



# Teaching and Learning Policy

**Approved by:** Matthew Briant **Date:** September 25

**Last reviewed on:**

**Next review due by:** October 26

## **Aims of Policy:**

- 1) To demonstrate how we provide ‘excellence in all we do’ and how we set high expectations in order for our pupils to succeed academically, socially and emotionally.
- 2) For clarity around what excellent teaching and learning looks like across school and within our curriculum.
- 3) To ensure that the school community understands the importance of excellent teaching and learning along with its role in a progressive and challenging curriculum.
- 4) To understand that teaching and learning is a powerful tool to achieve excellent inclusion and equality across the school.
- 5) To ensure all staff have the skills and knowledge to support and challenge our pupils and identify gaps in pupils' learning which is then addressed through their teaching.

## **Aims of Sherwell Valley Primary School:**

At Sherwell Valley our children always come first. Through our vision of ‘Excellence in all we do’ we aim to provide an excellent education in which empowers our children to take ownership for themselves, others and the world around them. We encourage and inspire our children through creating engaging, safe, happy, supportive and nurturing environments that allow children to flourish and leave our school with a life-long love of learning, confident and ready for the next steps in their life journey. Our school values underpin all we do.

## **Our “School Values”:**

Our aims and vision is underpinned by our school values:



**RESPONSIBILITY**  
WE TAKE OWNERSHIP OF OUR  
ACTIONS AND CHOICES



**COLLABORATION**  
WE DEVELOP STRONG RELATIONSHIPS  
AND WORK TOGETHER.



**RESPECT**  
WE ARE KIND TO OURSELVES AND  
OTHERS



**ASPIRATION**  
WE SET AMBITIOUS GOALS FOR  
OURSELVES



**RESILIENCE**  
WE KEEP GOING WHEN THINGS ARE  
CHALLENGING

## **Our Teaching Philosophy:**

We aim to deliver a curriculum that supports the way that our pupils learn best so they know more, can remember more and do more. This ‘deep learning’ will ensure our pupils make links and draw on their past learning, knowledge and skills and practise retrieval of this knowledge. Teachers will teach the key concepts and vocabulary needed. They will model high expectations in order for our pupils to replicate these standards independently. Teachers continually check the understanding of our pupils' knowledge and adapt their teaching appropriately.

## **1. Responsibilities:**

Teaching and learning is a shared responsibility and everyone in our school and community has a vital part to play.

### **Teachers Should:**

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards.
- Follow the expectations set out in this policy.
- Communicate with parents about the progress of the pupils in their class, both through parents evenings and a yearly report.

### **Support Staff Should:**

- Build relationships with pupils and adapt their support to meet their individual learning needs.
- Support teaching and learning with flexibility and resourcefulness.
- Meet the expectations set out in this policy.

### **Curriculum Champions (alongside SLT) Should:**

- Contribute to our well-sequenced, progressive, broad and balanced curriculum that builds knowledge and skills so our pupils know more and remember more.
- Contribute to the sequencing of lessons in a way that allows pupils to make good progress.
- Work alongside the business manager to manage the curriculum effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to achieve breadth and depth, fully understand the topic and demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing performance data Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice

### **Pupils Should:**

- Demonstrate our 5 school values: Responsibility; Respect; Collaboration; Resilience and Aspiration.
- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times in line with our Relationship Policy
- Attend all lessons on time and be ready to learn.
- Know their targets and how to improve
- Have high expectations of themselves and try their hardest at all times, putting in maximum effort and focus into their work
- Complete home learning activities as required that are linked to our home learning guidance.
- Look smart – wearing the correct school uniform.
- Present a good image of the school when out on school trips/visits as well as on the journey to and from school.

### **Parents Should:**

- Value learning and encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning
- Ensure that their children are equipped for all school activities.
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.

### **Governors Should:**

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on children's progress
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation

## **2. Planning**

Planning enables high quality delivery of lessons and for progress to happen. It is vital that teachers are clear and precise about the knowledge/skills they want the children to learn in every lesson.

Teachers think about:

*What are the children's starting points?*

*Are there any gaps in learning that need to be taught prior to a new learning sequence?*

*Where do they want them to get to?*

*How will they know when they are there?*

*How can they best help them to get there?*

### **Learning Objectives**

It is important that teachers, children and support staff are all clear about the key learning that will take place in a lesson. Teachers should make learning objectives explicit to children and all children should be able to explain what the key learning of the lesson is.

### **LTP**

When planning a lesson, teachers should be clear where this fits into their subject's overall curriculum. Teachers will know what prior knowledge is needed to be learnt before a lesson is taught, and when they will retrieve the key learning of a lesson in future lesson.

### **MTP and STP**

We do not expect teachers to produce individual lesson plans but we do expect to see evidence of short term planning e.g. in teacher planner or electronic equivalent. This is so that it support teachers with recording cognitive thought when lesson planning for the future.

