TEACHING AND LEARNING POLICY

At Greenhill Primary School, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners who reach their full potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens.

Principles
- To develop a community of learners where learning is valued, enjoyed, supportive and lifelong
- To enable children to become confident, resourceful, enquiring and independent learners
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others regardless of race and culture
- To encourage children to take pride in their work and the work of others

Learning Culture
- Feel safe – respect, value and support for each other as learners
- Take risks
- Recognise mistakes and errors as a learning opportunity
- High expectations – learning behaviour, progress in learning, presentation etc
- 'Can do' attitude
- Adults establish positive working relationships with all children in the class
- All adults model learning and expected behaviour for the children.
- Children are treated fairly and with kindness and respect with encouragement, praise and rewards for all

NB: The above need to be actively taught and quickly established (in September), then further developed and reinforced, throughout the year, involving the children at every stage.

Effective Learning
People learn in different ways. Learning opportunities should incorporate a range of strategies in order to engage children in learning and meet the needs of all learners. These could include:

- investigation and problem solving
- research
- whole-class work
- group work (in groups selected for different reasons)
- paired work
- individual work
- independent work, which is child directed
- collaborative work
- selecting and using relevant resources to support learning
- asking and answering questions
- use of IT including visual images, film, interactive teaching resources etc
- fieldwork and visits to places of educational interest
- guest visitors and performances
- creative activities
- debates, discussions, oral presentations and other speaking and listening strategies
- drama techniques
- designing and making things
- participation in athletic or physical activity
- Setting challenges for themselves

Children should be taught to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning.

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Effective Teaching
Assessment for learning will be evident in planning and lessons to ensure lessons are well paced and all pupils make progress in learning.

Learning Objectives
- Clear and focused based on learning rather than task
- Displayed
- Discussed and explained to the children
- Based on prior attainment, knowledge and understanding

Success Criteria
- Break down the learning take place
- Include the steps or 'ingredients' the children need to be successful in their learning
- Are identified by the teacher during the planning process
- Are usually generated with the children during the lesson
- Are written up and referred to during the lesson

Plenary
- Planned times during, and at the end of, the lesson
- Reviews progress towards learning objective and success criteria
- Allows adults, and children, to address misconceptions, make improvements and add further challenge
- Learning may be applied to different contexts
- Time to reflect on the 'how' of learning in addition to 'what' has been learnt

Outcome
- What will be achieved by the children by the end of the lesson
- The learning activity/evidence of learning
- Sufficient time given to enable children to achieve meaningful learning
- Differentiated according to the levels at which the children are working

Differentiation
- Takes place throughout the lesson
- Is matched to children's levels and next steps learning
- When planning work for children with Special Educational Needs information and targets contained in the children's Individual Education Plans (I.E.P.s) are addressed
- May occur through adult support; range and level of resources; time; task; different outcomes

Adult Input
- Engages children in the learning
- Is active and interactive
- Has appropriate pace to ensure maximum learning takes place
- Responds to, and is adapted to, ongoing assessment during the lesson
- Clearly models successful learning/the learning activity
- Generates success criteria
- Is flexible according to the learning taking place eg.
- Different inputs for different groups
- Different start times for different groups
- Input – activity – input – activity
- Guided groups etc

Questioning
- Questions will be asked to assess learning, challenge and deepen thinking and understanding
- The range will include open/closed; higher and lower order (eg. Bloom's Taxonomy)

- Will be differentiated
- Opportunities will be planned for children to develop their own questions and questioning

Feedback & Marking
- Regular feedback will be given to the children
- Identifies success and areas for improvement/next steps learning
- Refers to learning objectives, success criteria, children's individual targets and level related spelling, punctuation and grammar
- Opportunities are planned for children to regularly respond to feedback and marking

Self & Peer Assessment
- Children are trained to self and peer assess
- Guidelines are discussed, agreed and developed with the children
- Is used regularly to enable children to address misconceptions and make improvements to their work

