



WINWICK CE PRIMARY SCHOOL

Policy for Teaching & Learning

Date of Approval:	September 2017
Signed: Chair of Governing Body	<i>Jackie Neal</i>
Signed: Executive Headteacher	<i>Sue Dymond</i>
To be reviewed by:	September 2019

One of the main aims for Winwick CE is to ensure that pupils are happy at school where they can be inspired to do their best as confident learners in an emotionally, physically safe and spiritually supportive environment.

Across our school the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

We expect every teacher to be a good teacher – no child deserves less.

By adopting a whole school approach to teaching and learning across our school, we aim:

- to provide consistency of teaching and learning across our school.
- to enable teachers to teach as effectively as possible.
- to enable children to learn as efficiently as possible.
- to give children the skills they require to become effective lifelong learners.
- to provide an inclusive education for all children.
- to learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared.

This policy covers teaching and learning in its broadest sense: personal; social; academic; practical; physical. Through the development of these aspects of learning, we aim to enable all pupils at this school to become successful learners, confident individuals and responsible citizens.

The focus for teaching and learning will vary from lesson to lesson and from subject to subject but across the curriculum, three distinct but inextricably linked aspects to learning will be evident:

- The development of attitudes and attributes to support young people to be, for example: determined; adaptable; confident; risk-taking; enterprising.
- The development of skills, for example: literacy; numeracy; ICT; linguistic; technological; investigative; artistic, spiritual and musical
- The development of knowledge and understanding, for example: scientific; cultural; historical; geographic.

In order to inspire pupils, we also recognise the importance of developing teachers as learners through their own professional development in order to ensure that we continually monitor, review and develop our own practice.

The policy consists of the guiding principles of effective teaching and learning and a list of the key features of effective teaching.

The policy is supplemented by an appendix which is designed to give teachers a more detailed understanding of the principles contained in the policy.

Guiding Principles

These are attributes that all teachers should seek to make evident in all lessons. The following inform the development of teaching and learning at Winwick CE School:

- There is no one right way to teach, but teachers enhance their effectiveness when their teaching is purposeful, efficient, clear, structured and adaptive.
- Appropriately high expectations by teachers are of paramount importance.
- Effective teaching involves more than just exposition and arranging activities; the nature of the interaction is carefully designed, with differentiation matched closely to pupils' actual abilities and needs.
- Effective teaching is more than mere transmission of subject knowledge; it establishes active links with the rest of the curriculum and contributes to the development of all pupils' key skills.
- The effective learning environment is orderly, stimulating, attractive, safe and supportive.
- The effective teaching atmosphere encourages learners to value and draw on their own experience.
- Effective lessons are carefully planned and involve student participation as often as possible.
- Pupils need to learn how to learn in order to help them to use their initiative and to develop a capacity for independent work.
- Effective teaching and learning regularly features a suitable balance between whole class, small group and individual work.
- Effective learning occurs when pupils are given opportunities to apply the knowledge and skills they are taught.
- Effective learning design allows pupils to summarise what they have experienced and to reflect carefully on this experience.
- Effective teaching is complemented by fair discipline, positive reinforcement and explicit formative feedback.

Effective Teaching

All teachers will take note of the following elements and seek to make them evident in their lessons:

- The teacher has established positive and constructive working relationships with the class
- Superb subject knowledge to stretch pupils
- Interest and enthusiasm for learning
- Clear and explicit purpose
- High expectations of all pupils
- Systematic and effective checking of pupils' understanding throughout lessons
- Effective interventions which match pupils' needs and impact on the quality of learning
- Excellent classroom management
- Pupil participation and involvement
- Positive atmosphere, including the effective use of praise to reward good contributions and progress
- The use of a variety of teaching styles to meet the needs of all learners
- Confidence to make mistakes and learn from them
- Trust and safety
- Use of humour
- Effective differentiation in order to accommodate the needs of all learners
- Challenge to stretch pupils
- Stimulating classroom environment
- Appropriate pace of learning
- Punctuality at the start of lessons
- Well prepared lessons
- Innovation to meet the challenge of change
- Supportive and challenging questioning
- The effective use, where available, of teaching assistants and other adults
- High quality marking and constructive feedback

