



Teaching and Learning Policy

Adopted by: Lutton St Nicholas and Gedney Church End Primary Academies

Date: September 2021

Review date: July 2023

Aims and objectives

By adopting a Federation approach to teaching and learning we aim:

- To ensure that our children enjoy learning
- To provide consistency of teaching and learning across the school
- To enable teachers to teach effectively
- To enable our pupils to learn effectively
- To give the children the skills they require to become lifelong learners
- To provide an inclusive education
- To learn from each other through a collaborative, enquiry based approach to teaching and learning
- To share good practice

There is no single approach for improving teaching and learning in our schools. However, this policy outlines the fundamental elements that are key in raising the achievement for our pupils. It sets out a structure for lessons, which is based on best practice and educational research.

All lessons across our schools should include the following elements to ensure high quality teaching and learning. New teachers to our school will receive training to ensure that they fully understand these elements and are able to embed them into their everyday practice.

All lessons have clear learning objectives

- Learning objectives are shared and discussed orally
- Learning objectives focus on the skills that is being learned during that lesson and are decontextualised
- All learning objectives start with 'to learn/understand/know/be able to'.
- Children to write the title of the lesson, not the learning objective
- Teachers mark the children's work to the learning objective

All lessons have clear, well planned success criteria

- The success criteria are steps to success.
- The children are clear about how to be successful in reaching the learning objective.
- Success criteria includes **Bronze** (what everyone should achieve) **Silver** (aiming towards age expectations) and **Gold** (working above age expectations)
- The success criteria is displayed for all children to see. They follow this during the lesson and assess their own progress towards it. In EYFS this is verbal.
- Success criteria is used for self assessment on a regular basis.
- Children's work/teacher's modelling is used to show the success criteria in action (see feedback policy)

All lessons are clearly differentiated

- All lessons are pitched to ensure that all pupils are challenged.
- Pupil achievement is used to plan subsequent lessons and supporting documents must be used to aid high expectations for all learners.
- Planning shows clear differentiation
- Learning objectives are the same for all children.
- Learning partners are integral to all lessons
- Every child is treated as an individual

All lessons are actively engaged in learning

- Planning ensures high quality 'hooks to learning' - Quigley
- Pace is outstanding in all lessons and ensures the use of '**I do, we do, you do**'
- Quiz it! – When a piece of work/unit/topic has been completed, a quiz of 5 questions takes place. This helps to embed new information in the long term memory - Hannan
- Paired reading/ Paired writing – children read together and write together e.g. children can plan and write - Hannan
- No hands up - Answering questions is a hugely important way to develop your confidence and risk-taking skills and to recall learning. It shouldn't be left just to the minority - Hannan
- The 5 Ps are used in all lessons (see on Pages 5 and 6) - Miskin
- Use of 'turn to your partner' is embedded into each lesson. *'If a question is worth asking then it is worth everyone answering'* Miskin.
- Teachers have secure subject knowledge
- Active learning is evident at all times in lessons
- Practical resources are used to maximum effect, ensuring engagement and pace
- Planning takes Visual, Auditory and Kinaesthetic learners into consideration
- All pupils regularly take part in conference assessment-orally and in writing (see feedback policy)
- Self-assessment is used as tool to measure own progress within the lesson
- Concrete resources are used to teach throughout the school

All pupils receive regular, clear feedback that develops learning

- All marking and feedback informs planning
- Marking is undertaken by the teacher in purple pen, children respond in green pen.
- Effective marking is embedded into daily practice
- Marking is always to the learning objective
- In Key Stage 1 and 2;
 - Pupils respond to their teacher's marking on a regular basis-this is planned for.
 - Use of response, target, self-assessment, next steps comments are embedded (see feedback policy)
- All pupils are clear about how they need to improve their work

- All pupils are clear on what their targets are and what they need to achieve to get to the next level.

These strategies (The 5 Ps) are used across the school at all times, in all learning environments. All our staff must consistently follow the same principles.

Learning is enhanced through the use of underlying principles (The Five Ps)

- **Participation-** our teaching strategies ensure that all children participate fully in the whole lesson –this stops children losing concentration and missing key elements of the teaching. The following elements are in all lessons:
 - Partner work is a crucial element of teaching and learning. Talking helps memory, though and enables us to learn. Children will have 3 types of partners-gender, mixed ability and friendship, these will change each half term.
 - 'Turn to your partner' (TTYP). Every time a question is asked the children will TTYP. Ruth Miskin says that *'if a question is worth asking, it is worth everyone answering'*. This is a philosophy that we live by. The teacher hones in on the high quality talk and picks out elements to highlight with the class. TTYP may be for a one-word answer or a longer conversation but should enhance the pace of the lesson not slow it down.
 - 'My turn, your turn' (MTYT). This is used to rehearse or emphasise a point such as new vocabulary. The teacher will say the word and the children will repeat. This embeds the learning quickly.
- **Praise** - we believe that teachers should teach by example-they are positive and enthusiastic.
 - Children work together, as partners, taking turns to teach and praise one another and they are motivated by the focused praise they receive from teachers and teaching assistants.
 - Children and teachers should praise using specific reasons e.g. 'Great partner work'.
 - We praise the effort, not the outcome.
- **Pace** - a lively pace keeps all the children fully engaged
- **Purpose** - teachers know the purpose of every activity and how it leads into the next. This is also explained to the children.
- **Passion** - it is easy for teachers to be passionate about their teaching because they see their children make such rapid progress.
- **High Five:** to gain the children's attention in any situation (in class, assembly etc). When the teacher/adult raises their hand in the air, count down from five, all children stop, are silent, look at the teacher. This shows they are focused and ready to listen.

All children are encouraged to talk about their learning

At the Federation of Luton St Nicholas and Gedney Church End we believe that talk is central to learning. All lessons include planned and unplanned opportunities for talk

in order to extend thinking and learning. Talk is planned for by...

- Use of learning partners
- Oral rehearsal of application of skills
- To teach someone else the skill that you have just learned
- Open questioning using Bloom's Taxonomy
- The TOL (talk out loud) model – Mislin, is used to model the learning process of the mind

All learning environments are

- Current and relevant-classroom, hall and corridor displays reflect what is happening in our school at that time
- A celebration of achievement
- Stimulating - they make the learner think and ask questions
- Inviting
- Somewhere to be proud of
- Supportive and Challenging
- Engaging
- Organised and uncluttered
- Promote independence

All of the elements within this policy are monitored via: the schools' monitoring cycle; development days by outside agencies; subject lead observations; learning walks and book scrutinies.