Targets
- Children are involved in setting and reviewing their targets
- Easily accessible and referred to regularly
- Are related to children's levels of attainment and next steps learning
- Are set for writing, reading and maths

Active Learning
- Children are given opportunities to be involved in the learning throughout the lesson
- A range of strategies are used
- There is an appropriate balance of adult/pupil talk

Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

Learning Environment
- A stimulating environment sets the climate for learning,
- an exciting, well-organised classroom promotes independent use of resources and supports high quality learning
- Teachers and children work together to establish an attractive welcoming and well organised environment engendering respect, care and value for all resources.
- Classrooms should be bright and tidy, and should be word and number rich.
- Displays might be used to:
    - o Celebrate success - achievement, Star/Learner of the Day/Week
    - o Support class organisation – visual timetables, clearly labelled resources
    - o Promote Independence by providing prompts – questions, support for when children are stuck
    - o Support learning – working walls, presentation examples, interactive & challenging
    - o Displays are changed regularly and reflect the current topic/themes/ learning

Teaching Assistants
Teaching Assistants and other adult helpers are deployed throughout school to support learning as effectively as possible. They are involved in:

- Supporting learning and children's progress
- supporting assessments of children's understanding
- developing children's independence

Volunteer helpers, mainly parents, are directed by teachers to assist in some classrooms with general tasks: listening to readers, assisting on outings and in providing other help, such as ICT expertise.

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The Role of Curriculum Co-ordinators
- Monitor progress and attainment in subject areas and action plan to address areas of need
- Support colleagues to develop practice and subject knowledge to maximise progress
- take the lead in policy development
- Have responsibility for purchase and organisation of resources
- Keep up to date with developments in their particular subject area are responsible for sharing this with colleagues

Role of Parents
Parents have a fundamental role to play in helping children to learn. They are informed about what and how their children are learning by:

- holding regular consultation evenings in which the progress made by each child, and his/her next steps learning, are explained and discussed
- sending an annual report to parents explaining the progress made by their child and indicating areas for improvement;
- explaining to parents how they can support their children with homework;
- holding parent workshops to explain the work covered and the strategies and methods taught to the children.
- sending information to parents at the start of each term in which we outline the learning areas and topics that the children will be covering that term;
- keeping parents informed of a pupil's progress on a more regular basis if appropriate.

Role of Governors
Governors support, monitor and review the school policies on 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 best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

Monitoring & Evaluation
This policy will be used to support the monitoring of teaching and learning throughout school. It will be regularly reviewed with staff and will be discussed with new staff working in school.

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APPENDIX 1
The Classroom Learning Environment

Each classroom should be kept tidy and be fit for purpose. Fire doors must be kept clear and each classroom must include:

- E-Safety poster

- The school values

- A piece of each child's work displayed

- A topic based display

- An up to date Maths and English Working Wall that reflects current learning

- Fire evacuation poster

- KS1 – Phonics display that supports children and are appropriate to the phases(s) taught

- KS2 – Key vocabulary for topics and spelling rule patterns appropriate for the year group

- An inviting reading area

- Evidence of Growth Mindset (this can be a display or other suitable references within the classroom)

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APPENDIX 2

To effectively learn children need to have good teaching, feel safe and nurtured in school and demonstrate good learning behaviours themselves. At Greenhill we encourage this by working together to create a purposeful, focussed environment based on challenge and respect. As such all members of the Greenhill community are expected to speak to each other with respect and be courteous.

