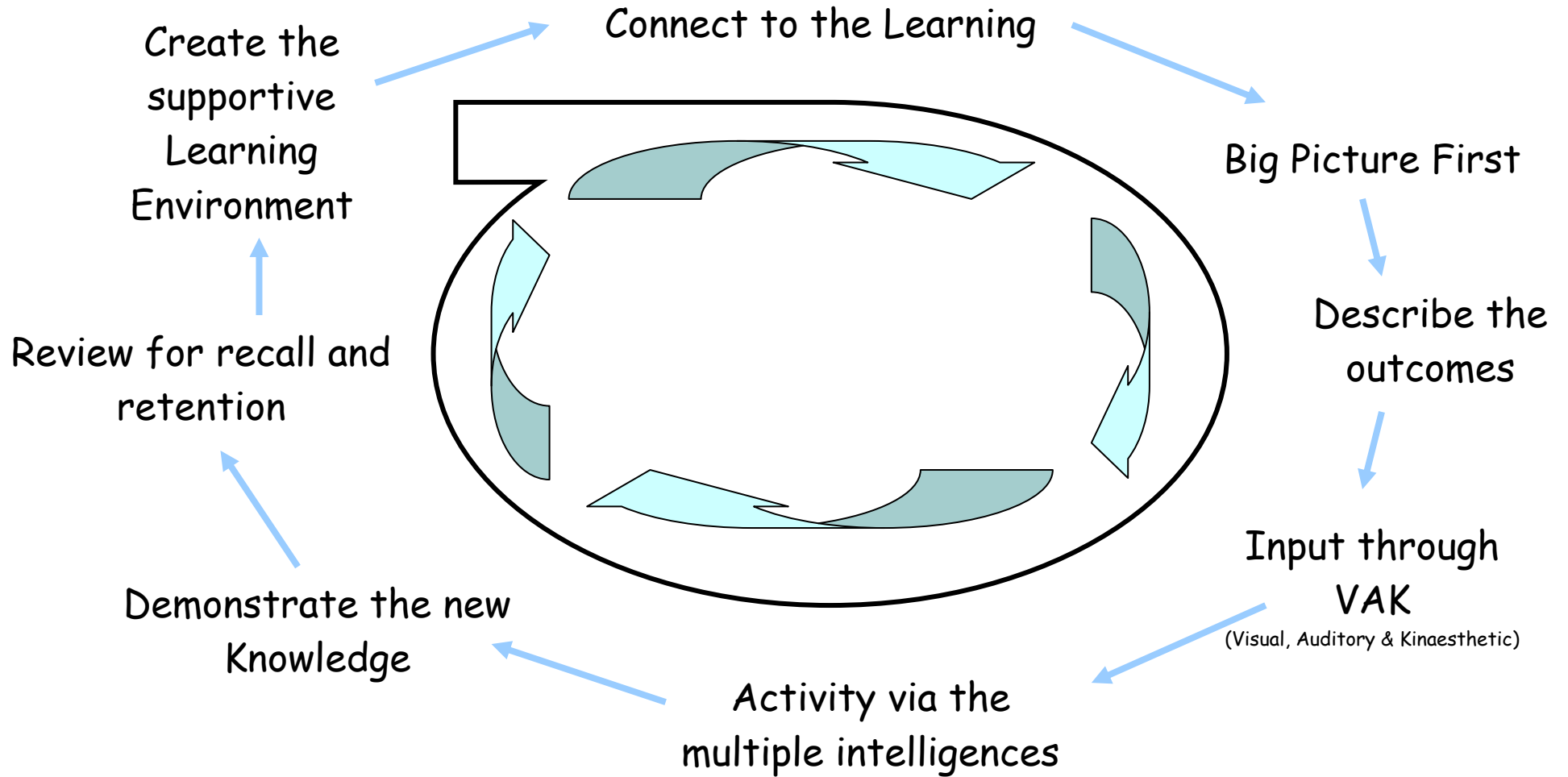
Planning which:

- ✓ Has a Clear learning objective (LO) and includes next steps
- ✓ Is based on EYFS/National Curriculum
- ✓ Takes into account previous evaluations, knowledge and the interests/ideas of children
- ✓ Has assessment opportunities marked
- ✓ Defines adult roles clearly and identifies key children who need support
- ✓ Includes differentiation
- ✓ Takes into account the different learning styles/needs of the children
- ✓ Includes appropriate and varied resources, including ICT/computing
- ✓ Embraces the four part structure (review, teach, do, evaluate)
- ✓ Includes key questions and vocabulary
- ✓ Revisits all skills and knowledge as appropriate
- ✓ Allows time for sensitive observation (Foundation Stage)
- ✓ Includes time for child initiated/child directed activities (Foundation Stage)

