

Stubbins Primary School

Policy For Teaching & Learning



At Stubbins School, children are at the centre of everything we do. We aim to give our children the best possible opportunities and learning experiences, enabling them to reach their full potential. We aim to ensure that the children in our care are equipped for life-long learning as responsible citizens in an ever-changing, diverse local and world-wide community.

We believe that everyone has the capacity to become great if they have the courage to challenge themselves. By nurturing creativity, enjoyment & ambition; this policy supports our responsibility to make this happen.

Introduction

This policy is the most important of all school documents because it represents the core business of our school. Around 1200 hours of pupil lesson time are experienced in Stubbins School every single year by each child; that's over 8,400 hours during their time with us. Of course, school constitutes much more than learning alone; nevertheless, the success of our school and of our pupils is determined by the quality of learning which takes place here. Our role is to guide, form and enable pupil learning, so that achievement and attainment are as good as they can be.

The contents of this policy are designed to help all of us to promote excellent learning. These principles for learning have the potential to increase the life chances of our pupils by raising the quality of the education we provide; they have the potential to improve pupils' engagement, enjoyment, achievement, relationships and behaviour in school, as well as parental satisfaction, and the capacity for us as staff to find real professional fulfilment in our work.

This policy should be read in conjunction with our Behaviour Policy, which supports children in developing behaviour for learning.

Key principles of this policy are that:

1. It is vital that staff have a consistent and shared understanding and approach to promoting learning. However, it is recognised that staff have different styles, strengths, enthusiasms and approaches – this is valuable and to be celebrated and shared.
2. **Agile Teaching**, rooted firmly in the principles of Formative Assessment, is the framework within which learning happens at Stubbins.
3. Teamwork underpins our professional roles. Our success depends on how closely we support and energise each other.
4. We are on a learning journey, and have much to learn from colleagues and other professionals; we learn from our mistakes
5. Teaching is sometimes difficult, and there are always barriers to overcome when promoting learning. However, we are right to be ambitious for what can be achieved, and optimistic that learning can always be enhanced for all our pupils.

6. Each and every pupil has the right to access the very best learning that we are able to offer.
7. We are responsible for providing the guidance, support and expertise necessary for the best learning to take place. 'Working' is not always 'learning' – we should enable our pupils to be active learners.

Learning and teaching is the core business of our school. It is our aim to motivate all our pupils to have high aspirations, to want to do their personal best and to have the desire to be successful in and out of school. We are trying to prepare pupils to be successful in a rapidly changing world that has many challenges; some of which are yet unforeseen. We can only nurture flexible and creative learners if teachers and pupils work in partnership to create a stimulating and successful learning environment.

