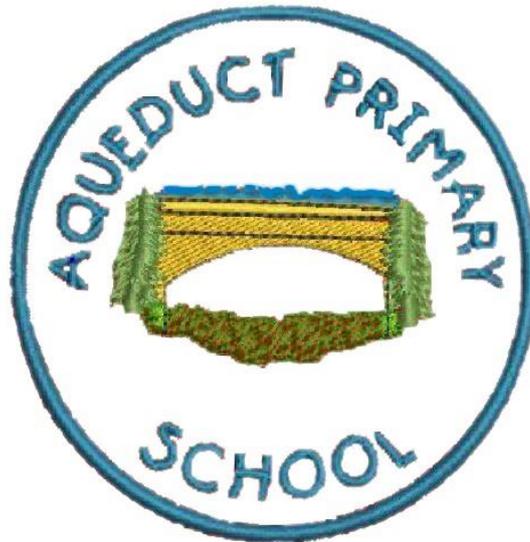


Aqueduct Primary School

Teaching and Learning Policy



2015

Chair of Governors	Shelley Bates / Chris Marsh from Dec 2015
Discussed and Agreed by Governing Body	20.11.15
Discussed and Agreed by All Staff	7.09.15
Next Review Date	September 2016

Signed _____ Date _____

Signed _____ Date _____

Introduction

This policy reflects the ongoing changes and developments that are being made to improve the way in which we work in school.

This document is a statement of the aims, principles and strategies for teaching and learning at Aqueduct Primary School. It lays the foundations for the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read.

It was developed through a process of consultation with teaching staff and was approved by the Governing Body. This policy will be reviewed annually.

Teaching and learning is the purpose of our school. It is the method through which we offer a curriculum which is broad and balanced and meets the requirements of the Education Reform Act relating to the National Curriculum and religious education and collective worship.

The school uses the outcomes from monitoring teaching and learning and data from assessment (Assessing performance in line with National standards) to:

- develop a termly Raising Attainment Plan that prioritises areas for development through Continual Professional Development (CPD)
- carry out day to day assessments using " Close the Gap marking" (See Marking and Feedback Policy)
- assess at the end of each term in order to track children's progress in terms of the National Standards for each year.
- use assessment data to inform pupil progress meetings so that appropriate support is identified and planned

Aims

This policy aims to clarify for all practitioners the school's expectations of provision and practice, for planning, monitoring and evaluating the quality of teaching and the effectiveness of children's learning and through this improve outcomes for all our children.

Rationale

At Aqueduct Primary School we believe that adults and children are all learners, for whom learning is a life long process that takes place when:

- there is an acknowledgement and understanding that parents/carers are the first and most enduring educators of their children
- there is a clear context to support a learning dialogue
- learning is given time and planned within consistent policy and practice frameworks

- the learner is actively involved with real life situations, both local and global, are used to give learning a purpose
- prior achievements are recognised and new achievements celebrated
- planning recognises that children learn in different ways
- the next steps in learning build upon what the learner experiences, knows and understands
- there is a clear pedagogy of learning through observing, questioning, modelling, demonstrating and challenge.
- learners are given the element of choice
- learners work **collaboratively**, independent of the teacher to achieve outcomes
- learners are not afraid to make mistakes and are encouraged to learn from them.

This is entirely consistent with the principles underpinning the effective teaching and learning outlined in the renewed primary framework 2008 and the school's aims.

Creating the conditions for learning

There are three elements in creating the conditions for learning. These include;-

- relationships
- quality first teaching
- the learning environment

These three elements operate at a whole school level, within and around the classroom (including the play ground) and at a group and individual level.

If we are successful in creating the right conditions for learning children will;

- use their initiative
- have a positive self image as learners
- organise their learning for themselves
- make choices, interpret information, ask key questions and hypothesise
- set their own success criteria and goals
- collaborate and negotiate with others
- positively listen and value each others opinions
- have a purpose for their learning and know how it equips them for life in the broadest sense

Relationships

Positive working relationships are established when:

- everyone is treated with kindness and respect
- individuals with different needs are recognised
- everyone is treated fairly
- an emotional environment is created that is welcoming, safe and where children can take risks

- children are motivated, inspired, engaged and challenged as learners
- achievements are celebrated
- a nurturing curriculum exists that builds self-esteem and encourages children to value each other as learners
- a learning community is established that raises aspirations for life long learning
- teaching is conducted in an atmosphere of trust and respect for all

A 'Behaviour for Learning' culture is embedded at Aqueduct Primary School, which is based on four 'keys for success,' (see Behaviour Policy) It is used by all to build positive attitudes towards school and learning in general.