Child initiated/Adult Led Tasks which:

- ✓ Have a clear learning intention and success criteria
- ✓ Stimulate, challenge and are varied
- ✓ Are inclusive and differentiated to the needs of the children
- ✓ Are short, focused and encompass all of the 6 areas of learning
- ✓ Are well resourced using resources and adults effectively
- ✓ Enhance prior learning
- ✓ Are flexible and respond to the needs of children
- ✓ Include elements of assessment throughout
- ✓ Include open questioning
- ✓ Include auditory, visual and kinaesthetic opportunities

Accelerated Learning Cycle



Observation Feedback Sheet

Making judgements about the quality of teaching and the use of assessment to support learning: Ofsted Evaluation Schedule criteria 2009				
Aspect	Outstanding (1)	Good (2)	Satisfactory (3)	Inadequate (4)
Progress	Pupils are making exceptional progress.	Teaching is consistently effective. The great majority of teaching is securing good progress and learning.	Teaching may be good in some respects. Pupils make progress that is broadly in line with their capabilities.	Teaching fails to promote pupils' progress
Assessment for Learning within lessons	Pupils' understanding is systematically and effectively checked throughout lessons with a striking impact on learning.	Teachers listen, observe and question pupils during lessons and reshape tasks and explanations to improve learning.	Misconceptions are addressed and planning adjusted to support learning.	Assessment is not used effectively to help pupils improve
Motivation of pupils	Pupils are inspired, ensuring that they learn extremely well.	Pupils are motivated and engaged.	Pupils show interest in their work, are generally engaged and little time is wasted.	Teaching fails to promote pupils' learning, progress or enjoyment.
Subject knowledge	Excellent subject knowledge is applied consistently to challenge and inspire pupils.	Teachers have strong subject knowledge which enthuses and challenges most pupils.	Teachers' subject knowledge is secure.	Expectations are inappropriate
Use of resources	Resources, including new technology, make a marked contribution to the quality of learning.	Good, imaginative use is made of resources, including new technology.	Adequate use is made of resources, including new technology.	Inadequate use is made of resources
Adult support	Precisely targeted support is provided by other adults.	Adult support is well focused and makes a significant contribution to learning.	Support provided by adults is effectively deployed.	Adult support is having little impact
Planning matched to pupils' needs	Adults are acutely aware of their pupils' capabilities. Planning very effectively builds on prior learning.	As a result of good assessment teachers plan well to meet the needs of all pupils.	Accurate assessment informs planning which generally meets the needs of all groups of pupils.	Assessment takes too little account of pupils' prior learning or understanding of tasks.
Feedback and marking	Marking and dialogue between adults and pupils are consistently of a very high quality.	Pupils receive detailed feedback, both oral and through marking.	Marking and dialogue informs pupils of their progress.	Assessment is not used effectively to help pupils to improve their work.
Pupils knowledge of how to improve	Pupils understand in detail how to improve their work and are consistently supported in doing so.	Pupils know how well they have done and can discuss next steps in learning.	Pupils' work is monitored during lessons.	Limited monitoring of pupils takes place and children are unaware of what they need to do to improve
Health and Safety	If The HEALTH and SAFETY of learners is not endangered*		The health and safety of learners is endangered	

* If the HEALTH and SAFETY of learners is not endangered box cannot be ticked, the entire lesson should be graded 4