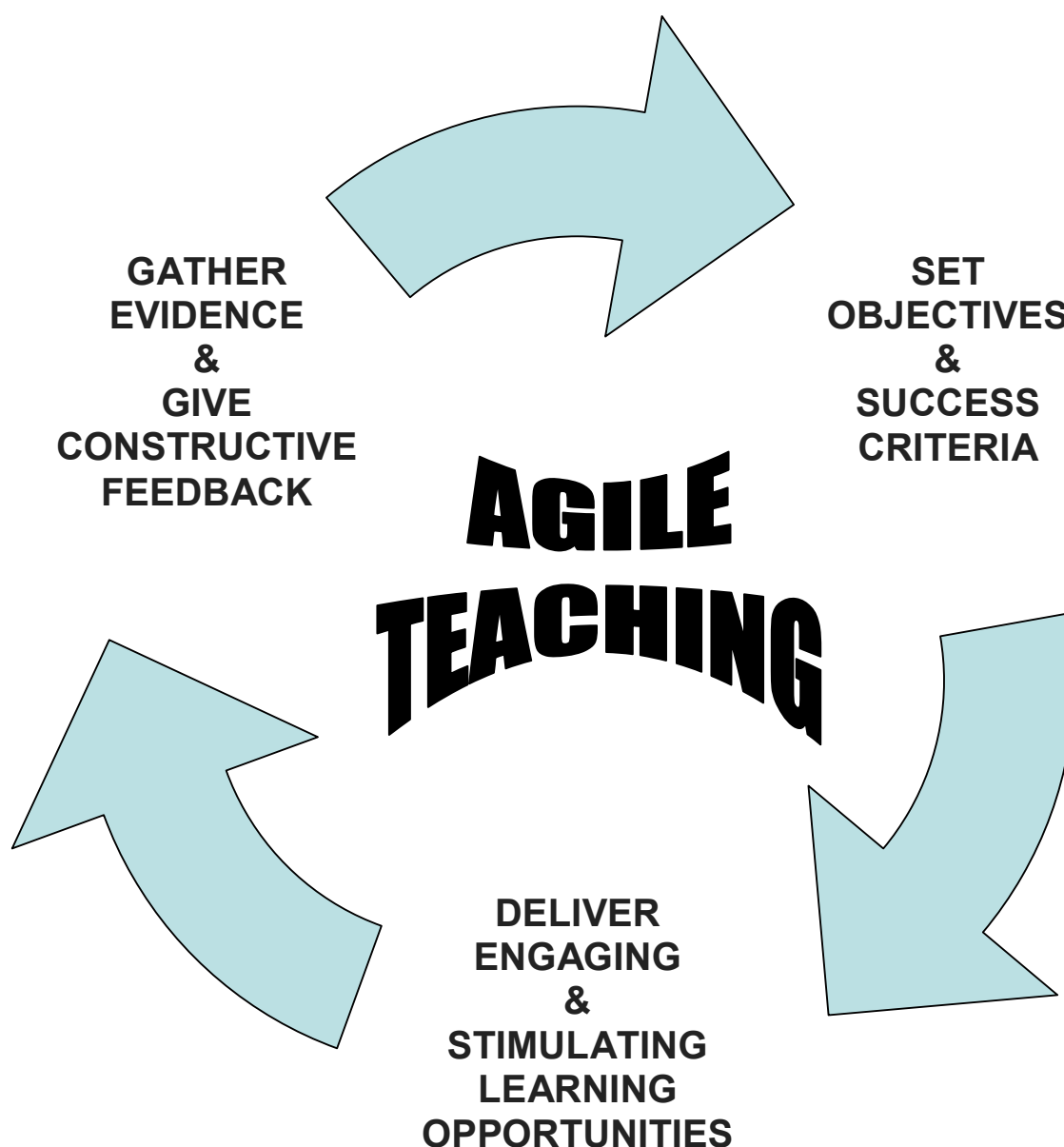
Thus it is our aim to have pupils involved fully in the learning process thereby promoting an active culture of learning. This policy sets out the principles and expectations behind our learning environment and should be read in conjunction with the policies on Target Setting, Behaviour and Presentation & Setting Out.

The Principles of Agile Teaching

Agile Teaching is not new. Many of the strategies used will be familiar to new and experienced colleagues alike. All we intend to do is draw the various elements of good practice together to form a coherent and co-ordinated approach to teaching at Stubbins School.

The belief is; that if all staff teach following the principle of Agile Teaching then the pupils will experience a consistency of practice that will help support them in the learning process. As a result we should also be able to reduce the impact of in school variation and as a result raise standards across the school.

The following diagram shows the way in which Agile Teaching follows a cycle, which continuously informs the next step.



Developing Learning Objectives

All lessons should be planned with clear learning objectives. These objectives should focus on what is to be learned and should not be an identification of tasks to be completed by pupils. Learning objectives should where possible highlight a skill that is being developed so pupils can make links between study skills being acquired in other subject areas. Learning objectives should make a clear distinction between skills being developed and the acquisition of subject knowledge.

Although all lessons should have clear learning objectives; how and when these are to be shared with pupils is at the professional discretion of the teacher. Some discovery or mystery lessons for example may best be done with the learning objectives being shared at the end of the lesson as the learning is being reviewed. Learning objectives may be written on the board, flashed up by a projector or be explicitly referred to orally. We do not expect pupils to spend valuable learning time copying learning objectives into their book.

Setting Success Criteria

Setting success criteria is an essential part of the objective setting process. Success criteria should inform pupils of what they need to do in order to meet the learning objectives. Good success criteria are an essential part of the formative assessment process as they allow pupils and teachers to judge how well pupils have performed and highlight what they need to do to make progress. As such, success criteria provide the framework for providing effective feedback.