### **Afl**

We expect teachers to use their assessment for learning when planning for future lessons. This is the teachers day to day assessment of the learning that takes place by individual children. This then informs the next day's teaching.

### **Meeting the needs of all pupils**

Knowledge of the children; their prior attainment and specific needs, is a key part of planning. Every class must have a considered seating plan that helps support progress for the entire class profile. Teachers are expected to know the profile of the students they teach by looking at child data, including SEND profiles and other key information saved in SIMs. High quality teaching is the first wave of intervention for meeting the needs of our lowest 20%, disadvantaged and SEND children. Adaptations should be planned over time to ensure a quality first approach is used which meets the needs of all children and groups and maximises the use of any additional adults in the room. When planning, teachers should consider the different pedagogical approaches we use to engage, motivate and challenge all learners, so that all children make progress.

## **3. Teaching Methods**

*"Every teacher needs to improve, not because they are not good enough, but because they can be even better." (Professor Dylan William*

Our teaching philosophy is underpinned by this statement. Teaching pedagogy approach is research based and has been undertaken through TLaC, Rosenshine Principles of Instruction and Walk Thrus. This has lead to the 'Sherwell Valley Guide to Improving Classroom Practice' booklet. This is used to

support teachers to be continually improving their practice. Each teacher has a copy and this can be requested through our school office.

### High Quality Strategies

We ensure that all children can access learning and succeed with even the most challenging content by scaffolding appropriately. What a “typical lesson” will look like will vary from subject to subject and individual teachers may utilise a variety of strategies based upon their professional judgement and knowledge. However, it is expected that high-quality teaching strategies are used effectively in the majority of lessons and these are mentioned in more detail in our ‘Sherwell Valley Guide to Improving Classroom Practice’ booklet.

### Challenge

Teachers have high expectations of all children all of the time. It is good for children to feel challenged and stretched. Our children work harder than the teacher over time and begin learning as soon as they arrive in the classroom and for the whole lesson.

### Modelling & Explanation

Teacher instruction should be planned with awareness of demands on childrens’ cognitive load by presenting new material in small steps. Teachers do this by:

1. Limit the amount of material children receive at one time.
2. Give clear and simple instructions and explanations.
3. Think aloud and model steps.
4. Use more time to provide explanations and provide many examples.
5. Re-teach as necessary.

Teachers give expert instruction and modelling, which demonstrates what success looks like and the steps taken to get there. Children then imitate. Teachers use a range of modelling types that are planned in advance in order to enable progress. Our modelling examples are described in our ‘Sherwell Valley Guide to Improving Classroom Practice’ booklet.

### Guided Practice with Scaffolding

Teachers use worked examples and scaffolding to all support children during this stage. Effective class discussion and questioning happens at this stage. Teachers use a range of questioning techniques to be inclusive, support and extend. Teachers ask a large number of questions skilfully, as questioning is our main tool to probe, check and extend student understanding. Teachers ask lots of questions and then use what they learn from this process to adapt and reshape teaching within and between lessons. The majority of questions are done through cold calling, with targeted questioning used to support and challenge children.

### Independent Practise

Children are provided with the time they need to practise new learning in a number of ways in order to know more and remember more. Scaffolding is often reduced or removed for the majority of children. This is the component that will look the most different across curriculum areas, but all practice should be careful, deliberate and still challenge our children.

### Responsive Teaching

Teachers ensure that learning has been understood, by checking for understanding. Teachers confidently and accurately use teaching techniques to gather a secure overview about whether the key learning has actually been learnt. These are described in our ‘Sherwell Valley Guide to Improving Classroom Practice’ booklet. If learning is not yet secure for children, the lesson is adapted or retaught differently.

### Retrieval Practise

Retrieval is a learning strategy that is used regularly in lessons to support children with retrieving learning that they have previously learnt from their long-term memory. It is low stakes, completed without access to notes and used in a spaced manner. When used at the start of a lesson as a “Do

Now” activity, it can help to recap prior knowledge needed for that day's lesson and support the teacher with understanding the prior learning of the class.

### Effective Feedback

Feedback exists in many forms (which are outlined in our ‘Sherwell Valley Guide to Improving Classroom Practice’ booklet) but what matters is how our children respond to it. Our effective feedback is **specific, kind and helpful**, and either identifies where the children are **now**, signposts where they should go **next** or shows them **how** to get there.

It then allows time for DIRT (deliberate improvement and reflection time) to cultivate an environment of redrafting work in a purple pen, identified by the teacher in a green pen.

### 4. Marking & Assessment Strategies

Marking and assessment have two purposes.

1. It allows children to get feedback which they act on to make progress over time.
2. It informs a teacher’s future planning and teaching.

