



Teaching and Learning Policy

At Flitwick Lower School we believe in the concept of lifelong learning and the idea that adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun.

Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. Throughout their time at Flitwick Lower School children will be learning not just in lessons but through day to day routines and events in school life. In order to achieve the school aims we ensure that each child's learning experiences are positive and supportive through a challenging, stimulating, motivating, rewarding and enjoyable curriculum. Teaching should be relevant, creative and enthusiastic.

Purpose of This Policy:

The purpose of this policy is to clarify and exemplify our expectations in the following areas:

- ❖ Quality first teaching: some basic principles and why it is important
- ❖ Quality learning: how we define and identify the type of learning we value
- ❖ Progression rates, target setting and intervention strategies
- ❖ Operational requirements for planning assessment, including marking and their importance
- ❖ The learning environment and the effective use of additional adults to support learning
- ❖ Relationship management in school

Effective schools are learning organisations where everyone is improving and extending their learning skills. The single most important resource any pupil can have is their teacher. Excellent teaching will stay with the individual throughout his/her life because it has such an impact on the learning process. Excellent teaching generates effective learning.

The implementation of this policy will ensure that all children receive a consistent and inclusive entitlement and influence how the curriculum is taught.

Quality First Teaching

The key characteristics of quality first teaching can be summarised as:

- ❖ Highly focused lesson design with sharp objectives
- ❖ High demands of pupil involvement and engagement in their learning
- ❖ High levels of interaction for all pupils
- ❖ Appropriate use of teacher questioning, modelling and explaining
- ❖ An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- ❖ An expectation that pupils will accept responsibility for their own learning, motivate and challenge themselves to improve and develop increasing independence
- ❖ Regular use of encouragement and authentic praise to engage and motivate pupils.

Good and outstanding teaching makes a difference.

Development and Monitoring of Teaching

All teachers and staff have a great responsibility to ensure that they perform to the highest level of their craft. The school leadership has the responsibility to ensure that this happens through regular monitoring and the identification of CPD needs and coaching provision to improve practice where necessary.

Senior leaders in the school conduct 3 hours of formal lesson observations of every teacher every year. These will be centred upon the agreed performance management targets set at the start of the school year.

There will also be a range of other class room based activities designed to continuously improve teaching and learning.

These include:

- ❖ Coaching observations (usually but not exclusively undertaken by middle leaders in the school)
- ❖ Learning walks
- ❖ Work scrutiny



- ❖ Classroom environment scrutiny
- ❖ Effective tracking and use of pupil data using Integris G2And Classroom Monitor, which is then, explored during pupil progress meetings.
- ❖ All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

Quality Learning

Learning and Teaching Strategies

Teaching and learning at Flitwick Lower School is based upon the ideals of the development of cooperative learning. In this way all children are responsible for their own, their partners, the group and the class learning. Appropriate groupings of children will be of paramount importance and will facilitate a co-operative learning environment.

Co-operative learning uses the prime teaching strategy of 'talk partners', where children are organised into pairs. These are not permanent partnering but should be changed regularly so that children experience working with different partners. This 'no hands up' strategy means that if a question is worth asking, it is worth everyone having the opportunity to answer.

In order to ensure equality of access, and effective matching of tasks to needs, teachers will employ a variety of strategies:

- ❖ Discussion and questioning (open and closed as appropriate)
- ❖ Previewing and reviewing work
- ❖ Didactic teaching
- ❖ Interactive teaching
- ❖ Conferencing
- ❖ Listening
- ❖ Mind mapping
- ❖ Appropriate use of ICT
- ❖ Providing opportunities for reflection by pupils
- ❖ Demonstrating high expectations
- ❖ Providing opportunities for repetition/ reinforcement
- ❖ Providing encouragement, positive reinforcement and praise
- ❖ Making judgements and responding to individual need
- ❖ Intervening, as appropriate, in the learning process in order to encourage development

This is not a comprehensive list but a starting point for evaluating our own teaching and staff may use a range of strategies in any one session.

The learning objective needs to be shared clearly with the children and they need to be given clear direction on the expected outcome in shared success criteria. This should, wherever possible, be devised with the children.

We deploy Learning Support Assistants and additional adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups or undertake other tasks to support learning.

The curriculum is organised to actively support creative, contextual based learning, with some subjects taught, discretely, where appropriate.

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Garner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/ group working, and interpersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning activities.

