



Federation of Savile Town CE (C) & Thornhill Lees CE (VC) I & N School

Teaching and Learning Policy 2023



'We celebrate our faith diversity and provide a safe environment where our children are happy to learn. We are kind, caring and respectful to others. We aim to inspire future generations of our school and community to become lifelong learners.'

1. Aims

- To ensure that high quality learning takes place in every lesson, which results in high standards of pupil achievement
- To embed an agreed range of good practice across the school
- To ensure consistency throughout the school
- To provide new staff with a clear vision of the school's expectations
- To provide agreed focus for monitoring learning and classroom practice

2. School Expectations

- Come to school! Be on Time!
- Treat everyone, including yourself, with respect
- Always listen to others and tell the truth
- Work hard and do your best at all times

3. Teaching

We expect:-

- Staff to have secure subject knowledge and understanding –when support is needed teachers can seek advice from colleagues
- Staff to plan appropriately for all groups of children and access high quality resources
- That every lesson has a clear Learning Objective which is explained to the class
- That all lessons demonstrate key elements of good quality first practice
- That activities are differentiated to ensure that children explore, develop, practice new skills/ concepts and build upon prior knowledge through maximising memory activities.
- That staff cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding e.g. the use of visual stimuli and practical activities, ability groupings, peer and teacher modelling, visual support, repetition, emphasis on Speaking & Listening, scaffolding, talk partners, heritage language
- Staff to provide appropriate resources which support learning outcomes and provide challenge for the more able
- That time targets are set within lessons to ensure pace is maintained
- That staff have high expectations of presentation, quality and quantity of work
- Staff to assess children regularly
- That staff are not chair bound in lessons. Furniture is flexible and can be moved for purpose
- TA's to be fully involved in lessons and have the opportunities to work with all abilities.
- Staff to regularly mark children's work
- Staff to encourage children's independence

4. The Learning Environment

- The physical environment, in which children's learning takes place, should be one which supports and enhances their learning and reflects the ethos of our school
- Its' creation is fundamental to the learning process. It is crucial in helping children to enjoy learning, to reflect and grow in confidence
- We believe that children should be taught to take care of and have pride in the school environment and be encouraged to take responsibility

We will ensure that each classroom has:-

- Clearly labelled resources
- Classroom rules and expectations displayed
- School values displayed
- Procedure for Fire drill/ staff responsible for first aid / safeguarding are in place
- Planning saved on the school server

Display

- Teaching staff are responsible for classroom displays and displays in shared areas of the school
- Displays should reflect cultural diversity
- Display should be of a high standard and all children should have the opportunity to have their work displayed either in the classroom or shared areas around the school. Displays should be well maintained
- Displays should be in line with guidelines developed from Maximising Memory research: consistent colours to be used across classrooms and year groups, windows to be clear to ensure optimum natural light conditions

5. The Curriculum

Our curriculum is based on the EYFS programme of study, supported by Birth to 5 Matters, and National Curriculum for Key Stage 1.

The whole curriculum should enable learners to:-

- Learn to be adaptable; how to solve problems in a variety of situations; how to work independently and as members of a team
- Be happy, cheerful and well balanced
- Be enthusiastic and eager to put their best into all activities
- Begin acquiring a set of moral values, such as honesty, sincerity, personal responsibility, on which to base their own behaviour
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions
- Care for and take pride in their school
- Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way
- Develop an enquiring mind, asking questions and listening to others
- Use a variety of ways to communicate with others

- Know about geographical, historical and social aspects of the local environment and develop an awareness of cultural values.
- Develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources
- Know how to keep themselves and others safe and healthy.

6. Assessment for learning

At the planning stage:-

- Use assessments from the last lesson, gained from discussion and observation of the children and related to success criteria----are children secure/ require reinforcement?
- Peer / self assessment: Generate open ended questions, differentiated to assess understanding of the more able to provide further challenge in next lesson during plenary
- Use information from marking -- responses from children to teacher's comments, where appropriate

During the Introduction

- Flashback to a key element of prior learning, ensuring that children have the opportunity to revisit this learning and for it to be stored in their long term memories.
- If appropriate, spend time re-visiting feedback from the last piece of work marked
- Recap on previous learning—What did you learn in our last lesson?
- Share LO for the lesson. What does this mean? What do you know already?
- Introduce Success Criteria---older children may generate their own—what will make this a good piece of work? How will I know I have been successful in this lesson?
- Model the activity
- Use focussed questions to check understanding
- Ensure the most appropriate activity is chosen for each piece of learning. Activities should be engaging, whilst ensuring that children are aware of the format of each activity so that they don't experience cognitive overload.

Main Activity

- Identify in the planning a single Focus group to work with for the duration of the main activity (Rotate this between groups during the week)
- Use mini plenaries for example to revisit LO and Success Criteria to share a good example---have they achieved all elements of the learning objective?
- Consider extension activities for those who complete early and also means for pupils to be independent/self checking whilst the staff are working with focus groups

Plenary

- Revisit LO and Success criteria—what have we been learning about today? Have we achieved all the success criteria?
- Peer and self-assess work against the success criteria – make an improvement
- Visual signs eg. Use of thumbs up/ thumbs down
- Use of Talk Partners
- Hands- down calling