EYFS Observation Feedback Sheet

Pitched judgements	Inadequate (4)	Satisfactory (3)	Good (2)	Outstanding (1)
Teaching accuracy and precision showing subject knowledge.	The teacher has a weak knowledge and understanding of the requirements of the Curriculum guidance for the Foundation Stage.	The teacher has a secure knowledge and understanding of the Curriculum guidance for the FS and how it translates into effective practice.	The teacher has a good knowledge of the Curriculum guidance for the Foundation Stage and how it translates into effective practice.	The teacher has a strong sense of direction and purpose, based on thorough knowledge of the Curriculum guidance for the Foundation Stage and articulates a clear vision for improvement, shared by all staff.
How well do practitioners interest, encourage and engage pupils?	Practitioners engage in supervisory tasks rather than interacting with children.	Practitioners interact with children during their play to support their learning	Practitioners are able to interact with children in order to support and extend their learning.	Practitioners are able to engage with children in order to solve problems, using sustained, shared thinking.
Teaching methods suit learning objectives.	Planning and organisation are poor and the purposes of activities are unclear to children.	There is effective planning for all areas and aspects of learning based on well planned observations.	Observations are used to plan challenging and interesting experiences in all areas and aspects of learning.	Knowledge gained from all observations and children's home interests is used to plan motivating learning opportunities which are adapted in the light of further observations.
Teaching methods match learners' needs.	Practitioners do not provide a balance of child-initiated and adult-led activities. All children are expected to undertake the same activities.	Practitioners ensure there is a balance between child-initiated and adult-led activities. Additional provision is made for individuals or groups with specific needs.	Practitioners provide an effective balance between child-initiated and adult-led activities. Experiences are presented in such a way that children of all abilities are able to participate at their level.	Practitioners organise teaching and learning effectively to develop children's knowledge, skills and understanding, providing a range of activities including child-initiated and adult-led. There is an inclusive environment which values every child
Challenge and expectations.	Practitioners have low expectations of children's abilities and provide little challenge.	Practitioners have high expectations of children's abilities and provide sufficient challenge.	Practitioners are enthusiastic and encourage children to stay focused on their chosen activities which are achievable and challenging.	All adults have a positive impact on children's learning. Practitioners use conversation and carefully framed questions to challenge thinking and develop knowledge.
The learning environment, inside and outside.	The learning environment has some inadequacies, which prevent children gaining access to the full range of experiences. The indoor and outdoor environment lacks well defined areas.	The learning environment is safe and fit for purpose. The room is thoughtfully arranged into areas of provision.	The learning environment is safe, attractive and well resourced. The areas of provision are clearly defined, facilitate all areas of learning and are resourced to stimulate children's learning.	The learning environment is safe, attractive and stimulating and well maintained. It offers exciting and effective learning opportunities in all aspects and areas of learning.
Resources	Resources are inadequate in meeting children's interests and needs across some or all aspects or areas of learning. There is no evidence of self chosen activities for children.	Resources are adequate and accessible to the children. Children are able to make choices about their learning and these are valued.	Resources are readily available, accessible and appropriately labelled. Children are aware of how to use the range of resources and put them away.	High quality resources which include natural materials are well organised, labelled, accessible and promote effective learning. The environment encourages self-sufficiency and independent learning.
Pupils' engagement with the learning.	Children have limited opportunities to initiate their own activities and have insufficient time to practise and consolidate their developing skills and understanding.	Children initiate their own activities and have some opportunities to practise their developing skills, knowledge and understanding.	Children are able to make choices and have uninterrupted time to develop and revisit their learning. They also engage enthusiastically in a wide range of meaningful activities.	Children are encouraged to initiate and sustain activities over time. They are interested, engaged and motivated and are able to collaborate with others.
Behaviour	Children are either disruptive or passive and do not engage in the learning process.	There are limited opportunities for children to collaborate and take responsibility for their own actions and learning.	Children relate well to each other and to adults; behaviour management facilitates learning.	Excellent relationships in the classroom which positively affects the attitudes to learning that children develop.
Deployment of adults	Support staff are not used effectively to support children's learning.	Support staff interact with children and supervise them in their learning.	All staff are deployed efficiently and support children's learning.	All staff are deployed efficiently and make effective use of time and resources. They support children in ways which positively enhance and extend their learning.
Assessment	Practitioners do not record children's progress systematically and so are unclear about the progress children have made.	Practitioners know that children are making progress which may not be well documented.	Practitioners document children's progress systematically with supportive evidence such as photos, observations, samples of work.	Practitioners regularly record children's progress and share this with the children and parents/carers, encouraging them to also contribute to the record.
Progress of learners	Children fail to make expected progress.	Children make satisfactory progress.	Children make good progress in all areas and aspects of learning.	Children exceed expectations of their progress in most areas and aspects of development.
Health and Safety	The health and safety of learners is endangered	If The HEALTH and SAFETY of learners is not endangered*		

* If the HEALTH and SAFETY of learners is not endangered box cannot be ticked, the entire lesson should be graded 4