

AYCLIFFE DRIVE PRIMARY SCHOOL



TEACHING and LEARNING POLICY

Curriculum Committee

**Updated February 2022
To be reviewed 2024**

Staff Responsible

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Aycliffe Drive School Teaching and Learning Policy

1 Aims

The aim of this document is to improve our teaching and learning by focusing on academic pedagogical research about how children learn, this will be achieved through:

- Creating a class and school culture of positive learning behaviour.
- Active involvement of pupils in their own learning, with a focus on them becoming increasingly independent.
- Formative assessment used to move learning forward.
- Effective sharing of learning intention and the tools needed to achieve it.
- Pitching work appropriately with challenge/extension opportunities

2 Creating a class and school culture of positive learning behaviour

- Positive behaviour for learning habits enables pupils to engage in learning, make good progress and sustain good relationships with adults and peers
- An environment will be created where children are resilient, risks are encouraged and challenge is embraced
- Everyone is involved in helping each other to move learning forward, even if it involves additional effort
- Everybody focuses and praises efforts, as well as achievement and everyone learns from constructive criticism
- Everyone develops stamina and keeps working confidently until the task is finished
- Everyone uses the correct phase language, eg good it making it think
- We openly share work with others including errors (link to mini-plenaries)

3 Active involvement of all pupils in their own learning, with a focus on them becoming increasingly independent.

The children need to:

- Follow all class rules and procedures in order that they can access their own learning and not disrupt others.
- Understand what they are learning about in order to focus them on what they already know, anchor them through their learning and encourage self-assessment (clear learning intention).
- Ensure that pupils are clear about the steps involved, provide a focus for self-assessment in learning and are clear about what they've learned and where they need to go next.
- Develop the following skills for when they require help:
 - Check what they need to do.
 - Remember to use resources around the classroom to help, eg packs, resources, Working Walls
 - Have confidence to have a go.
 - Demonstrate positive learning behaviour
 - Talk with a talk partner, magpie ideas.
- Respond to all forms of marking and feedback independently where appropriate or and in response to over the shoulder marking by an adult.

- To use what has been learned from marking and feedback in future work.
- To join or leave an adult led group where appropriate.

4 Formative assessment used to move learning forward

Formative assessment helps pupils to identify their strengths and weaknesses

- Skilful and open questions are asked to established baseline and prior learning.
- Cast off and regroup children who need extra support or challenge
- Use mini-plenaries and questioning throughout lessons to assess children's understanding and move their learning on.
- Carry out developmental marking.
- Identify errors or areas that need to be improved in the children's work during the lesson (often with the child) and highlight in order that the child can respond.
- Ensure that time and value is given for children to respond to marking and feedback (teachers monitor this).
- Ensure that marking and feedback provide challenge

5 Effective sharing of learning intension:

Learning intensions must –

- be Fundamental for learning and feedback
- be necessary for pupils to know how they will be evaluated
- must provide teachers with an opportunity to consider; what do I want them to learn?, how do I articulate that? What would be a good way of learning that? What do I think arrange of excellent, finished product wold look like
- share goals with pupils
- involve pupils in self-assessment
- provide feedback which leads to pupils recognising next steps and how to take them
- be underpin by confidence that every pupil can improve

Foundation Stage use on-going success criteria called Top Tips. Teachers can display on-going success criteria similar to Top Tips on their walls in addition to those that are specific to the learning objective.

6 Pitching work appropriately with challenge.

Over the past 3 years the school has been in the process designing personalise curriculum for all subjects.

- Termly Key Stage meetings that follow the personalised curriculum planning meetings.
- Weekly planning that is open to change and formative assessment led.
- Use of personalised assessment tools, eg Science Wheel.
- Use of formative assessment in planning
- Use all forms of differentiation that are appropriate to the lesson, eg one to one support, peer support, variety of challenges, to me to you teaching (To me to you teaching eg, I do it with you, we do it together, you try it on your own)
- Setting appropriate tasks that will challenge all pupils with no ceiling to the learning.
- Opportunities for children to ask and answer questions.

7 The importance of Modelling

When it comes to teaching literacy and numeracy, modelling strategies are essential, eg writing the correct way to do speech marks or writing the correct method for calculation in a child's book.

