



Morley Memorial Primary School

POLICY NAME:	Teaching and Learning Policy
Frequency of review:	Every 2 years
Reviewed On:	September 2017
Reviewed By:	Nikki Brown & Learning Committee
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Introduction

Teacher commitments and beliefs are one of the greatest influences on children's achievement. Research indicates that where teaching is highly effective it can produce a difference in achievement equivalent to one year of progress, compared to less effective teaching. The aim of this policy is to set out what we believe highly effective practice to be at Morley and our commitment to developing teacher expertise.

Ethos

Excellent teaching and learning should nurture curiosity and develop not only the academic but also personal and social skills. Our curriculum is much wider than the statutory National Curriculum. Through excellent teaching we aim to nurture the development of attributes such as aspiration, kindness, respect and creativity as well as develop knowledge and deep understanding of a wide range of subjects.

We ask that all teachers and teaching assistants who choose to work with us share our belief that:

- The core purpose of all adults who work with our children is to have a positive impact on achievement

We believe that learners learn best when:

- They have the opportunity to demonstrate progress in a range of ways
- There is a positive classroom climate with high levels of engagement and concentration
- They are able to work independently and collaboratively and carry out their own research and investigations.
- They have the opportunity to acquire knowledge and skills and master these both within the lesson but also over time
- They are encouraged to reflect upon their own learning and use this knowledge to further improve their work.

We believe that the quality of teaching is excellent when:

- Teachers have an excellent command of the areas of learning they are teaching
- Planning is focussed upon pupil progress but used flexibly enough to allow teachers to respond to unexpected progress or misconceptions
- Learning environments are used to support and enable learners
- The teacher sets an aspirational tone and clearly articulates high expectations
- Learners are engaged quickly and there is a clear focus which they can explain
- Lessons have a good pace but allow for mastery and reflection
- Activities are stimulating and challenging; encompass first-hand experiences and give opportunity for real-life problem-solving.
- Behaviour for learning expectations are well-established
- Planning and teaching recognises the needs of all pupils including vulnerable pupils and also the most-able
- Additional adults make a significant and positive contribution to learning

- Lessons routinely include opportunities for reflection and self-evaluation
- Descriptive praise is used and ongoing feedback given
- Learners are supported in assessing the success of their work and identifying targets for improvement
- Formative feedback is used to raise achievement
- Teachers evaluate their practice and seek to extend and refine their knowledge.

Planning for progress

There are four critical factors which all planning should include:

- 1) current levels of performance (prior achievement)
- 2) desired levels of performance at the end of the lesson or teaching sequence (targeted learning)
- 3) expected rates of progress from start to end (progression)
- 4) teacher collaboration and critique

Lesson planning should begin with a solid understanding of what the pupils already know. For those who are not yet meeting age-related expectations, strategies to accelerate progress need to be considered. The target is for teaching to close the gap. This will require consideration of not just what do the children know but how do they learn.

By planning targeted learning the teacher should have a clear sense of what is to be learned (learning intention) and how they will know if the desired learning has been achieved (success criteria). Learning intentions do not always need to be shared at the beginning of the lesson but children must be clear about what they are learning and why.

Medium term planning

Medium term plans provide an overview of each topic to see what is taught across the blocks of work. It should include a WOW event at the beginning to inspire and enthuse children about the topic and a planned opportunity for children to present and share their learning towards the end. Maths is planned using White Rose teaching sequences and English is planned using CLPE Power of Reading planning and No-Nonsense Spelling Teaching sequences. Objectives for all subjects are drawn from the National Curriculum Programme of Study. Medium term planning is stored centrally on the J-drive.

Long-term planning

The school curriculum long-term planning ensures that from Early Years right to the end of Year 6 children are taught the requirements of the Early Years Foundation Stage Curriculum, the National Curriculum, the Cambridge Agreed Syllabus for RE and the Cambridgeshire Personal Development programme curriculum. We endeavour to make links between subjects and often teach cross-curricular topics which link subjects and areas of experiences to build up knowledge and skills over a blocked period of time. Topics are chosen to support the teaching of specific skills,

for their variety and interest, to challenge children to want to learn and to stimulate creativity. Subject leaders ensure that the medium term plans produced provide appropriate progression. All long term plans are published on the school website and working documents stored on the J-drive.

Short term planning

We are mindful of the workload challenges detailed in the Independent Teacher Workload Report 'Eliminating Unnecessary Workload Around Planning and Teaching Resources' March 2016. Effective planning underpins high quality teaching but should not be unnecessarily burdensome. Good quality medium term planning has been constructed, reviewed and refined to provide sufficient detail for most teachers to deliver effective lessons. Consideration will need to be given to target groups, and the range of needs specific to the class but separate written daily plans do not need to be produced.

Teaching

In the best lessons we see a sense of 'flow'. When we get it right we see high levels of engagement and motivation, high quality discussion, with pupils doing much of the talking, and teachers using expert knowledge to use planning flexibly to address misconceptions or respond to unexpected progress. At Morley we expect to the following aspects in most teaching:

1. Positive Climate Classroom

There is a positive climate for learning which is fair and there is a clear sense of mutual trust and respect. Children understand they are there to learn and be challenged and demonstrate behaviour which enables this to happen.

2. High Quality Talk

Research by Meehan in 1979 identified teacher talk as often following a typical pattern of teacher initiation, pupil response and teacher evaluation (IRE). This can lead to domination of teacher talk and lower levels of engagement. Wherever possible teachers are encouraged to adopt a more dialogic approach with rich questions and talk which probes children's thinking and understanding.

