

Newlands Primary School Teaching and Learning Policy



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Name of Responsible Manager Headteacher: Mr D Bailey	

Introduction:

At Newlands Primary School we believe that every child has the right to the highest standard of teaching and learning opportunities, irrespective of any barriers to learning.

Therefore, in order to maximise the life chances of our children it is expected that teaching will be judged as good or better 100% of the time. All teaching should lead to the development of a child's knowledge and understanding, skills and attitudes and should be built upon prior learning. We believe that children who think creatively and independently are more likely to discover things for themselves, to be open to new ideas and to be motivated to work beyond lesson time to pursue topics of interest.

Allowing children to think and work creatively develops self-confidence and builds up key learning skills e.g. how to manage their own behaviour, their understanding of the learning process, their preferred learning style, their ability to think systematically, to manage information and to learn from others.

We believe these key skills and attitudes are best developed within a motivating cross curricular holistic approach. Our aim is to create a rich and varied curriculum, meeting national requirements but also adding our 'enrichment afternoons' uniquely developed by us.

We aim:

- To ensure that we inspire in all pupils, a love of learning and the desire to continue to learn
- To equip all pupils with the tools and self-confidence necessary to constructively influence their own lives
- To ensure that all pupils have an equal opportunity to take part in the life and work of the school
- To be a place every child remembers with affection.

Planning

There is a high expectation of the quality and depth of medium-term planning and it is not acceptable to simply photocopy and follow pre-written plans, although these may be used as a starting point. Long term plans are created at the start of every academic year. These are then broken down into medium term plans.

- Literacy and Numeracy teaching should be based upon planning developed and in line with the National Curriculum requirements.
- Curriculum teaching, which includes all of the foundation subjects, will be creative and based on the National Curriculum. The children and class teacher will select a powerful text to focus on each term which links with their topic. The texts will be selected using the Power of Reading, The Literacy Shed, the top 100 children's books selected for awards and teacher's knowledge of children's literature.
- Assessment opportunities should be identified and may take the form of questioning, observation, finished product, exit tickets, quizzing to demonstrate knowledge learnt during the lesson/term and end of term tests. At the start of each new topic children are asked to complete a grid asking them for their prior knowledge and things they would like to find out. Teachers will use this to help support their planning and identify any misconceptions the children have. Teachers will carry out termly assessments using NTS and a curriculum spreadsheet to identify where children are at each stage of their learning.
- Targets, whole-school, group or individual, will be identified along with teaching opportunities. Assessment data will be analysed and gaps within the children's learning will be a focus point for teaching and interventions.

Teaching and Learning

- Children will be made fully aware of the L.O. related to their learning which will be referred to during the lesson and plenary. A variety of strategies may be used during the teaching input. Cross-curricular links will be identified and shared with the children. Building on children's prior knowledge, deepening their understanding
- Activities to develop a child's learning will be developed from the teaching input and will be linked to the L.O.
- At the end of the lesson, children will evaluate their learning and at times assess their peer's work. They will complete a quiz and use an exit ticket of knowledge secured during the lesson.
- Marking will be in line with Marking and Feedback Policy.

Learning Styles

Teachers working at this school must be strong in the full range of teaching techniques. We believe in matching teaching technique and strategy to learning needs and objectives.

A weekly timetable should include whole class direct teaching, modelling, ability group work, mixed ability work, practical tasks, paired work and individual work. There should be a good balance between teacher/pupil talk and well-structured pupil/pupil talk opportunities.

We structure and pace teaching and learning so that children understand what is to be learnt, why and how. Teachers must consider the range of learning styles. It is expected that Teachers will analyse the preferred learning style of the children in their class and take as many opportunities to support the children's learning by providing them with these opportunities as often as possible.

- There should be opportunities at other times for children to choose where to sit and who to work with, to increase motivation;
- Clear defined space for whole class teaching, and tables arranged to facilitate group and individual teaching;
- We regularly share 'tips' for teaching techniques at staff meetings;
- We make good use of 'talk partners';
- There are many real opportunities for co-operative group work;
- Our youngest children learn songs and stories with actions;
- We make good use of visual resources in our teaching.

