



GREENWAY PRIMARY AND NURSERY SCHOOL

TEACHING AND LEARNING POLICY

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Date of review: Spring Term 2019

Our aim in writing this policy is to ensure that we provide the best possible learning environment for our pupils.

As a school we have discussed the elements that are essential to make our teachers deliver outstanding teaching and our pupils to become excellent learners.

Anyone carrying out observations in classrooms or monitoring the quality of work in the classroom should make reference to this policy and should use the guidance in the Ofsted Inspection Handbook (September 2014) to inform judgements.

A. TEACHING

At Greenway School we believe that **teachers teach best** when:

1. There is effective planning showing clear learning intentions, differentiation, effective use of adult deployment and Assessment for Learning (AfL) throughout lessons.
2. They have a good understanding and knowledge of the subject involved.
3. The learning environment is organised, displays support children's learning and resources are used effectively to enhance the quality of teaching and learning.
4. They encourage, stimulate and challenge pupils and have high expectations.
5. They effectively model their high expectations and demonstrate to the children strategies that they want them to apply in their learning.
6. They use a variety of teaching methods and organisational strategies to support all learners.
7. Teaching Assistants (TA's) and other adults are used effectively to target specific children who have been identified using AfL and during pupil progress meetings.
8. Lessons are pacy and resources are used effectively.
9. Equal opportunities are provided for all children to make good progress with the lesson.
10. They have a good understanding of pupils' individual needs.
11. They provide appropriate tasks which challenge and stimulate the children.
12. They have high expectations of pupils' behaviour and use reward systems to motivate and reward them for their efforts and achievement.

1. Effective planning

There is long term, short term and medium term planning which meets the requirements of the Early Years Foundation Stage Curriculum and the National Curriculum (2014). This shows:

- ✓ Clear learning objectives.
- ✓ Clear success criteria showing 'Top tips' to achieve learning objectives.
- ✓ Reference to prior learning.
- ✓ Links with future learning.
- ✓ A range of activities to develop children's skills.
- ✓ Differentiation for a range of abilities where teachers demonstrate that they 'know' their children and what effectively supports them with their learning.
- ✓ Challenge for most able pupils.
- ✓ Includes IEP targets for SEN pupils.
- ✓ Clear open ended questioning to assess children's understanding.
- ✓ Deployment of additional adults to support identified children.
- ✓ A good framework for supporting all pupils including SEN
- ✓ Opportunities for on-going AfL.

- ✓ New vocabulary.
- ✓ Outside activities if appropriate.
- ✓ Risk assessments where appropriate.
- ✓ Use of safe resources.
- ✓ Exciting and stimulating resources, including concrete and practical.
- ✓ Appropriate time allocation ensuring pacy lessons.
- ✓ Where published materials have been used they are modified to meet the needs of the particular class.

2. Subject knowledge

In the classroom:

- ✓ Teachers are confident and are able to inspire and motivate pupils.
- ✓ There is a clear, informative and interesting introduction to lessons - to inspire and to set high expectations.
- ✓ Teachers provide clear explanations and use theme-specific vocabulary.
- ✓ There is a good balance of challenging, open and closed questions.
- ✓ There are opportunities for children to discuss and share ideas with their talk partner, a small group and to the class.
- ✓ Teachers are able to respond perceptively to pupils' questions and address any misconceptions using them as teaching points.
- ✓ Pupil activities/tasks are correctly pitched to match the pupils' ability and challenge them so that all pupils make good progress within each lesson and reach their full potential.
- ✓ There is effective marking of pupils' work following the school's marking policy.
- ✓ Display is used effectively as a teaching aid, to support pupils' learning and celebrate their achievements.

Outside the classroom:

- ✓ Teachers attend courses to widen their subject knowledge and teaching strategies
- ✓ Opportunities are made for feedback to other staff through staff meetings and informal discussions.
- ✓ Staff meetings and INSET are planned linked with SDP which develop teachers' expertise and provide opportunities for staff to share good practice with each other.
- ✓ Staff having opportunities to plan and work with colleagues.
- ✓ There is regular monitoring of subject areas using planning, work scrutiny and assessing pupils' attitudes and self-esteem.
- ✓ Through coaching and mentoring by the SLT teachers are professionally supported with any identified areas for development in their teaching.
- ✓ Teachers have opportunities to observe each other.
- ✓ Teachers use their own experiences to enrich their teaching.
- ✓ There are schemes of work for all subjects.

3. Effective learning environment

In the classroom:

- ✓ The classroom is well organised and tidy.
- ✓ Pupils are involved in and take responsibility for their own learning environment and displays.
- ✓ Planning is displayed clearly on clipboards for English and Maths and are annotated using AfL.
- ✓ Pupils access equipment independently.