Effective marking is meaningful, manageable and motivating for the recipient whilst simultaneously being manageable and sustainable for the teacher. Marking must be primarily formative, may be selective, and be clear about what children must act upon to improve their work.

### 5. Adaptive Teaching

The needs of all children can only be met if there are effective adaptations made to the lessons – this is what makes for high quality teaching and learning. This is considered at the planning stage and supported throughout via constant AfL. Adaptations take many forms and meet the needs of every child whilst providing support and challenge at the same time.

Our teaching is inclusive so that ALL children make progress despite their individual needs or backgrounds.

### 6. Use of Additional Adults in the Learning Environment

Every adult working at the school plays an important role that will have an impact on the overall learning environment. Teachers deploy support staff effectively in a wide variety of roles. The support staff and teachers establish strong relationships based on regular communication and mutual support. The support staff assist the Teaching and Learning by supporting the teaching staff in many ways. Effective use of support staff is described in our ‘Sherwell Valley Guide to Improving Classroom Practice’ booklet.

In addition to this, there are specific tasks carried out by the Higher Level Teaching Assistants (H.L.T.A.s). All H.L.T.A.s cover classes in the absence of a class teacher or for release time.

### 7. Learning Environment

In order for there to be excellent learning behaviour, there needs to be the right classroom conditions, where all students feel safe, supported and valued. To ensure all students are confident in knowing what is expected of them in terms of work and behaviour, all teachers are expected to have:

#### **High expectations**

- Teachers should always have high expectations for learning and behaviour for all their children.
- Teach their year groups objectives to all pupils where relevant, with necessary scaffolds to support those who need it.
- Promoting active engagement not just compliance.
- Establish a growth mindset culture, where mistakes are celebrated.
- Focus praise on effort and value the “challenge of learning”.

#### **Teachers build positive relationships with all students through positive behaviour management.**

- Welcome all children into their class by greeting them at the threshold.
- Use positive framing to remind students of expectations and learning routines linked to our school values.
- Use meaningful praise and rewards that are linked to our school values.

- Provide children with the opportunity to change their behaviour, before they are removed from lessons (in line with our escalation behaviour model), continuing with poor behaviour and accepting the resulting sanction is a “choice they have made”
- Have restorative conversations when necessary.
- Demonstrate natural consequences are temporary.

### **Teachers have clear and consistent routines and procedures**

- There is a safe, orderly learning environment and learning time is maximised as every second counts.
- Teachers meet and greet children at the threshold.
- Title, learning objectives and starter activity are shared on board from the very start of lessons.
- Learning begins immediately as every second counts.
- Teachers focus on implementing the Sherwell Valley 6 which are:
  - 1) Threshold - To build positive relationships.
  - 2) Strong Start - Creating strong learning behaviours
  - 3) Turn and Talk - To have meaningful discussions
  - 4) 321 Silent - To ensure all children are ready and listening
  - 5) Cold Calling - To encourage high participation and targeted questions
  - 6) Live Modelling - To show direction and expectation

## **8. Relationships**

All staff believe that positive relationships between staff, children and parents are fundamental in making our school a vibrant learning community where adults want to work; children want to learn and parents have confidence in the quality of their child’s early education. Our strategies for building positive relationships are explained in our ‘Relationship Policy’.

## **9. Home Learning**

Home learning, or homework, will support children to further develop their learning outside of the classroom. It will be set in accordance with the Home Learning Guidance Policy. It will be reasonable in challenge and length and children have adequate time to complete it. It is expected that all children complete home learning. All non-completion of home learning is not punished however where possible and relevant, contact with home will be made.

## **10. Monitoring and Evaluation of Teaching and Learning**

The Leadership Team will monitor teaching and learning across the school to make sure that all children make the best possible progress from their starting points.

### **Aims of monitoring and evaluation:**

- To make secure judgements of teaching and learning across the school
- To monitor and evaluate the progress of children
- To evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- To identify training needs across the teaching and support staff and drive the CPD programme

### **The Leadership Team will monitor and evaluate the impact of teaching on children’s learning through:**

- Drop-in lesson visits
- Conducting learning walks
- Book scrutinies
- Review of termly progress checks and looking at data
- Gathering input from child voice and teacher questionnaires
- Appraisal meetings

## **11. CPD**

All staff engage with high quality researched based CPD and are open minded, reflective and proactive at continually trying to improve their teaching practice. Teaching and Learning CPD will be focused around what will make the biggest impact to teachers and children, and staff will be given

time to work collaboratively in subject specific teams to implement it. The aim is to ensure all CPD is embedded, reviewed and evaluated.

**CPD is:**

- Focused on Quality First Teaching
- Underpinned by the Teaching Standards
- Developmental
- Research Informed

Lesson drop-ins will follow a coaching model and are part of teacher's CPD. Teachers are expected to record the outcome of the coaching session in their 'Guide to Improving Classroom Practice' book.