Teaching and Learning Policy

This Policy links to the schools Assessment Policy, Policy for Monitoring and Evaluation and Marking Policy. In the context of this policy 'teacher' refers to all staff who play an active role in educating our children. (These policies form our core documents for Induction of new staff).

This policy was reviewed in May 2024 by the teaching team and amended to reflect current practice a verbal update was presented to the Board of Governors on XXXXXX and placed on GB Sharepoint on XXXX. This policy will be reviewed annually unless legislation relevant to this policy supersedes this.

This Policy links to our Vision Statement:

'The staff, children, parents and governors aim to create, develop and foster a vibrant, diverse and aspirational learning community. We will be committed to and recognised for developing the skills and talents of our children through a broad, balanced and engaging education which prepares them for the challenges, opportunities and experiences of life.'

In writing this policy the SLT took account of the range of activities undertaken which have developed and embedded a whole school view of effective Teaching and Learning. These include values and visioning inset days, learning walks, pupil interviews and related staff meetings.

This Policy outlines how Iveson Primary aims to:-

- instil a love of learning and promote high expectations, celebrating both success and effort
- provide an inspiring, relevant and engaging curriculum which offers both challenge and support
- encourage and nurture the aspirations of every child in our care
- develop the children's skills and attributes to support them in becoming responsible citizens
- ensure high standards across all areas of the curriculum
- develop a clear understanding of the links between education and the world of work

Guiding Principles

- All teaching staff are responsible for the progress and development of the children and as such have a voice within this. (*We will make use of Staff Work Scrutiny and Pupil Progress Meetings, Team and Staff briefing times as well as SharePoint announcements to ensure this happens*).
- Accurate assessment leads to more effective and purposeful teaching
- Carefully planned and resourced work supports children in securing/deepening their skills, knowledge and understanding
- Cross-curricular approaches enable children to make links in their learning
- Children identified as needing support will have access to interventions tailored to their needs-such as phonics, tuition, pre-teaching of content – all of which enables them to more confidently approach their work impacting on progress
- Teaching key/ subject specific vocabulary supports children's understanding
- Regular scaffolded marking (verbal and written) leads to more rapid progress

- Learning is retained when delivered through meaningful contexts and retrieval practice
- All learning groups are fluid
- Pupil Involvement is enhanced through timely teacher talk and effective questioning
- All staff are expected to have and maintain high expectations of behaviour both within their classroom and around school as a whole.

This policy is designed to...

- Set out guidelines for the agreed principles and approaches which underpin teaching for learning in our school
- Promote consistency of approach and expectations, continuity and progression in order to improve the quality of teaching for learning
- Recognise, acknowledge and implement the most effective classroom practices, in order to further children's learning intellectually, socially, emotionally and physically

The policy takes account of...

- The nature of our school community and the context in which teaching for learning takes place
- The collective experience and expertise of both teaching and support staff
- Educational research and knowledge and understanding about children and education

Our primary aim is delivering a high quality education to all children by providing teaching that:

- Is relevant to the needs and interests of all children giving them the opportunity to develop self-knowledge and self esteem
- Provide children with the essential basic skills and instils a love of learning
- Promotes high expectations celebrating both success and effort
- Challenges and supports in order to empower ***all*** children to recognise and fulfil their potential
- Is inclusive-taking into account the individual needs of all pupils
- Enables children to take ownership of their learning with the confidence to question and be independent
- Supports families in learning together

Guidelines for effective Teaching for Learning

We teach the child **through** our bespoke curriculum. The long- term curriculum map promotes opportunities to apply skills in a range of contexts and make links within and across the curriculum. We actively plan for the teaching of skills and make provision for these to be applied in a range of contexts with increasing independence. We recognise the need to be flexible and adaptable to ensure the learning needs of the children drive the teaching and delivery of lessons. We therefore consider the following when planning and preparing for lessons

- Emotional intelligence
- Thinking skills
- Independence
- Oracy
- Questioning
- Resilience
- Interests
- Scaffolding to support
- Family Learning

Learning Environment

At Iveson Primary our classrooms and school building enhance learning through a supportive and stimulating environment. We recognise that common features support access to learning therefore all classrooms have 'Working Walls' for English and Mathematics – these provide resources to support learning including:

- Key Vocabulary
- Definitions
- Key Information linked to age-related learning i.e. maths symbols, punctuation pyramids, whole class visual timetables
- WAGOLLs – What a Good One Looks Like
- Examples of marked/ interactive work indicating application of key taught aspects

Each class will have a science/ The World and topic display – key words and definitions will be displayed in the area alongside books relating to areas of study.

Each class will have a designated reading area with a good selection of high quality, age-related books.