Pupils learn best in an environment where positive attitudes to learning are encouraged:

- ❖ Where expectations of all staff and pupils are high



- ❖ A variety of teaching strategies will give children opportunities to both answer and pose questions, receive and follow instructions, explain their own reasoning, observe others learning, take part in discussions, participate in others demonstrating their learning and having opportunities to demonstrate their own.
- ❖ Where a broad and balanced curriculum is offered.
- ❖ The individual interests and needs of the pupil are taken into account, being differentiated appropriately, taking account of ability, cultural background and equal opportunities.
- ❖ Through direct and first hand experiences.
- ❖ Where teachers plan effectively so that there are clear learning intentions which the pupils understand and success criteria are clearly explained and understood.
- ❖ Where support staff are used effectively to support and extend learning.
- ❖ When feedback, including marking, is used to encourage and motivate, involving them so they know what success looks like so they can reflect and evaluate their own work as well as strive to be the best they can.

The Learning Environment

Learning areas are organised to facilitate learning and the development of independence. The organisation of furniture is flexible for a variety of activities and areas of the curriculum.

- ❖ The resources are grouped and organised according to subjects and clearly labelled to develop independence.
- ❖ Writing resources are centrally accessible and available for use at all times.
- ❖ Reading areas are comfortable and attractive.
- ❖ Labels and posters enhance and reflect the language diversity within the school and support the Multilingual and Modern Foreign language curriculum.
- ❖ Displays around the school and role play areas are changed regularly to reflect the learning undertaken in the classroom. Classroom displays reflect, support and enhance current learning.
- ❖ Children's work is to be displayed throughout the school as well as made into books for the children to read and display for parents to see. All displays must have examples of pupils written work.
- ❖ In each room a display must be dedicated to the values based education we offer children.
- ❖ In Foundation Stage, we provide an 'enabling environment', both indoors and outdoors, that allows access for parents/carers to enter and settle their child. The learning environment is designed to encourage children to move freely between areas, both inside and outside.
- ❖ A learning environment is continuously monitored through observations and learning walks to ensure it meets the needs of the learners within the school
- ❖ Pupils need to be involved in the maintenance and care of all equipment and resources. It is therefore essential that they know where everything is kept. Through modelling, pupils are taught how to use all resources with care and respect as regard for Health and Safety and waste.

Displays

Displays are used to create an attractive and stimulating environment. Displays should be presented to a high standard and use both 2D and 3D in a variety of media and text, and be changed frequently. It should include work on different aspects of the curriculum and reflect the individual child's efforts as well as ability. Displays should stimulate discussion and be accompanied by children's questions and answers.

Curriculum Development

We aim to provide a broad and balanced curriculum which builds upon children's needs and interests and ensures that they have opportunities to explore subjects in depth and take ownership of their learning where appropriate.

We use the National and Foundation Stage Curriculum and the Primary Framework to guide our teaching. These set out the aims and objectives and detail what is taught in each year group. Our medium and short term lesson plans contain detailed information about the teaching activities and differentiated tasks set, the resources needed, and the type of assessment to be used including highlighting the schools focus/priorities.

In personalising the curriculum, we aim to find appropriate challenges for pupils and address their particular needs so that they may all have an equal opportunity to succeed.

The curriculum is further enhanced and personalised through the use of internal and external activities such as:

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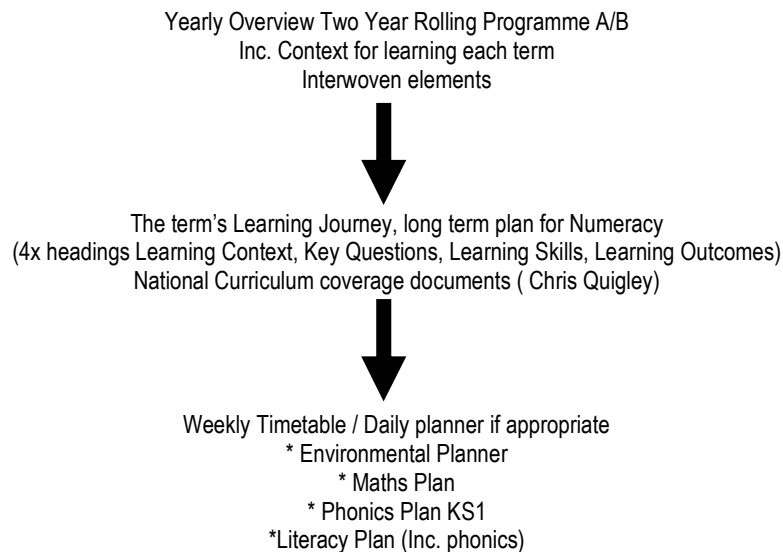


