

Coppermill Primary School



# Teaching and Learning Policy

Ratified by the Governing Body on: 21<sup>st</sup> January 2015

To be reviewed: Every 3 years

Next review: Summer 2018

### **Aims / Rationale:**

At Coppermill Primary School we recognise that quality classroom practice is the key to improving learning and pupil achievement. This policy is not designed to be a comprehensive 'recipe' of how to teach at Coppermill, but it aims to outline the fundamental principles which underpin all Learning and Teaching at our school. This policy has been developed with three aims: to reflect the current good practice in the school; to encourage further development of interactive and formative assessment strategies; and to be explicit on how to teach all areas of the curriculum.

This policy does not stand alone: to be effective it must be embedded into our classroom practice and other related policies. Therefore, this policy is linked to:

- Behaviour Policy
- Marking and Feedback Policy
- Curriculum Maps
- and will also refer to other materials where they have contributed to our shared understanding of good practice.

### **Section 1:**

#### **Learning Objectives**

Lesson design needs to begin with selecting appropriate learning objectives according to the needs of the class, based on prior learning and understanding.

#### **Learning objectives should:**

- set challenging expectations
- be used as an assessment tool for future learning
- support learning outcomes
- begin with 'To', followed by a verb then the skill that is being taught

#### **Learning Objectives should not:**

- simply describe the activity that children are doing

### **Section 2:**

#### **Teaching Strategies:**

Our school has children with a wide range of abilities and backgrounds as well as a wide range of barriers to learning such as EAL and SEN. In order to ensure that maximum motivation, engagement and challenge are for all children, a variety of learning experiences must be used.

#### **A) Whole Class Teaching:**

##### **Peer Learning Partners:**

One of our key elements in teaching at Coppermill is the use of learning partners. We recognise the importance of speaking and listening in all areas of the curriculum, and the need for all learners to articulate and therefore extend their learning. Learning partners also give every child the opportunity to answer questions after discussion with their partners.

Learning partners should:

- be organised and changed regularly in set classes and base classes
- be displayed in classrooms

- have good speaking and listening modelled for them, including the development and constant review of 'what makes a good learning partner'.  
(for further information refer Shirley Clarke 'Formative Assessment in Action' p 55)

### **Interactive Strategies:**

There are numerous interactive strategies that can be used in whole-class teaching to engage learners. Such strategies often provide teachers with AfL information, including:

- Mini whiteboards / show me.
- A variety of templates in plastic wallets.
- True/false sorting activities.
- Cards/ number fans.
- Use of 'no hands up' random selection after learning partners have discussed (ie names on lolly-sticks)
- Use of drama / role play
- Hot seating

Alongside these strategies, there is enormous scope for using ICT resources (interactive whiteboards and visualisers) to ensure children are engaged with their learning. The information gained from these strategies should be used to determine the pathway of the lesson immediately using AfL (Assessment for Learning), or in subsequent lessons, for particular groups or all children, in order to challenge their potential and ensure learning time is maximised.

### **Modelling and Success Criteria:**

A key aspect of the teaching should be the clear and modelling specific to the task that children are required to do. Shirley Clarke is specific about providing high quality models to guide and inspire children. One recommended strategy is to use a good model to analyse and generate success criteria/s from. These success criteria are then a tool to guide children through their own piece of work. Assessment (self/peer/teacher) and plenaries are the opportunity to reflect on success and next steps, referring to the success criteria. Teachers should have a clear idea; which success criteria are important for the learning.

### **Effective Questioning:**

Effective questioning means challenging children to deepen their thinking. Teachers need to take time to plan effective questions which go beyond straight recall with a variety of strategies. Teachers' responses to effective questioning should inform lesson adaptation to suit the needs of the learners.

- Giving a range of answers for discussion
- Turning the question into a statement
- Finding opposites – why does one work, one doesn't?
- Giving the answer and asking how it was arrived at

### **B) Group/Independent work strategies:**

As the promotion of speaking and listening is a key priority in our curriculum, children should be given opportunities to work collaboratively, or to share their ideas with others, regularly. Specific strategies for collaborative learning (which help make the curriculum accessible for all learners) could include:

- Snowballing or Think, pair, share (learning partners first, then share with another pair/group – do you agree?)
- Jigsaw (groups research one aspect of a topic becoming ‘experts’. Re-organise into home groups to complete task using expertise of each member)
- Matching / sorting
- Mind / concept mapping
- Using speaking frames
- Drama / roleplay

### **Differentiation:**

As stated earlier, the children at our school have diverse learning needs. Differentiation is therefore essential in matching learning opportunities with individual learning needs.