The quality of teaching and learning is monitored on a regular basis. Staff receive verbal and written feedback on strengths and areas for development and use this to create an individual action plan. The termly Raising Attainment Plan forms the basis of a continuous cycle of improvement, identifying next steps for whole school development and Continued Professional Development.

Planning for effective learning and teaching

As a staff we have agreed what we believe to be a format to encourage opportunities for good and outstanding teaching and learning. This is a flexible framework, which staff can manipulate for the most positive effect.

During the lesson introduction or before the independent session there will be a discussion about the learning intention and **context**, (and genre for a literacy lesson). This is linked to the bigger picture of the unit coverage so that children understand the place of today's learning within the context of the whole unit, the purpose of the learning taking place and how it will support the achievement of the lesson objective.

An **Assessment for Learning** opportunity is used so that the teacher questions and observes the children in order to assess their understanding and to adapt the teaching and challenge misconceptions.

The teacher's modelling and teaching should then follow children's ideas, to address any issues from the assessment opportunity. Children's feedback individually, in pairs or in groups gives indications of their understanding, which teachers make use of to shape the next steps in learning and teaching.

The task is explained and the teacher or the children will summarise and agree the key points to remember, these are the **success criteria**. The success criteria may be teacher given or child agreed. They may have been gathered already during the course of the lesson or agreed from a previous lesson. They may also be success criteria for aspects of learning such as working with others. The success criteria are always related to the learning objective and should reflect the knowledge, conceptual understanding and skills

Success Criteria Writing KS1& 2

(Below is an example of the success Criteria for writing. The example used is for KS2).

Unit/genre: Extended Writing/ Quest				
Date(s):				
Context: Mythical land (<i>Big Picture, links to real life, links to themes and topics</i>)				
TEXT: <i>'The lion, The Witch and The Wardrobe,' Lewis Carroll</i>				
Learning intention: To use a variety of sentence lengths				
I TA CT.				
Success Criteria:				
I know when using commas to mark clauses they are only used if the subordinate clause is placed first (knowledge)				
I can use subordinate connectives in complex sentences (skill)				
I can use simple sentences to create suspense (skill)				
Building Learning Power (BLP)	Resilience 	Resourcefulness 	Reflectiveness 	Reciprocity 
Grammar Focus: accurate use of commas.				
Linked to Guided Reading				

Success Criteria Maths KS1 & 2

(Below is an example of the success Criteria for Maths The example used is for KS1).

Unit of Learning: Number				Date(s):
Context: <i>'Walter's Windy Washing Line'</i>				
I TA CT				
Learning intention: add mentally a one-digit number or a multiple of 10 to or from any two-digit number				
Success Criteria:				
I understand the place value of 2 digit numbers (concept)				
I know when I add a multiple of 10 the units will stay the same (knowledge)				
I can count on in steps of ten				
I can use an efficient mental method to count on a single digit number from any given 2 digit number including numbers which go across a tens boundary (skill)				
Building Learning Power (BLP)	Resilience 	Resourcefulness 	Reflectiveness 	Reciprocity 
Mental Maths: <i>Guess my number in pairs. Could be a potential record of work not recorded in books.</i>				

In some cases the success criteria may be made up of purely skills based statements e.g. when establishing a process.

This enables the children to have;

- a clear understanding of the objectives and expectations of the lesson
- clear steps to support the achievement of the lesson objective
- challenging but achievable tasks
- motivation by and interest in the subject
- an awareness of the outcomes

Guided group work

This enables the teacher to tailor the teaching to the needs of the group.

The focus group will either be a *Guided Teach* or a *Guided Reason*.

Guided teaching - consists of;

- Specific concepts and skills using models and images and interactive resources
- Opportunities for consolidation and practice
- Providing a challenge to extend the learning
- Addressing misconceptions

Guided reasoning - consists of open ended tasks and opportunities to apply newly learnt skills in order to develop reasoning and enquiry. Questioning is used to promote dialogue to develop talk for learning.

Children are reminded throughout the lesson to use the success criteria this can be done through a **mini plenary** that reminds and refocuses the child's attention to the task in hand. This will support the child in deciding where they are doing well and where they need help either from each other or from an adult.

During the mini plenary and plenary the children are asked first to identify where they have met the learning objective using the success criteria and then to identify a part to be improved or developed. Self-assessment or peer discussions are used as the vehicle for this assessment and improvements are either made there and then or used as a focus for the next learning step.