Examples of what this means for adults at Greenhill include:

- Being prompt and organised for the start of all lessons
- Being in classrooms in time to greet children as they enter. This includes:
  - Being at the correct door to let children in at the start of the school day (8:50am)
  - Staff who are not needed on the door should supervise the cloakrooms and corridors
  - Being in class ready to start your lesson at the end of playtimes when the bell rings. This does not mean leaving the staffroom when the bell rings
  - Being in class ready to begin the register at 1:00pm (KS1) and 1:05pm (KS2) promptly. Again, this means being ready to begin on time, not leaving the staffroom then
- Morning registration should begin as soon as the doors are locked at 9:00am and be completed efficiently so lessons can begin
- Through teacher expectations ensuring children are in the habit of coming in and getting themselves ready for a prompt 9:00am start
- Afternoon registration should begin at 1:00pm (KS1) and 1:05pm (KS2) promptly, ready to begin the afternoon sessions
- Lessons should be prepared and resourced in advance of them starting. Occasions where teachers need to visit the Reprographics room should be rare to non-existent during lesson times. If occasions occur where it is necessary then a TA should be asked. Where you do not have a TA in class then send a child or send a message and ask to borrow a TA. The teacher should always remain with the class
- Modelling good manners and speaking to people respectfully
- Modelling good spoken English
- Treating all children equally and encouraging a Growth Mindset by valuing effort above attainment
- Praise and encourage good manners shown by the children
- On occasions where assembly finishes late playtime will still finish at the usual time (unless this would mean 5 minutes or less, in which case no more than 5 minutes should be added and agreed by SLT)
- Children should be lined up just before the designated end of play so they are back in their classrooms and ready 2 minutes before the beginning of their lesson
- Staff should supervise the children as they enter to ensure they enter the classroom quickly
- A brief comfort break is acceptable as long as the class is covered by a member of staff

APPENDIX 3

To effectively learn children need to have good teaching, feel safe and nurtured in school and demonstrate good learning behaviours themselves. At Greenhill we encourage this by working together to create a purposeful, focussed environment based on challenge and respect. As such all members of the Greenhill community are expected to speak to each other with respect and be courteous.

Children should be able to talk about and demonstrate the following learning behaviours at an age appropriate level.

Specific Learning Behaviours
RECEPTION

- To acknowledge and follow simple instructions (working up to 3 steps by the end of the year)
- To show compliance to the instructions
- To be able to listen while remaining quiet and attentive
- To show empathy towards others
- To be able to take turns
- To show good manners including: using please and thank you; not interrupting and speaking with a respectful tone to adults and peers
- To be able to use the toilet and wash hands independently
- To be able to dress independently
- To ask for help when needed
- To show some perseverance and not give up if the first attempt fails

YEAR 1

- All of the above and:
- To be able to check their own writing against a simple success criteria
- To be able to remain on task and focussed for a minimum of fifteen minutes
- To follow the Presentation Policy with increasing independence
- To be able to use a ruler to draw straight lines
- Respond to all instructions immediately
- To be able to log onto the laptops independently
- Collect dinner bands without reminders

YEAR 2

- All the above and:
- Be ready to start lessons upon entering the classroom
- Settle to tasks immediately and without prompting
- Be able to learn from their tables
- Be responsible for their own belongings
- Apply their own knowledge to improve work
- Use DUMTUM and Presentation Policy independently
- To check all work against success criteria and for basic errors
- To understand that getting things wrong is part of the learning process
- Begin to use their own initiative to get 'unstuck'
- To use the toilet at appropriate times

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LOWER KEYSTAGE 2

- All the above and:
- Copy information, including date and Learning Intention, accurately and without errors
- Follow school procedures, for example MAD marking, independently and without prompting
- Be increasingly more responsible for their own learning and be focussed on this in the classroom
- To begin to articulate points of view effectively and respectfully
- The 4 Bs should be embedded
- To use their own initiative for solving simple logistical issues, for example what to do if they run out of space on a page, if they have no pencil, there aren't enough scissors on a table etc

UPPER KEY STAGE 2

- All the above and:
- To fully understand their own responsibilities towards their learning and embrace this
- To act as effective learning role models
- To use their own judgement sensibly and effectively to solve issues affecting learning, where appropriate
- To present and articulate information and alternate points of view concisely, respectfully and confidently, using supporting evidence where appropriate