- ❖ Visits
- ❖ Visitors into school
- ❖ Themed events
- ❖ Clubs
- ❖ Year 4 3 day Residential visit
- ❖ Charitable events
- ❖ School Council

Planning

We believe that planning is a vital part of the teaching and learning process and it cannot be separated from assessment. Plans need to have an element of flexibility in order to best meet the needs and interests of the children. Therefore weekly plans are further annotated (sometimes on a daily basis) to reflect changes made to ensure children are progressing.

The planning process is shown in the following flow chart – Every term has a new Context for Learning which is the centre of all planning.



Planning is stored electronically and hard copies are also accessible in each classroom which are annotated throughout the week to evaluate teaching and enhance learning. Since all cohorts are different planning is adapted and changed regularly.

Teachers within year groups are released together for PPA to facilitate sharing ideas and resources. This opportunity to plan collaboratively ensures consistent and equal learning opportunities across the year group.

Learning At Home

To ensure the links between school and home continue to grow, we recognise the importance of developing each child as a whole and value the learning that takes place at home with parents/carers. We believe that we all play a vital role in educating children and therefore, have developed a system which keeps parents/carers regularly informed about **what** their child is learning at school and **how** this can be developed and supported at home.

The Learning at Home records/logs used throughout the school celebrate and value a range of learning such as physical and cultural experiences as well as consolidating basic skills such as reading, writing and mathematical concepts. We aim to nurture life-long skills such as critical thinking and problem solving as well as promote independence and a thirst for learning.

An information booklet is available for parents to download from the school website with tips and ideas about each suggested area of learning. After planning and preparing the next steps in learning, staff distribute a new Learning at Home record/logs

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to children motivating them to develop and enhance the learning that is taking place at school. Children are then encouraged to share their learning back at school.

Assessment and Tracking Pupil Progress

Target Setting and Tracking

Individual pupils' progress is tracked, together with that of cohorts and specific groups throughout the school. We use a range of performance measures including teacher assessment (against National Curriculum objectives and P Levels/small step descriptors) and as well as National test results. Strengths and areas for development are identified to inform planning and to implement intervention programmes as appropriate. Data is collected on a regular basis and is shared with staff and pupils.

- ❖ Pupil progress is managed through the whole-school *monitoring program*.
- ❖ Pupil progress meetings are held termly to identify strengths/weaknesses in performance and/or identify CPD requirements.
- ❖ Pupil voice is central to target setting and the review of performance and target setting.
- ❖ All children are given individual writing targets which become written from Year 2.
- ❖ All children are given reading targets.
- ❖ Parents/carers receive regular updates on their child's progress so that they can provide support/encouragement as appropriate.
- ❖ Senior curriculum leaders monitor pupil progress through regular lesson observations, pupil interviews, book and planning scrutiny.

All teachers keep detailed records of their work with the class and of individual children's activities and progress. Other records are left to the teacher's professional discretion.

Focused Assessment

Secure knowledge of each pupil's current progress is a core element of teaching and learning at Flitwick Lower School. Lesson planning is based on prior learning and active assessment is required throughout the learning process to ensure that children continue to make the expected rate of progress.

Fundamental to our formative assessment procedures is Assessment for Learning (AfL).

A range of AfL strategies are used in the classroom:-

- ❖ Learning objectives are made explicit and shared with the pupils.
- ❖ Must/Should /Could assessment grids for every piece of work with pupil and teacher response columns
- ❖ Success criteria are agreed by the pupils and teacher.
- ❖ Self and peer assessment is used against the success criteria.
- ❖ Pupils are engaged in their learning and receive immediate feedback on their progress.

Summative assessment opportunities are detailed in the assessment calendar. These include optional and end of KS tests, standardised tests in spelling and reading where appropriate, continuous tracking of phonics and the YR 1 screening test.

Regular continuous assessment is central to teaching and learning, including FS Profile and the use of curriculum criteria for **All Subjects** to ensure that teachers are accurate in their judgements relating to children's attainment. This is moderated termly across Year groups, Age phase and whole school to ensure all staff have a shared dialogue and understanding of attainment and standards.