The plenary, can be used to discuss the learning developed in the lesson. Children are encouraged to make an overall self-evaluation about the success and improvements needed. Children are asked to identify 3 examples of evidence in their work to show that they have achieved those success criteria. The teacher might use a child's piece of work to model this.

The lesson ends with a recap of the learning, which has taken place in the lesson and identifies what progress has been made. The plenary may include a question to encourage children to use and apply a new skill in a context, explain and celebrate an achievement, or to take the learning onto the next identified steps.

The teacher considers the outcomes and decides on the appropriate form of feedback (see Marking and Feedback Policy)

We believe that school self-evaluation is the key to improvement in order to identify priorities for development in line with the cycle of whole school improvement planning. It is the responsibility of all staff and pupils to evaluate their own performance. By knowing and understanding how staff and pupils are performing, staff at all levels can enhance and share strengths and identify potential for improvement. Ensure other staff, volunteers or students are clear about their role in the lesson and are used effectively to best support learning and progress according to their experience.

The learning environment

Displays and Learning Walls should be updated on a regular basis and relate to the current curriculum targets and units of work being taught. They should be interactive to model, demonstrate and support good practice, relate to the curriculum targets identified for each half term (see Appendix A - learning walls displays) and celebrate children's achievements.

Planning the curriculum for learning

Curriculum maps are reviewed and revised annually. Curriculum leaders are also expected to stay abreast of developments in their subject in order to lead their subject and adjust documentation in line with KS2, KS1 and Foundation Stage requirements.

Curriculum planning must be based upon the children's own experiences and have a purpose that is meaningful to our children, offering practical experiences that stimulate ideas and questions. The curriculum map indicates where visitors are invited into school or where visits are planned to take children out into the community.

Literacy and mathematics are taught as discrete areas of learning, but curriculum planning must ensure there are planned opportunities to extend, use and apply those discretely taught skills, knowledge and understanding, in order to link to other areas of the curriculum (see curriculum maps).

ICT is integrated across subjects to develop skills, knowledge and understandings through practical application.

Medium term plans identify the progression in key skills and the ways in which different subject areas are developed across the term and how links can be made between subject areas. Subject leaders collect in class teacher's planning to ensure that coverage takes place as well as to identify resources.

Short term planning is completed for literacy and mathematics on a weekly basis. Utilising the medium term plans, it sequences a series of lessons with identified learning intentions and success criteria and shows how these are differentiated to match the needs of groups and individuals. Teachers also plan in assessment for learning opportunities (AfL) and use developmental questioning to check on, consolidate and extend learning. Separate weekly planning sheets are produced for literacy and mathematics and are collected in by the subject leader on a weekly basis.

Planning teams meet weekly during Planning, Preparation and Assessment time to evaluate the previous week's planning in light of formative assessments and to plan for the forthcoming week. The Early Years Foundation Stage and Primary frameworks are used to plan literacy and mathematics.

Monitoring and evaluating learning

The curriculum and its planning is systematically monitored and evaluated through an annually agreed Monitoring cycle.

This includes

- Lesson observations with an agreed teaching and learning focus by subject leaders and senior leadership team
- Book scrutiny by subject leaders
- Moderation of assessment judgements linked to National Standards
- Assessments collation and analysis of data
- Year group data analysis action plans
- reviews of Individual Education Plans (IEPs)
- learning walks
- Link governor monitoring visits with subject leaders
- Annual resources audits by subject leaders
- opportunities to observe good practice in other colleagues through co-coaching and lesson study
- interviews and questionnaires with all stakeholders

The role of Governors

Our Governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include termly reports from the

head teacher, the annual head teacher's report to governors, and a review of the in-service training sessions attended by staff.

Parents and carers

Parents and carers have a fundamental role to play in helping children to learn. The school informs parents about what, and how, their children are learning by:

- inviting parents' to consultation meetings to discuss progress
- informing parents, of their child's targets for reading, writing and mathematics and progress towards achieving these targets
- using the school website to inform them about what their child will be studying during that term at school;
- providing annual reports for parents in which we explain the progress made by each child, and indicate how the child can improve further;
- advising parents on how they can support their children with homework, and suggesting, for example, regular shared reading and support for projects and investigative work.
- welcoming parents to work in partnership with the school to support learning

Safeguarding

Aqueduct School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Child Protection Policy and procedures in place which we refer to in our prospectus. All staff (including supply staff, volunteers and governors) must ensure that they are aware of these procedures. Families are welcome to read the Policy on the school website.

Our Designated Safeguard Leads (DSLs) are: Victoria Waring and Jo Clarke (as from October 2015)..