The quality of the pupils' written and oral language is a significant determinant of progress. A strong mathematical grounding is also beneficial in a wide variety of subjects including the STEM subjects and also geography, computing, art and PE.

The process of modelling an activity then asking pupils to complete it independently or in a small group enables them to put their learning into practice and helps them to retain information and skills that they have gained.

Modelling is an important method of direct instruction. There are a number of modelling strategies that can be applied to help pupils develop key skills in all areas

8 Creative independent learning

Start by underpinning values that shape the curriculum that we teach

- Teachers to model process, eg in writing, maths, spelling etc.
- Teachers to use this modelling to improve writing, possibly leading to redraft
- Teachers make the teaching explicit to children
- Teachers encourage redrafting

Children deserve a curriculum which:

- Is fun, engaging and challenges all children
- Equip children to know what to do when they don't know what to do
- Has wow factor and a "hook and grab"
- Include high quality texts to read
- Leads to a quality product that can be shared with others
- Provides diverse opportunities for reading, writing, speaking, mathematics and computing
- Broad, balanced and based on a carefully planned skill progression
- Gives children choice and is well differentiated
- Provide problem solving challenges – maths and statistics, social and environment problems, ethical and medical dilemmas problems
- Has real hands on experiences and maximises opportunities for outside learning
- Harasses resources and expertise beyond the school

Attachment 1

Staff at Aycliffe Drive must have the following qualities:

Passion

An effective teacher is one who is passionate about education and in tune with their class and the constraints and pressures they are working under.

Relationships with pupils enable better behaviour management.

Planned and organised

Lesson pace is well thought out to meet the needs of the pupils.

Classroom resources are organised in a meticulous way.

Reflective and open minded

Effective teachers know that nobody is perfect and there is always room for improvement and it is necessary to reflect on their own teaching in order to develop their practice further.

Comfortable with taking risks and embracing change

There is a need to be flexible and go with the flow.

They must adapt to meet the needs of the pupils and the requirements of the curriculum and assessment.

Willing to improve

They need to be at the forefront of their subject knowledge, skills and pedagogy.

There must be an awareness that what may have worked 2 or 3 years ago may not be so effective today.

Collaborative

Effective teachers should never underestimate the expertise within the school.

Staff should share ideas with colleagues through quick discussion and short observations and share experiences with pupils where applicable to the curriculum.

Able to break down barriers

Effective teachers know that the Quality of First Teaching has the greatest impact on pupils learning.

Interventions are offered, but are *never* a substitute for low standards in the classroom.

Effective teachers set themselves and their pupils high standards and expect them to be met.

Consistent

Teachers remain in line with whole school policy and never undermine their colleagues. They give a 100 % to everything they do.

Reading

The teacher models the following points to pupils, older pupils may well be able to lead discussions using the techniques below.

Summarising - highlighting the key ideas in the text.

Questioning - Asking questions about the text and noting how the text relates to previous learning.

Clarifying - Addressing the confusing parts of the text and attempting to answer the questions.

Predicting – thinking about what might happen later in the story or what the author might say in the next section of the text.

Writing

All rehearsal in preparation for an upcoming writing task is essential.

Demonstrations / modelling are very effective. This is based on the idea that you cannot write until you can verbalise the story, as promoted by Pie Corbett.

Imitation - the children learn a text and the language they need

Innovation – the children adapt the model text with ideas of their own

Invention – the children create their own text using the language and skills that the model taught them

Other models are direct instruction - the teacher models the writing.

Guided instruction – teachers and pupils complete the writing together.

Independent practice – the children complete their writing alone or in small groups.

Think - Students work on their own thinking about how they might approach the task.

Pair - Students pair up to discuss and develop ideas.

Share - The teacher facilitates a whole-class discussion asking pairs to share their ideas.

I do - Direct instruction from the teacher in the form of modelling completion of the task.

We do - Guided instruction where the teacher and student complete the learning activity simultaneously.

You do - Independent student practice, completing the learning activity alone, or in pairs or small groups.

Mathematics

Maths include not only significant aspects of what is taught but also the ability to use numbers and solve problems in real life and across the curriculum.

Modelling using the board / visualiser is explicit and powerful.

When you teach anything that is numeracy related you should make it explicit that you are doing so (to use conscious long-term and working memory).