- ✓ The environment is stimulating and provides a variety of informative and interactive displays to support children's understanding and value and celebrate pupils' achievements.
- ✓ A range of work is celebrated for all pupils across the whole curriculum.

4 . The start and end of lessons

- ✓ Learning starts promptly and children are focused and engaged.
- ✓ Learning objectives are shared visually and orally at the start of the lesson
- ✓ Success criteria 'Top tips' are shared with or generated with the children and they are referred to during and at the end of the lesson.
- ✓ Teachers set an aspirational tone to the lesson showing high expectations of all pupils.
- ✓ All pupils are engaged and focused for the whole lesson.
- ✓ Lessons culminate in interactive sessions allowing pupils to reflect on their learning and use the traffic light system to self- assess.
- ✓ Teachers use continuous AfL within the lesson to identify what pupils need to do next and adapt their lessons accordingly, to ensure all children make good progress within each lesson.
- ✓ Links are made to previous and next lessons.
- ✓ Teachers let pupils know how well they are doing through verbal and written feedback.
- ✓ From Year 2, pupils respond to written 'next step' feedback in their books.
- ✓ Pupils self- assess their own understanding and progress using the traffic light system.

5. High expectations

- ✓ Teachers make the objectives and success criteria of the lesson clear to pupils.
- ✓ There are stimulating activities with real and relevant learning experiences making good cross curricular links.
- ✓ Pupils' questions and enquiry are welcomed and encouraged.
- ✓ Lesson content challenges pupils in their thinking and deepens their knowledge and understanding.
- ✓ Lesson content promotes creativity, independence and imagination.
- ✓ Challenging extension tasks are planned for all children.
- ✓ There are high standards of presentation in children's exercise books showing they take pride in their work.
- ✓ Work shows clear differentiation and is accurately pitched to ensure children make good progress.
- ✓ There is frequent recognition of children's achievements, verbally and written - praise and encouragement using the school's reward systems.
- ✓ Home learning is used to reinforce/extend learning in school, in accordance with our home learning policy.
- ✓ Pupils' best work is celebrated and displayed in the classroom and around the school.
- ✓ ICT is used where appropriate to enhance the learning experience.
- ✓ Lessons have good pace but include time for reflection and consolidation.

6. Teaching methods and organisational strategies

- ✓ Teachers use exposition, explanation, demonstration and effective modeling.
- ✓ Collaborative learning (talking partners) is used to engage all children.

- ✓ There is interactive discussion.
- ✓ Teachers use open-ended questions which guide, probe, challenge and extend.
- ✓ There are opportunities provided for pupils to engage in practical activities and investigations.
- ✓ Children are given opportunities to solve problems.
- ✓ Opportunities are provided for pupils to consolidate new learning.
- ✓ Access is provided for pupils to use ICT confidently and effectively across the curriculum.
- ✓ Teacher direction ensures pupils clearly know what to do, how to do it and how to improve.
- ✓ Pupils work individually, in pairs, in groups and as a whole class.
- ✓ Assessment informs current and future teaching to ensure all children make good progress.
- ✓ There is whole class teaching, guided group teaching and individual teaching.
- ✓ Flexible grouping is used with pupils so that they have opportunities to work in mixed ability and ability groups.
- ✓ Pupils are encouraged to work independently.
- ✓ Activities are differentiated to ensure all children make good progress and are challenged.
- ✓ Pupils remain focused, engaged and on task throughout the whole lesson.
- ✓ Classrooms are well resourced, clearly labelled and accessible for all pupils.
- ✓ Pupils demonstrate the Greenway Golden Values, which are clearly displayed in the classroom.
- ✓ PSHE, using the SEAL materials, is used to boost self-esteem and develop pupils' social and emotional skills.

7. Teaching Assistants and other adults

- ✓ Teaching Assistants know what is expected of them.
- ✓ Teaching Assistants have access to and involvement in planning and feedback using AfL by annotating daily plans.
- ✓ Teaching Assistants work with pupils effectively and question their understanding.
- ✓ Teaching Assistants are clear about how they contribute to promoting positive behaviour management.
- ✓ Teaching Assistants are well supported and have received appropriate training.
- ✓ Parent helpers work alongside the teacher with clear direction and expectations.