3. High Expectations and Challenge

The start of the lesson is aspirational in tone, instilling a can do attitude and an expectation that everyone will try their best and rise to the challenge that the learning may bring. In order for learning to take place the learner needs, at some point, to be in a state of 'not knowing' but having a desire and commitment to want to find out.

4. Expert Knowledge and Range of Teaching Strategies

Teachers demonstrate strong subject knowledge and teaching strategies are carefully chosen to enable children to attain the success criteria. Teachers use expert knowledge to identify and address potential barriers to learning so that all children make progress.

5. Opportunities for Deliberate Practice

In order to master a skill, deliberate practice is an essential requirement. Teachers plan opportunities for children to concentrate and practice a skill and children can explain the value of deliberate practice in improving and refining their skills. Persistence and perseverance are celebrated

6. Rapid, Formative Feedback

Children receive feedback which moves their learning on. Children receive feedback on how well a task has been performed, whether the strategies they used were effective and what they need to do next to progress.

7. Reflection

Teachers and children evaluate the effectiveness of the lesson and their learning. Children are able to articulate *what* they have learned and also *how* they have learned. They are able to reflect on the strategies they have used and identify where to go next.

Marking and feedback

Marking is there to provide the child with effective feedback about their work: how far did they meet the learning objective and what they can do to move closer to achieving the desired goal.

Feedback should be relevant, timely and meaningful. Where possible it is better to give feedback during the lesson where the feedback can bring about changes before a task is finished. All adults are expected to support children through 'intervention' marking including addressing non-negotiables for example spelling, handwriting and grammar in written work or systematic recording in maths.

Teachers should plan explicit opportunities and time for children to respond to marking.

Close the Gap Marking

We value marking where the children have a chance to respond and improve their work. Therefore we focus our marking in these key areas. **This means that not all work will be marked in detail.** Others may be self marked, marked by a partner or discussed as a whole class.

When we use close the gap marking, we use a green highlighter, tick or double tick the part of the work which best meets the learning objective. We indicate with an orange highlighter where some improvement can be made, then make suggestions for this improvement. The suggestions can take the following forms: -

1. Reminder prompt

Suitable for more able children and simply reminds the child of what could be improved.

e.g. *Say how you feel about this person.*

2. A scaffolded prompt

Most suitable for children who need more structure than a simple reminder. This prompt provides some support.

- e.g. A question Can you describe how this person is a good friend?
- A directive Describe something that happened which showed you they were a good friend
- An unfinished sentence He showed me that he was a good friend when... ...

3. An example prompt

This is successful with all children but especially with average or below average attainers. This prompt gives the child a choice of actual words or phrases. Choose one of these or write you own ...

He is a good friend because he never says unkind things about me.
My friend is a friend because he is always nice to me.

Targets

The children are set targets in the core subjects. These are inputted into Target Track every term. Children's progress is tracked using teacher assessment and pupil progress meetings are held on a termly basis to monitor the progress of children who are off track to make expected points progress.

Individual targets are set for children or set by the children in writing and maths. In each case targets are: -

- Specific e.g. *"To use commas when you have used more than one phrase in a sentence"* rather than *"Use punctuation."*
- With appropriate teaching, achievable for a child in a relatively short time span, as this increases the pace of improvement and develops self-esteem.
- Positive rather than negative e.g. *"Remember to use a capital letter for names of people and places"* rather than *"Don't use a small letter for names of people and places."*
- Understood by the child, including what they must do to meet their targets.
- Recorded for the child to refer to either in their books, on a table or on the wall. Reading targets set in guided reading are communicated orally.

Aims of Assessment

- To identify the stage of learning children have reached before beginning a new activity.
- To assess the effectiveness of a block of teaching.
- To help teachers, parents and children track progress.
- To enhance learning, by informing future planning
- To get children involved in their own learning

Forms of Assessment

It is important that assessment informs future planning. Teachers can then ensure that the children are provided with the necessary teaching to reinforce and extend their knowledge, understanding and skills in a coherent, meaningful way which is appropriate for their ability level.

- Short term assessments: teachers need to know whether or not the children have learnt a specific objective in order to directly inform their next teaching. We encourage the children to be involved in this as self-assessment, setting short-term targets for themselves to address in the next lesson.
- Medium term assessment: used to review progress over a unit of work, assessing a range of skills to set targets and priorities for teaching over the coming weeks and months.
- Long-term assessments: both short and medium term assessments feed into summative assessments made on a termly basis and are reported to parents on an annual basis.

Formative Assessment

Careful planning, the sharing of learning objectives, pupil self-evaluation, feedback and target setting all play an important role in formative assessment. Everyday assessment is an integral part of teaching and learning. This type of assessment takes place all the time as the teacher and teacher assistant works with the children. Not all observations are recorded, as the teacher will act on what is seen in the class as and when necessary.

Formal Tests (summative assessments)

- National Statutory Tests (SATS) in English and Maths are currently taken at the end of Key Stage 1 and KeyStage 2.
- Additional standardised tests are used in Maths and Reading to provide additional evidence for assessing pupil progress.

Passing on Work and Assessments to the Next Teacher

All teachers have direct access to pupil achievement data through Target Tracker. This allows the teacher to look back at progress as well as attainment across all subjects. The use of Target Tracker to highlight achievement against key performance indicators and additional criteria in English and Maths allows a teacher to view a pupils strengths and areas for development as well as overall achievement.

Reporting to Parents and carers

We hold formal parent consultation evenings where parents and carers have the opportunity to make an appointment with their child's teacher to discuss their progress and development. In July we hold an Open Evening where , parents are

invited to look at the whole school as a celebration of the children's achievements over the year and parents and carewrs receive an annual written report which is a combination of information from formative and summative assessments. This provides the parent with a clear and comprehensive statement of achievement.