Differentiation can occur in:

- the content delivered: teachers being clear about the knowledge and skills they want groups or individuals to learn
- the learning process - varying learning activities, resources and/or strategies to provide appropriate methods for students to explore the concepts
- the product – varying the complexity of the product (which means teachers setting clear expectations for the quality of the work expected, not just accepting a range of outcomes)
- varying the environment in the classroom – using different teaching styles, groupings, levels of support. (See below)

We must ensure that we offer all children access to an appropriate curriculum. This means personalising learning by using some of the following strategies:

- providing resources such as word banks or images, which are appropriate: careful selection and evaluation is required
- planning for support of groups or individuals by additional adults or the teacher
- being aware of groupings to support children (see below)
- providing writing frames appropriate to the capabilities of the child
- scaffolding support as appropriate to support the child
- adapting activities as appropriate
- adapting / renegotiating success criteria (this could be used to further the challenge for higher achievers)
- promoting independent choice
- personalised individualised English and Mathematics targets
- AfL: using data to inform planning

It is key to recognise the link between effective formative assessment and effective differentiation: in order to differentiate effectively, teachers must have a clear understanding of exactly where the children are at.

### **Learning environments:**

General Principles:

- Tidy, well organised, airy and ventilated
- All class teachers’ resources out of sight in cupboards and neatly stored

- Defined and labelled areas/spaces for storage of children' exercise books and all general resources
- Trays/areas all clearly labelled
- Designated and inviting reading area/corner
- A range of learning prompts identified by the needs of your class, e.g. display an explanation of the differences between **their, there and they're** if majority of your class are spelling it incorrectly
- Labels and vocabulary in different languages
- Facts and questions displayed – open, closed and interactive
- A range of fonts/lettering– appropriate to the class
- Stimulating, vibrant and engaging
- 2D and 3D displays
- Visual prompts/labels/signs to support EAL and SEN children – reflect needs/diversity of class
- Have relevant learning posters, number lines, 1-100 number squares, high frequency words
- Some celebration of children's work, but this will predominately be displayed in corridors.

#### Displays

- Designated boards for Mathematics, English, Science, Topic, RE (when needed) and small noticeboard for general information, timetables, rotas, etc
- RWI Speed sounds to be displayed in Reception and KS1.

#### Working Walls – for Mathematics and English at front of class

- Linked to current learning
- Displays current and appropriate vocabulary
- Visual prompts for EAL children
- Mathematics working wall includes RUCSAC and current unit
- English working wall includes VCOP and current genre
- Referred to regularly so children use as tool for supporting their learning
- Shows children learning/methods/strategies.

#### **Pupil Groupings:**

Teachers should plan opportunities for children to work collaboratively with others in a range of different groupings to enrich their learning experiences and opportunities.

Groupings should be fluid and be relevant for children according to their next learning steps.

Teachers should keep the following criteria for groupings in mind when planning and ensure groupings are appropriate to the activity:

- mixed ability or similar ability groups
- levels of English
- teacher chosen or self-chosen
- children's social behaviour
- individual leadership qualities

### **Section 3:**

**Good and Outstanding Lessons observed at Coppermill Primary School have included a range of the following:**

- Learning objective made explicit to the children, where all parts of the lesson are linked to the Learning Objective
- Learning put into a wider context – why are we learning this?
- Models of good work shared and used to generate success criteria
- A range of question types
- Range of interactive strategies, not dominated by teacher talking
- Clear and appropriate differentiation
- Activities which match the learning objective and fully engage the children
- Stimulating resources to support independent learning
- Children are asked to justify their opinions
- Success criteria referred to during lesson and in plenary
- Self or peer assessment related to success criteria
- Time for children to improve their work in lessons (D.I.R.T. – Dedicated Independent Reflection Time)
- A variety of lesson structures to suit the learning of the skills and the group. A lesson structure can have four parts or more with combination of teacher led and independence in a variety of sequences.

And should be EPIC! To include **E**njoyment, **P**rogress, **I**ndependence and **C**hallenge.

### **Children's work:**

- All work set during a lesson needs to be completed – ensure high expectations and that work is differentiated to the needs of the individual child
- Limit use of worksheets
- All work needs to be lined off – Leave a line, draw a line
- All learning needs to be evidenced – e.g. photographs for drama/investigations
- The expectation of the class teacher, TA and any other teacher is that all work is completed within the set time, is well presented and of a high quality within the individual child's ability
- Lessons should be well balanced between whole class teaching and independent learning/work time to allow for good quality independent recording of learning.