8. Effective use of Time and Resources

In the classroom:

- ✓ Lessons are well structured to include time for introduction, teacher-pupil interaction, task and extension and an effective plenary.
- ✓ Lessons are well paced so that pupils are engaged, remain focused and on task.
- ✓ Lessons keep to time so that all intended learning outcomes are covered.
- ✓ Teachers make good use of resources, including ICT, which engage children's interest and which promote and/or consolidate learning.
- ✓ Teachers provide challenging extension activities.
- ✓ Teaching Assistants are well-informed with clear objectives and work with identified targeted children.
- ✓ Resources are easily accessible and clearly labelled.
- ✓ Classrooms are well organised.
- ✓ Clear planning shows use of adult support.

Out of the classroom:

- ✓ There are resource areas: reading books, library books, musical instruments, ICT suite, RE resource boxes and central maths, science and design technology cupboards.
- ✓ Subject leaders are responsible for organising, monitoring, obtaining and reviewing resources for their subject areas.
- ✓ Staff are aware of the location of resources for specific subject areas.
- ✓ Published resources, which inform teaching and planning across the curriculum are available outside the staff room.
- ✓ Staff have access to a range of media (e.g. IWB, laptops, Internet resources, laminator, photocopier) to produce high quality teaching aids and to consumable resources.

9. Equal opportunities and inclusion

- ✓ All pupils are treated with respect.
- ✓ Resources and teaching methods are free from bias and stereotype.
- ✓ Sensitivity is shown to individual circumstances, beliefs and cultures.
- ✓ All pupils' contributions are valued.
- ✓ Teaching methods and resources are well matched to needs of all pupils.
- ✓ SEN pupils are appropriately supported.
- ✓ Positive role models are provided for different groups of pupils.

10. Understanding of pupils' individual needs, gained by assessment

In the classroom:

- ✓ Teachers assess children's individual abilities and progress, in accordance with our assessment policy.
- ✓ Teachers recap at the start of a lesson to assess what pupils already know and make links with previous learning.
- ✓ Teachers assess throughout the lesson and adapt and modify teaching during and after the lesson to ensure all children make good progress.
- ✓ Teachers use the plenary time at the end of a lesson to assess what the children have learned and whether the lesson objectives have been achieved against the success criteria 'Top tips'.
- ✓ Teachers' questioning is differentiated and uses a range of open and closed questions.
- ✓ Activities are pitched at the appropriate level and differentiated either by task, outcome, time, resources or adult input.
- ✓ Pupils assess their own learning using the 'traffic light' system and identify their next steps.
- ✓ Pupils are encouraged to look critically at their own work and think of ways of improving it.
- ✓ Pupils work together to evaluate critically each other's work, emphasising the positive and identifying ways they can further improve their work.
- ✓ Teachers listen and respond to children talking about their work.
- ✓ Verbal and written feedback is given to children assessing against the 'Top tips', clearly identifying what they have achieved and how they can improve their work further.
- ✓ Teachers provide high expectations, encouragement, challenge and praise.
- ✓ Pupils generally do not work in ability groups.

- ✓ Different learning styles are catered for.

Out of the classroom

- ✓ On-going assessment is used as a basis for future planning of work.
- ✓ Teachers liaise with the INCo in the formulation and implementation of provision maps/IEPs.

11. Behaviour

- ✓ Good organisation of lessons leads to positive pupil attitudes and behaviour.
- ✓ Teachers have high expectations of behaviour.
- ✓ Clear and consistent guidelines for acceptable behaviour are in evidence.
- ✓ Effective strategies for behaviour management result in high standards of discipline pupil motivation and ensure children make good progress in all lessons.
- ✓ Pupils are given opportunities to reflect on consequences of their behaviour and use effective strategies taught through high quality PSHE.
- ✓ Positive behaviour is promoted through praise, example and modelling.

B. LEARNING

At Greenway School we believe that **pupils learn best** when:

1. They are encouraged to form positive relationships with the teacher, their peers and with other adults.
2. They are actively involved in the lesson.
3. They are encouraged to be independent.
4. They are challenged and motivated.
5. They acquire knowledge, develop ideas and increase understanding.
6. They are valued and respected.
7. They are given opportunities to reflect on their work and progress.
8. They are working in an environment which is safe, caring and stimulating.
9. The lesson is well structured and delivered.
10. There is effective differentiation.

1. Encouragement

- ✓ Pupils are happy and confident.
- ✓ Pupils and adults show mutual respect.
- ✓ Pupils listen and maintain good eye contact with teachers.
- ✓ Pupils show consideration for others.
- ✓ Pupils reflect on how their behaviour affects others (e.g. reflection time, assemblies PSHE sessions, circle time)
- ✓ Pupils work with adults to establish rules and targets.
- ✓ Pupils support, encourage and praise each other.
- ✓ Pupils take pride in shared success (Friday celebration assembly and in class sessions).
- ✓ Pupils are able to work in collaboration with others.
- ✓ Respect is shown by adults and pupils to each other.