Monitoring, evaluation and review

SLT and Subject Leaders will be well-informed about the school's teaching and learning strengths through Teaching and Learning Review Days and through ongoing self-evaluation. External judgements, such as those made by OFSTED and the School Improvement Partner, will also contribute to the evaluation of the quality of Teaching and Learning. These judgements will be shared with the Governing Body. The review and self-evaluation processes will consolidate strengths and effect any necessary improvements in the quality of teaching and learning.

Monitoring the quality of teaching and learning takes place through a range of mechanisms including the regular observation of lessons which form part of the performance management and the Teaching and Learning Review Day. Lessons are graded by SLT using clear criteria which have been agreed with the teaching staff on the OFSTED scale of 1 (outstanding) to 4 (inadequate). Lesson observation feedback and analysis is focussed on the principles described in this policy. The proportions of lesson in each category are reviewed on a regular basis. The quality of teaching and learning is also based upon lesson observations; achievement and attainment data; and work scrutinies. Performance management targets and CPD will be informed by this.

The policy will be reviewed every two years by the Governors' Teaching, Learning and Assessment Committee.

Related policies:

Special Educational Needs Single Equality Scheme

Homework Policy

Assessment and Marking Policy

Appendix

This appendix gives further guidance and detail and is meant for teachers as a supplement to the principles and key features contained in the policy.

1 Questioning

Effective interactions between the teacher and groups of pupils or individual pupils are essential aspects of how a teacher enables pupils to make progress. Questioning pupils may arise as a part of developing new ideas, helping pupils when they are unsure of their work, or as a result of the teacher's observation of pupils' work. Questioning is also a key mechanism for a teacher to check the understanding of a pupil or a group of pupils so that subsequent teaching can be adjusted accordingly.

Skilful questioning involves listening carefully to a pupil's response and then, frequently, following that up with further questioning which enables the pupil to extend their own learning or to confirm their understanding.

2 Planning

Good teaching and effective learning at Winwick CE School are not produced by accident. Planning is key to creating the conditions for effective teaching and learning. The National Curriculum and Examination Board specifications inform planning. These, in turn, influence schemes of work in each subject or phase. These schemes are held at school and individual level. They will act as a vital part of the induction procedures for new teachers and give direction to individuals Continuing Professional Development plans.

From these schemes of work, teachers produce individual lesson unit plans. A school pro-forma document is available to assist teachers in planning lessons in accordance with the principles of this policy.

3 Assessment for Learning

Assessment for learning involves the use of classroom assessment to improve learning. Effective formative assessment should be embedded in the teaching and learning process and it is a key factor in raising pupils' standard of achievement.

The key features of assessment for learning are:

- Involving pupils in their learning
- Lessons are better focused when teachers share objectives for a lesson with the pupils.
- Modelling quality: showing pupils the learning strategies and goals
- Assessment criteria are often defined in formal language that may not be clear to the pupil. It is important that teachers share with their pupils examples of work so that they can see the standards they are aiming for. Pupils who study the completed work of others will develop reflective skills and find out what it is like to take an active part in the assessment process.
- Giving feedback to pupils on their work

Feedback is an essential element in assessment for learning. Effective teaching includes methods to interpret and respond to assessment information in a formative way. It is important that teachers build safe and secure relationships so that trust is established between teacher and pupil, prior to giving feedback. Pupils benefit from opportunities for formal feedback through group and plenary sessions. Where this works well, there is a shift from teachers telling pupils what they have done wrong to pupils seeing for themselves what they need to do to improve and discussing it with the teacher. Giving feedback involves making time to talk to pupils and to teach them to be reflective about both the learning objectives and their work/responses.