### **Section 4:**

**Our expectations of presentation for Years 1 – 6 are:**

- All work is dated with the learning objective.
- Incorrect work is crossed through with a single line (No rubbers).
- A ruler is to be used to draw all lines.
- Some children may use pens starting in Year 3 once writing is of an acceptable standard and a pen licence has been issued.
- The expectation is that most children in Years 4-6 will use a pen except in Mathematics.

In Mathematics:

- Write the date in figures on the left hand side e.g. 11/12/2014

- Write the Learning Objective one line below the date. e.g. To find the perimeter of a shape.
- For younger and some SEN children the LO and date will be pre-typed and added to their books before the start of the lesson.
- Children will write directly in the squares (one digit per square) and leave a space/line between each number sentence/answer.
- Each number sentence will be numbered when necessary.
- Use a ruler to draw lines.
- All children use pencil.

**In English books:**

- Write the date in full on left-hand side e.g. Monday 11<sup>th</sup> December 2014.
- Write the learning objective one line below the date.
- Write answers in sentences unless specified otherwise by the teacher.

**In all other areas:**

- Write the date and learning objective as in English books, (above).
- Write legibly and present work appropriately for the task.
- Use templates and scaffolding, where appropriate, to help organise and set out written work.
- Work for display should be presented to the best of the pupil's ability
- Word processing can be used where appropriate for presentation purposes.

**Handwriting:**

We use the Collins Handwriting Scheme from Foundation Stage to help establish correct letter formation. When teachers are satisfied the formation of individual letters has been well established, linked script is introduced. (For most children this will be at the start of Year 2).

- Children are expected to use lines and squares as a guide on where to place letters and numbers.
- Children are encouraged to leave appropriate spaces between words and position letters appropriately.
- They are encouraged to write legibly and to be consistent in their writing style.
- Teachers will model good practice in handwriting and presentation of work and ensure writing skills and layout techniques are transferred into other writing activities.
- Teachers and children will expect high standards of presentation in written work.

**Section 5:**

**Additional notes for Teaching and Learning:**

**Mentoring:**

Teachers will be mentored regularly for short periods of time (10 – 15 minutes). At the end of each session, the mentor and the teacher will record what went well and a target to be met on the next visit. Teaching Assistants will be observed once a term by the Inclusion leader.

### **Targets:**

- Reading, writing and Mathematics targets are to be written on coloured labels by the teacher or child in English and Mathematics books.
- Targets must be relevant to the genre or Mathematics strand/operation being taught.
- Generally all children should have two targets in each book at any one time - one of these can be a more general target, such as 'To use a variety of adjectives.'
- Children assess targets individually, as a group or with the teacher weekly.
- Use formative and summative assessments to inform targets.
- When targets are met, teachers or teaching assistants should initial targets.

### **Assessment:**

- Ongoing use of Assessment for Learning feeding into lesson planning.
- RWI (phonics) assessments every half term – Reception and Year 1 children, and selected Year 2 children who did not pass their phonics screening.
- PM Benchmark to assess reading for all children below level 3 each term
- Weekly assessment of individual targets
- Regular use of marking code and response marking
- Assessments – End of each term – December, March/April, June and half termly writing assessments. (SATs/Optional QCA papers/APP)
- Moderation, mostly in phase teams, will occur after each assessment period termly.

### **Planning:**

- Teachers can plan using interactive flipcharts in all areas, or they may plan using the proformas then flipcharts if they prefer.
- Ensure all flipchart planning is saved onto staff drive weekly.
- In year groups where there are two classes, the same lesson must be taught in both classes unless setting occurs.

### **Teaching practice:**

- Remember to use mini-plenaries where applicable to: address any misconceptions/reinforce learning pick up on any issues found while circulating/or from focus group
- Ensure planning is shared with TA plans and is briefed in terms of role plus methods/strategies to be used
- All children to do PE (unless injured and a parent has informed the school). Use spare PE kit. Monitor children who 'forget' PE kit and send letter/note/phone parents to ensure kit comes in
- Classteacher and teaching assistant to work with different ability groups each day
- TAs (Teaching Assistants) to be in class supporting children/groups **am** and some providing interventions **pm**. Can do 'other' work during PE/Art/D&T/Music sessions and assemblies. During 'teacher led' sections of the lessons, TAs must be supporting a child/ren or team teaching with the teacher only.
- Tasks whether Mathematics calculations, writing in English, etc should be **modelled as the norm.**