At Iveson children are supported to make good progress because…

- They are made to feel secure and confident
- They are reminded of good learning behaviours as appropriate to the age and ability of the child
- Teachers know their children well and have strategies to support those children who find it difficult to demonstrate good learning behaviour. This is through targeted support and identified on planning and provision maps IPM
- They are involved in the learning process
- A variety of resources are used
- They are presented with learning tasks that are meaningful, relevant and appropriately matched
- They are expected to address their improvement points in their next and subsequent pieces of work.
- They are provided with opportunities to make links between their learning
- Mixed pedagogy and lesson structures are used for purpose
- A menu of differentiation is used for purpose – this may take the form of differentiated scaffolding, adult support, resources and marking.
- Lessons are carefully planned to be inclusive of **all** children
- The classroom environment is extended to include the outdoor learning environment of the school, the immediate locality and the wider, surrounding area.
- Children are taught to edit their work through adult support, peer support and independently so that they are constantly evaluating their work, learning from mistakes and recognising the value of being a reflective learner.

At Iveson teachers are supported to teach most effectively because…

- They are valued within the school community
- They develop excellent relationships with the individuals in their class/group
- They ensure all planning begins with the needs of the child/ren
- They ensure the teaching style matches the learning style
- They work as part of a mutually supportive team (whole school, within year groups and across the Trust)
- They are able to work collaboratively with colleagues, planning and evaluating together

- They are supported to take risks
- They have access to high quality professional development opportunities
- They have regular release time out of the classroom to plan and evaluate the curriculum
- They have good support from additional adults and other agencies
- They are clear about their aims and share them with learners
- Clear boundaries are set for the children ensuring teachers can focus on teaching and learning.
- They have/are committed to attaining excellent subject knowledge
- They motivate, enthuse and engage learners
- They develop effective relationships with parents
- They provide in the moment feedback to support learning
- A positive, purposeful, relaxed working environment is established and maintained

Creating an Effective Learning Environment:

- Welcoming – All areas of the school are calm, clean, tidy and inviting to enable children, parents and visitors, to feel welcome in our school
- Use of space - accessible, labelled resources, outdoor areas are used throughout the year to support the wider curriculum across school
- Use of time – Children and adults are expected to be punctual and to view time as a precious resource where every minute matters.
- Resources – Classrooms should be well equipped with up to date and working technology and practical resources to aid independence
- Classroom Displays – Should be low-arousal, and designed to support independence in the children's learning.
- Corridor Displays should reflect the school policy and be used to showcase learning. They should reflect a range of learning and should celebrate both the achievement and creativity of all children and the diverse community which we serve
- All learning areas should be calm, purposeful and learning focussed

Family Learning

Iveson Primary recognises the importance of Family Learning and is committed to support parents and carers to become involved in their child's learning. Family homework is planned with regard to the age and needs of the children. Information is available in newsletters and on the Class Blog/Google Classroom ensuring it is accessible to all families. Products/work from this are then displayed in the class and/or on the class blog. The tasks are carefully planned to ensure they are inclusive and have clear cross-curricular skills which support children and families developing an understanding of the many forms learning can take.

In EYFS learning both at home and in school is shared via email using the Evidence Me App.

We host three opportunities a year for parents to discuss progress and actively promote learning through our assemblies, website and school events.

Every week, children in KS1 and 2 are given homework which may include spellings, reading and a Maths, English or Curriculum Task.

Family Learning Projects will be assigned throughout the year.

Ivesons' Agreed Standards:

Professional Management:

- All deadlines are met; in the event of exceptional circumstances where this might not be possible the relevant line manager will be informed in good time and prior to the deadline.
- The Leadership Team will plan the monitoring and evaluation schedule to clearly identify deadlines and ensure these are proportionate and appropriate.
- Planning and key documents will be uploaded to Sharepoint to support the monitoring and evaluation process.

Assessment and/through marking

- Teachers prioritise assessment of learning, ensuring these feed in to planning
- Marking is against the learning objective
- Assessment is completed with the support of the relevant curriculum documents
- Marking and feedback should follow the school marking policy and is explicit i.e. Well done, good use of simile, try using alliteration in your next piece.
- . Green highlighter indicates aspects for improvements/next steps, blue highlight indicates where the child has achieved their learning objective.
- Comments are differentiated as appropriate to the individual child – See Appendix
- In line with the Monitoring and Evaluation Overview, teachers look at the standard in books in the year group below and above to ensure their books demonstrate cross school progression.
- Teachers ensure children are given opportunities to respond to marking either within the lesson/same day or at the nearest available opportunity as appropriate to the age and ability of the children
- Teachers assess to ensure next steps are addressed and evident in the next and future pieces of work
- Children use green pen when editing and evaluating their own work (see section on presentation for further details).
- Verbal, in the moment feedback is a key aspect of effective teaching where this has taken place it is indicated as per the school marking policy
- Memory starters are used throughout the curriculum to assess learning and address mis-conceptions

Planning and Organisation

- Curriculum documents are used to support planning as it allows scope to ensure all learning is achieved through a meaningful context
- Learning is planned against the age- related expectations with appropriate scaffolding and opportunities for application and depth allowing all children the opportunity to access their learning.
- Knowledge based curriculum underpins the long-term curriculum plan, with a focus on skills application in the different areas of learning.
- Range of groupings used according to learning
- Outdoor Learning including trips are an entitlement
- Projects for family learning are planned for and shared
- Iveson agreed planning pro-formas are used – available on Sharepoint completed planning should be saved to Sharepoint weekly including Smart notebook slides and related resources.