Self and peer assessment

If pupils are to learn effectively, they need to identify any gaps between their actual and optimal performance. Pupils need to be able to work out why these gaps occur and they need to identify the strategies that they might use to close the gaps. This is something that has to be done by the pupils and cannot be done for them by the teacher, although the teacher's interchange is crucial to the pupil's understanding of what needs to be done next.

4 Differentiation

Differentiation is the matching of work to the differing capabilities of individuals or groups of pupils, including the most and least able, in order to extend their learning. Effective differentiation is essential when supporting the learning of any group of pupils to ensure that each pupil is able to make the best possible progress.

In their published reports OFSTED have made it clear that differentiation involves recognising the variety of individual needs within a class, planning to meet those needs, providing appropriate delivery and evaluating the effectiveness of the activities in order to maximise the achievements of individual and groups of pupils.

The traditional, and simplest, way of thinking about this aspect of teaching and learning is by considering two main types of differentiation:

- Differentiation by Task

Pupils of different abilities are set different tasks which provide each pupil with a level of stretch and challenge which is appropriate to their ability. For example, in a mixed ability group for mathematics, some pupils might be asked to solve simple missing number questions while others solve relatively complex, abstract, algebraic equations.

- Differentiation by Outcome

Pupils of different abilities are set the same task, but they will complete it in different ways according to their ability, for example, a mixed ability group of pupils could all be asked to write about the importance of going to school but the outcomes would vary greatly. In practice, it is helpful to be aware of and to consider a more detailed range of approaches to differentiation which may be used as listed below. In all lessons, teachers would be expected to use a combination of the strategies described as appropriate to the subject area and the nature of the lesson:

- Differentiation by Questioning

When introducing new, or developing, ideas with a group, teachers often address questions to the whole group. In most cases, this will provide opportunities for differentiation through the targeting of questions at particular pupils and the opportunities provided through follow up questioning for individual pupils or groups of pupils to extend their own learning.

- Differentiation by Content

The pupils study different materials within the same topic area but do the same activities.

- Differentiation by Negotiation

The pupils study different materials within the same topic area and also do different activities.

Teachers help pupils to select appropriate materials.

- Differentiation by Role

The pupils carry out different activities depending on the role they are playing in a simulation. The roles are matched to the abilities, aptitudes and needs of the pupil.

- Differentiation by Activities

The pupils study the same content but do different activities.

- Differentiation by Support

The pupils study the same materials, do the same activities, but receive different amounts of support from the teacher or from extra printed information or concrete resources.

- Differentiation by Gradation

The pupils are given the same information and activities. The activities become progressively more difficult. The pupils work through the activities at different rates and therefore only the more able do the more difficult tasks. (This however does not mean that pupils are doing activities which are not matched to their ability and are too easy)

- Differentiation by Extension

The pupils study the same materials and do the same activities. Extension work is given to the most able after they have finished the basic activities.

- Differentiation by Response

The pupils are set open-ended assignments that can be interpreted at different levels.

- Differentiation by Group Work

The pupils work in mixed ability groups. Pupils help each other by working together and interpreting the tasks at different levels.

In working with any group of pupils, teachers must take into account and cater for the range of abilities and aptitudes in the group by the use of appropriate methods of differentiation.

5 Homework

Homework provides set learning activities outside normal lessons. It provides for curriculum enabling skills, enrichment and extension. There is evidence that regular homework makes a significant contribution to raising standards of achievement. The school's strategic approach to homework is identified in the Homework Policy.

6 IT and Learning

Information technology prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology.

Pupils use IT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ IT to enable rapid access to ideas and experiences from a wide range of people, communities and cultures.

Increased capability in the use of IT promotes initiative and independent learning, with pupils being able to make informed judgements about when and where to use IT to best effect, and to consider its implications for home and work both now and in the future. The programme of study for the development of pupils' IT capability ensures coverage of the key IT skills.