Intervention

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The majority of pupils at Flitwick Lower School will make at least the expected rate of progress through high quality, class based teaching. However, for some pupils this approach may not be sufficient and these pupils, at various stages, may benefit from additional small group or 1:1 intervention programmes to enable them to make the progress required to achieve their full potential.

Central to the effective planning of an intervention programme is the knowledge the teacher has of a particular pupil or groups of pupils. When considering pupils for either Wave 2 or Wave 3 interventions, a wide range of assessment evidence is drawn upon to support judgements made about pupil progress.

Approximately 10% of children in each class should be working above the national average. These are the children that identified as most able or gifted in some instances.

Inclusion Profiles are updated termly and children move on and off the register as appropriate, their individual strengths and personalised provision are recorded to ensure they are appropriately challenged and supported.

Inclusion

Schools that are able to identify barriers to learning beyond the classroom and address them are in a strong position to provide personalised learning for individual pupils. At Flitwick Lower, we have a dedicated Inclusion Manager.

Each class has an inclusion profile which is updated ½ termly to track different groups of learners and interventions. This is supported by a provision map for each year group which is updated in line with the inclusion profile.

We establish good relationships with all our families and provide a climate open to dialogue. Within school, we can offer advice and support through our links with other services, for example:

- ❖ Parent support worker
- ❖ School nurse
- ❖ Speech and language therapy
- ❖ Redborne Partnership resources and outreach workers

Where additional support from other agencies is required, a 'team around the child' (TAC) approach may be needed. Flitwick Lower uses the Early Help Assessment (EHA) to identify barriers to learning and as a result, TAC meetings, involving a range of multi-agency professionals, are set up by a Lead Professional.

The Role of the School

We believe that parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- ❖ Ensuring that we are approachable and available at appropriate times of the day for parents to share concerns and successes.
- ❖ Holding curriculum evenings to explain our school strategies for teaching the National Curriculum;
- ❖ Sending information to parents at the start of each term in which we outline the curriculum that the children will be studying during that term at school;
- ❖ Sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- ❖ Holding parents' evenings which provide an opportunity to discuss progress children are making.
- ❖ Informal viewings to celebrate and share work.

The Role of Parents

We believe that parents/carers, as their child's primary educator, have the responsibility to support their children and the school in implementing school policies. Parents have a responsibility to:-

- ❖ Ensure that their child has the best attendance record possible;

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- ❖ Ensure that their child is equipped for school with the correct uniform and PE kit;
- ❖ Ensure that their child is supported and encouraged in their learning at home and school
- ❖ Inform us of their child's interests and capabilities
- ❖ Do their best to keep their child healthy and fit to attend school;
- ❖ Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- ❖ Promote a positive attitude towards school and learning in general;
- ❖ Fulfil the requirements set out in the home/school agreement.

The Role of the Child

We believe that the child has a responsibility to:

- ❖ Participate as fully as possible in the learning opportunities and help other children to do the same
- ❖ Work hard and try his/her best
- ❖ Behave appropriately in school according to the school's behaviour policy
- ❖ Be polite and helpful to other pupils and adults in school
- ❖ Come to school regularly and be on time
- ❖ Talk at home about what he/she has learnt at school
- ❖ Take good care of the school environment
- ❖ Do their learning record/log regularly and bring it back to school
- ❖ Wear the correct school uniform
- ❖ Talk to a member of staff or an adult at home if he/she is not enjoying learning or finding school difficult

The Role of Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- ❖ Support the use of appropriate teaching strategies by helping to allocate resources effectively
- ❖ Ensure that the school buildings and premises promote successful teaching and learning
- ❖ Ensure that high quality staff are appointed
- ❖ Monitor how effective teaching and learning strategies are in terms of raising pupil attainment through link visits to the school and in consultation with subject leaders
- ❖ Ensure that staff development and performance management policies promote good quality teaching and learning
- ❖ Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include discussions with subject leaders during governor visits and the termly Head Teacher's report to governors as well as a review of the in-service training sessions attended by staff.
- ❖ Develop a role as a critical friend to challenge as well as support the school in driving improvement.

Monitoring and Review

All our teachers reflect on their strengths/areas for development and their professional development needs are planned for accordingly. We provide internal and external guidance to support our teachers in developing their skills, knowledge and understanding so that they can continually improve their practice.

We believe this teaching and learning policy must be reviewed regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

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| Policy Agreed by staff: | 31 st October 2011 | |
| Policy Agreed by Governors: | Oct 11 | |
| Last Review Date: | August 17 | Next Review date: September 18 |
| Signed: | Joanna New | |

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