Visual Learners – prefer teaching and learning materials which include; pictures, mind-maps, computers, interactive whiteboards, diagrams, flow charts, key words, television extracts and video clips. They also like work which is in colour as it aids retention, different colours on diagrams to denote different meanings, highlighter pens on written notes, information in bullet point format or using key words.

Auditory Learner – prefer teaching and learning opportunities which use sounds and voices and prefer teaching and learning activities which are organised into discussion group work which helps with the understanding of the task, talking through demonstrations, making auditory recordings instead of written notes and use computers.

Kinaesthetic Learner – often enjoy sessions where the teacher demonstrates a skill and then gives them a practical task, enabling them to feel, touch and practise their skills. Teaching and learning could involve ‘brain gym’ activities, activities which require them to touch and feel and activities which are practical, use of computers and standing up and stretching every 20 minutes.

Questioning

We develop children’s understanding and starting points by asking questions, encouraging participation in ‘shared thinking’ and discussion. Interactive teaching promotes this style of learning. Teachers’ questions need to be well planned and to both prompt (‘What was the name of...’) and probe (‘What if’...) the children’s thinking. The best extension questions are those aimed just above what the child can already do. We recognise the need for and the difference between open and closed questions and targeted and general questions.

- We start each topic finding out what the children already know and what they would like to find out – a ‘knowledge finder and misconception identifier’
- We make good use of ‘talk partners’ and ‘hot seating’
- The plenary is seen as a vital part of the lesson, and is used to further extend children’s thinking and to test possibilities for next steps
- Children’s questions are always responded to and valued
- We positively encourage inquisitiveness!

Differentiation

The individualised learning pathway can be achieved through four main ways: through differentiated learning objectives/learning outcome, tasks, time allowed, use of adults and interventions.

Differentiation by learning objectives/learning outcome:

Allowing work to be presented in different ways e.g. discussion, a poster, report, verbal (radio/television style) or ICT presentation.

Differentiation through tasks:

This could be based around ability groups, use of ‘help’ sheets which offer advice on ‘how to’ complete work and extension exercises. Graduated tasks could be used, including understanding and development tasks.

Time allowed:

Use of different starting points and allowing progress at different rates through length of time allowed or independent learning (working individually on a project)

Use of other Adults

Teaching Assistant, Parent helpers and trainees should only be given tasks which they are comfortable with. They need to be fully aware of the outcomes of the task, and the steps involved in their work with the children.

Teaching Assistants

Teaching Assistants should be given clear group objectives for the children they are working with and should be aware of whole class lesson objectives. There should be a sound understanding of the skills and knowledge the class and their group is working towards. There should also be a feedback of the task at the end of the session, either written or verbal. Teaching assistants should be fully involved in whole class, group and individual assessments and active in this role throughout the lesson. Notes should be made using the agreed formats.

Assessment

- All work where possible is marked alongside the child
- Why work is happening and what needs to happen next to improve is always discussed and explained
- Teachers meet with parents individually to discuss progress, mid-Autumn term, mid- Spring term, and then at the end of each school year, when teachers write a full report on each child
- Teacher assessment of a child's understanding will be conducted through recorded assessment opportunities and will contribute to Newlands data spreadsheets
- Formative and summative assessments should be in line with the our agreed Assessment Policy
- PIRA & PUMA carried out three times a year to track children and ensure gaps in knowledge are being filled.

Inclusion for all children

Newlands is an educationally inclusive school. The aspirations, achievements and enjoyment of every person in the school matters. This is made evident in our ethos and values. All staff instinctively attempt to overcome children's barriers to learning. We have strategies in place to support children for whom learning is challenging. Our SENCO works extremely hard in ensuring individual child's needs are met.

We regard pupils equally in relation to their individual needs. As a staff, we constantly consider teaching style, environment, rules and expectations of behaviour to ensure that every child is feeling confident happy and secure. There are good supports in place for SEN provision.