- Planning, for the majority of the children, will be age appropriate. Any children working below their age-related expectations should be recorded on the planning format with the p step/b-squared planned activities they are working on.
- First hand, relevant experiences form a key focus for planning. Staff will consider the life experiences of the children and plan accordingly (*i.e. Great Fire of London – have children seen fire? How can the experience be safely incorporated into the learning? If writing letters can we do this to an audience who will respond? Are we making effective use of technologies to support learning?).*
- All planning is the responsibility of the class teacher/HLTA and as such they will ensure support/cover staff receive planning prior to the lesson and are clear of what they need to do
- Resources are prepared and ready for the start of the lesson – due consideration is given to providing a balance between independence and maximising learning time and how technology can further support and enhance learning and understanding.
- Computing is planned for within specific lessons and across the wider curriculum i.e., use of Apps to support learning, understanding and acquisition of basic skills including excel to create graphs and charts for Science.
- Racing to English and technology are to be used to support children new to English planning for which is the responsibility of the class teacher supported by the Inclusion Team as required

Teaching

- Adults are actively involved in learning including carpet sessions
- Learning Objectives are Identified and shared with support staff and children.
- All learning is modelled to pupils both overtly within the lesson and through the standard of written and oral communications with the children.
- Pre-teaching is used for individuals or groups of children with learning gaps.
- Teachers maximise the time they have for teaching and learning by making sure every minute matters
  - Children in EYFS1 are welcomed and undertake an engaging task set up by the class teacher
  - All children begin each session with a task whilst register is being taken
- Teachers expect work to be completed within the lesson/time frame given and to demonstrate productivity relative to the age and ability of the child
- Teachers expect work to be re-visited and marking responded to appropriately

Presentation

- Labels will be produced for school exercise books – these will have the school logo, child's full name, class name, year group and subject printed on in the schools cursive font. These should be stuck on the front of the book
- Teachers will make clear to pupils the standards they expect in books
- Iveson purchases books with margins for children in KS2 with the exception of Maths books, it is permissible to fold the maths pages in half as required/appropriate however margins should NOT be drawn in Maths books.
- The Learning objective is the title
- The date should be written on the top line in English and Curriculum books the long date should be spelt correctly – where a piece of work goes across a number of days it is expected the short date will be recorded in the margin for KS2 and on the learning objective label for KS1, as this will support monitoring re 'the story of the work' and productivity.

- In books for dual subjects, the subject being taught should be written in the top left corner.
- In science and maths books the short date should be used.
- The title and date should be underlined with one straight, ruled line
- Pre- cursive script is used from the summer term of Year One. In Year Two children are taught cursive writing and this should then be used at all times both by the children and adults marking work
- Work should be marked in purple, all staff who mark books need to ensure they have a school purple marking pen
- Children use green pens to secretarially correct grammar, spelling and punctuation errors.
- Response to feedback or re-drafting of a larger piece of work will be in pen/pencil
- VF for Verbal feedback or the date can be written in the margin in KS2, any other comment should be at the end of the work
- In KS1 all feedback is written at the end of the piece of work
- Anything recorded by staff in books should clearly model the schools' expectations – cursive script, writing on the line, correct spellings and new page at the end of the last line.
- Children will progress from pencil to a black pen – it is expected that the majority of children will achieve their pen licence by the end of Year 4.
- All children in Year 5 and 6 will write in black pen as appropriate – Maths will be completed in pencil

Environment

- All classes in EYFS and KS1 will have a carpet area – where whole class and focus teaching takes place.
- Working Wall premise used to support teaching for learning – learning journey displayed showing how knowledge and skills are developing
- Classrooms will be kept in a neat and tidy manner – where children may need to access to an area or resources the classroom will be set out in a way that facilitates this
- Each classroom will have a reading corner appropriate to the age and interests of the children
- Books in this area will be changed regularly to promote interest in reading
- Displays follow the school policy and relevant books will be displayed in the different learning areas
- Examples of children's work will be evident in the classroom and corridors to support learning and demonstrate progress.

Appendix 1 – Differentiated prompts to support Marking

Examples based on Shirley Clarke – Developing Formative Assessment

To support children's response to marking and therefore improve work it helpful to use differentiated response suited to the age and ability of the children.

Below are some examples to support this

Reminder Prompt –

Suitable for more able children or in areas where children are more confident

e.g. Can you provide more detail to describe the setting?

Scaffold Prompt –

Suitable for all children different aspects within this include

Question – Can you describe what made the house look spooky?

Directive – What you could see, hear, feel as you entered the spooky house

Unfinished sentence – The door creaked as I entered the dark spooky house, shivering I turned at the sound of _____

Example Prompt –

Suitable for less able children

Choose one of these or make up one of your own

Shadows flitted across the dimly lit staircase

The staircase smelt musty as I peered through the shadows