2. Active involvement

- ✓ Pupils enjoy their work.
- ✓ Pupils are eager to ask and answer questions.
- ✓ Pupils make contributions to class discussions and share experiences.
- ✓ Pupils learn from first hand experiences, practical tasks and appropriate activities.
- ✓ Pupils are focused and work on task over a period of time.
- ✓ Pupils are engaged in collaborative activities.
- ✓ Pupils are keen to talk about their activities and are able to explain what they have been doing and what they have learned.
- ✓ Pupils listen and value other people's opinions.
- ✓ Pupils assess their own learning and identify their next steps.

3. Independence

- ✓ Pupils solve problems.
- ✓ Pupils show initiative and take responsibility, e.g. asking/giving help to each other with spellings, checking their own work with reference to individual targets.
- ✓ Pupils have access to clearly labelled resources and use them appropriately.
- ✓ Pupils assess and evaluate their own work and the work of others.
- ✓ Pupils mark their own work where appropriate.
- ✓ Pupils have opportunities to plan and direct their own learning (e.g. P.E., science investigations, assemblies, selecting activities in Foundation Stage).
- ✓ Pupils develop research skills in using books, ICT etc.
- ✓ Pupils are able to select and organise themselves and their equipment, ready to start work.
- ✓ Pupils follow the Greenway Golden Values.
- ✓ There are clearly established routines and expectations in class and around the school, leading to greater independence.

4. Challenge and motivation

- ✓ Pupils are focused and on task.
- ✓ Pupils are engaged in investigations and problem solving tasks.
- ✓ Pupils are aware of their targets and they are working to achieve them.
- ✓ Pupils are engaged in activities which match their ability and which extend and challenge their thinking, their imagination and their vocabulary.
- ✓ Pupils improve and edit their original work (redrafting etc).
- ✓ Pupils are keen to complete their work and show perseverance and resilience when tasks are difficult.
- ✓ Pupils take pride and produce quality work.
- ✓ Pupils are given positive feedback and have opportunities to respond to this feedback.

5. Acquisition of knowledge and development of understanding

- ✓ Pupils can explain confidently and clearly what they have learned.
- ✓ They can apply their knowledge to a new problem.
- ✓ They can relate their work to a previous learning.
- ✓ They ask and answer questions related to their work.
- ✓ They are eager to learn.

6. Reflection

- ✓ Pupils are encouraged to talk about their work.

- ✓ They reflect on progress during the plenary against the success criteria 'Top tips'.
- ✓ They are aware of strategies for completing tasks.
- ✓ They know the standard and expectations at which they are working.
- ✓ They are routinely asked to reflect on their work using the 'traffic light' self-assessment.
- ✓ They understand their preferred learning styles.
- ✓ Pupils believe that effort will result in success.

7. Safe and stimulating learning environment

- ✓ Pupils are confident and enjoy learning.
- ✓ Pupils demonstrate the Greenway Golden Values.
- ✓ Pupils work safely in a calm and quiet working atmosphere.
- ✓ Pupils respond to praise and encouragement.
- ✓ Problems are discussed and strategies are suggested.
- ✓ Pupils show care for each other and respect for other people's property.
- ✓ Pupils are able to explore ideas and feelings, feeling safe and confident and respecting the view of others.
- ✓ Pupils' current work is displayed, celebrated and valued.
- ✓ Pupils observe the school rules and aware of safety issues (e.g. in science, technology and P.E. lessons and on the playground).

8. Well-structured lessons

- ✓ Pupils are aware of the learning objectives.
- ✓ Pupils are involved in developing the success criteria 'Top tips' to achieve the learning objective.
- ✓ Pupils build on what they have previously learned.
- ✓ Pupils acquire new knowledge.
- ✓ Pupils develop new skills and apply them.
- ✓ Pupils clearly know what to do and what is expected of them.
- ✓ Pupils work at a good pace and they are aware of time factors.
- ✓ Pupils make good progress and they are challenged.
- ✓ Pupils collaborate with each other effectively
- ✓ Pupils listen well.
- ✓ Pupils are on target.

9. There is effective differentiation:

- ✓ Pupils are engaged in activities which are differentiated and challenging.
- ✓ Pupils achieve success and are motivated by it.
- ✓ All ability groups make good progress.
- ✓ Pupils are focused and on task throughout the lesson.
- ✓ Pupils work confidently and have high self-esteem.

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