We ensure that there is a broad range of opportunities for all pupils to shine. We recognise and celebrate success through assemblies, displays, reading achievements, mathematics, attendance, times tables, Shooting Stars, Golden Book and behaviour. We also make positive phone calls home. Rewarding positive outcomes is extremely important at Newlands.

Set high standards

We have high expectations of staff in terms of commitment and professionalism, classroom organisation, display and personal expectations of the children. Expectations for staff are set out in the Staff Handbook and Teaching Standards. We have high expectations of learners and the effort they should put into learning at school and at home, and what they can achieve.

Examples of how this looks policy looks in practice:

- Staff meetings begin on time and everyone is there
- Deadlines must be met – they are set for a reason
- Classrooms are expected to be well organised, tidy and arranged to enable the children to be independent in using resources
- Classroom display boards should be covered by half term, with work that reflects the term's theme
- corridor displays showcasing progression with handwriting over the term
- We work as a team to cover all communal display boards once a term
- Children are expected to be at school on time every day
- The quality of work expected from the children is high.

Newlands Teaching and Learning Non-negotiables

Planning of core subjects:

- Core subjects planned weekly (with an outline of each lesson) – teachers co-plan during PPA time
- Subject knowledge gaps are addressed during PPA and Maths Mastery videos watched to ensure delivery of strategies and core concepts are understood by the teacher
- Planning to include L.O.s and prior learning
- Indication of who TAs will support and how
- Teacher and TA to support different groups throughout week (not always have TA with SEN group)
- Extension activities planned to stretch most able learners
- Planning shared with TAs after PPA session
- Planning includes use of ICT and resources
- Both classes in each year group to follow same planning
- Planning saved centrally each week and time tables shared with DHT weekly

Teaching and learning:

- Starter activities with skill focus (based on gap analysis of class)
- Activities always modelled
- Writing lessons always include shared writing
- Pupils actively involved during lesson input (talk partners, use of mini-whiteboards, choral response answers, movement breaks, no opt out)
- Teacher frequently checks for understanding and adapts lesson according to the data
- Whole class assessment for learning strategies used (cold calling, use of mini-whiteboards, voting, choral response etc) – no hands up
- Teacher addresses common misconceptions
- A range of resources and ICT (including visualisers) frequently used to support learning
- Plenaries used to consolidate, evaluate and extend learning

Teaching Assistant support:

- TAs never to sit and watch teacher teaching
- TAs either supporting learning during input (e.g. with small groups/individuals) or doing other tasks to support learning/classroom organisation
- TAs to work with range of pupils throughout week (not always SEN groups)
- TAs to follow teachers' cues – e.g. stop talking when teacher stops the class
- Over-the-shoulder marking during lessons

Behaviour for learning:

- One voice in the classroom - pupils do not talk while the teacher is talking
- Pupils encouraged to speak clearly and in full sentences
- Look at the speaker
- Show active listening
- Disruptive behaviour addressed and behaviour policy followed
- Positive reinforcement of good learning behaviour-school rewards to be used: Gold certificates, MM & Golden book
- Clear systems in place for e.g. early finishers, what to do when stuck

Learning environment:
<ul style="list-style-type: none">● Classrooms are tidy and clutter free● Teacher belongings and files are stored away tidily● Displays are bright and tidy (no torn borders, work hanging off or empty boards)● A range of pupil outcomes on display – e.g. writing● Behaviour chart and ladder displayed in class● Book corners regularly tidied● Displays are a combination of working walls (process), finished outcomes (product) and resources for learning (e.g. key vocabulary, maths resources)
Marking:
<ul style="list-style-type: none">● All pupil learning in core subjects to be marked briefly (tick, well done, minor corrections, verbal feedback)● Teacher and TA daily focus groups to receive detailed formative marking (approx. 12 pupils per day in Literacy and Maths – all pupils receive formative marking twice a week in each core subject)● Pupils respond to all formative marking● Topic books marked and work celebrated