Delivering Engaging & Stimulating Learning Opportunities

In order to learn effectively it is important that all pupils are actively engaged in tasks that stretch and challenge them. Some principles are outlined below; however, once again the list is not exhaustive and the application of strategies is at the professional discretion of the teacher.

- **Engineering effective discussions;** careful thought needs to be put into planning the role that talk has in lessons. Techniques such as no-hands questioning, hot seating, 'conscience corridors' or asking for a pupil to summarise a discussion can lead to whole class engagement.
- **Engineering effective tasks and activities;** careful thought needs to be put into planning the work that pupils will do. For example, carefully organised group work using the principles of co-operative learning can ensure that all pupils are engaged. Opportunities should be given to a wide range of activities including outdoor learning, kinaesthetic approaches and the use of ICT.
- **Eliciting evidence of learning;** a key challenge for teachers is to ensure that classroom activities provide opportunities for pupils to exhibit their learning so that teachers and pupils can make informed decisions about the form and amount of progress being made.

It is our goal to nurture independent learners who have the skills to be successful in an increasingly globalised and changing world. We are trying to educate and prepare pupils to do jobs that have not yet been imagined. To achieve this we must train and equip pupils to be critical and reflective learners.

Through learning to learn pupils should be able to think about the learning process and how to learn successfully. This can be done by engaging pupils in the learning progress, employing effective questioning techniques, sharing learning objectives and success criteria and by giving them opportunities to assess their own work. This can be further developed by helping them extend these skills by engaging in peer assessment, giving each other advice and by having opportunities to teach each other.

For younger children, the variety of continuous provision, and the way in which challenges are set and questioning is delivered, makes a huge difference to the value of any given activity. Whilst 'doing' can be learning, it is not always, and steps should be taken to ensure that learning happens.

'Working' is not always 'learning' – we should enable our pupils to be active learners.

The Role of Feedback

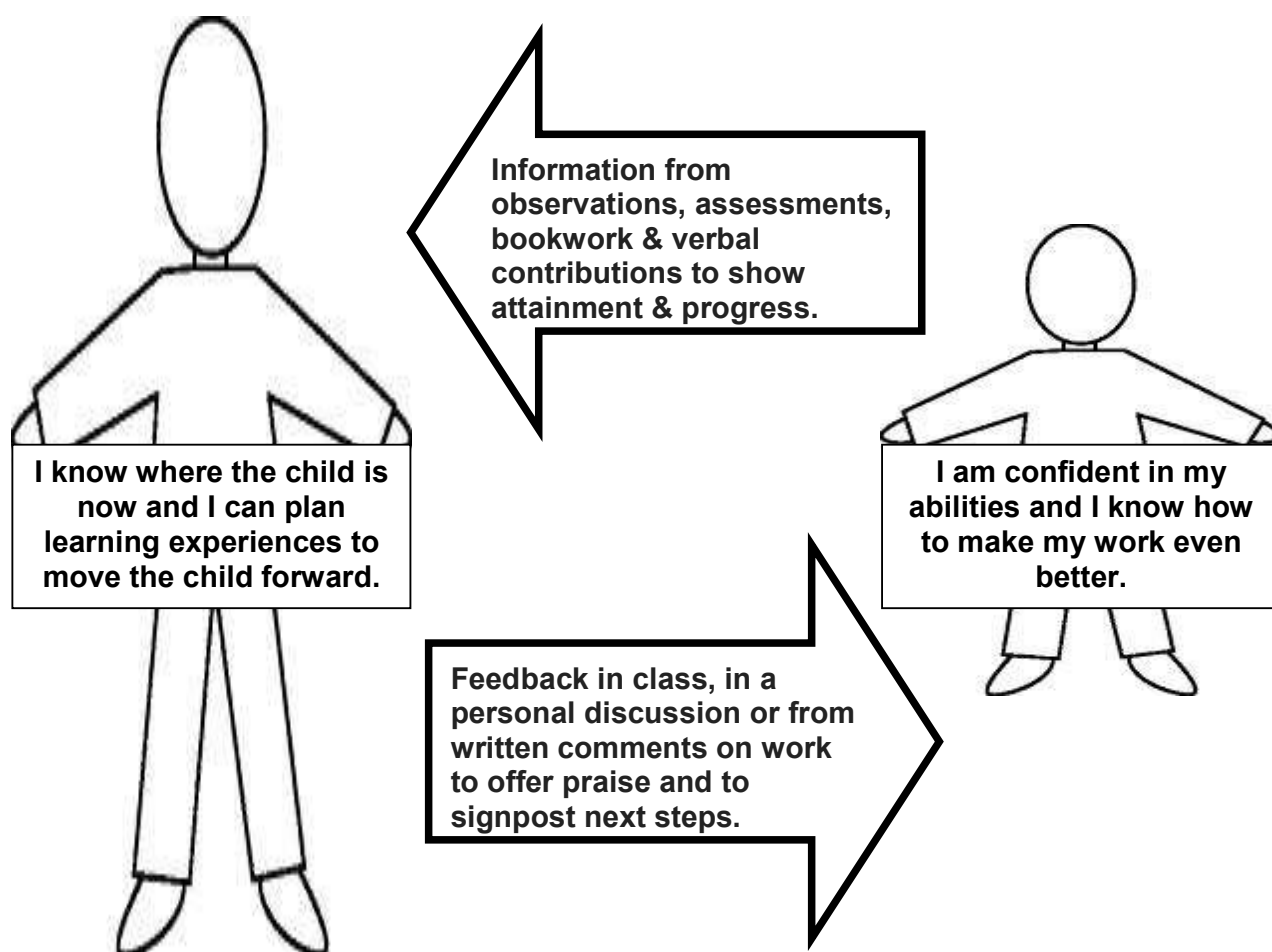
In order to become independent learners, pupils need to be informed about their learning. The teacher plays a crucial role in this process. Pupils need to know when they are getting it right in order to motivate and energise them. By ensuring a pupil has a clear understanding of the learning objectives and the success criteria the teacher can then help guide the pupil through the next stage in their learning journey. This advice can take many forms, for example:

- general class feedback
- a personal discussion
- comments written on a piece of work
- target setting

Feedback needs to be encouraging and motivating. The child should feel confident in what they can do and able to reach for the next step. The nature and role of feedback will be further developed through our Target Setting and Marking policies.

Most importantly feedback should provide praise & guidance on how to make progress.

Successful Formative Assessment & Feedback



Expectations of Teachers

1. Teachers should ensure that all tasks and activities that the children perform are **safe**, and where visits or special activities are planned that risk assessments are completed, and various permissions are obtained.
2. Teachers should have a strong understanding of the principles behind **outstanding learning and teaching** and be able to put these into practice.
3. Teachers are expected to have **high expectations** of their pupils and be dedicated to inspire and encourage those that they teach.
4. Teachers should **deploy Teaching Assistants as effectively** as possible. Sometimes they work with individual children or small groups both inside and outside of the classroom depending upon the nature of the work involved.
5. Teachers should listen to pupils' ideas. They should **involve pupils** in their learning and discuss how to make progress.
6. Teachers should try to **teach pupils something new each lesson**.
7. Teachers should assess pupils' work and **provide feedback** regularly.
8. Teachers should be helpful, approachable, supportive and **understanding of their pupils' needs**. All pupils should be treated with dignity and fairness. Teachers should be positive about their pupils and enthusiastic about their learning. They should be warm, friendly and welcoming; having a good sense of humour is always useful too.
9. Teachers are role models and should **model the behaviour that is expected** from pupils. For example, teachers should treat pupils with maturity and respect.
10. Teachers should be **assertive** and exercise good classroom control. They should be consistent in applying school policies.
11. Teachers should be knowledgeable and enthusiastic about their subject disciplines.
12. Teachers are expected to be **organised and prepared** for their lessons.
13. Teachers are expected to be on time to lessons & to **use the lesson time for learning**.
14. Teachers should strive to make sure classrooms are **attractive learning environments**. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high quality work by the children.

Role of the Head Teacher and Governing Body

- 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.

Role of the Parents/Guardians

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding parents' evenings to discuss children's progress, and provide attainment summary slips.
- Sending an annual report to parents in which we explain the progress made by each child and indicate how the child can be improved further.
- Explaining to parents how they can support their children with homework.
- Holding special meetings to explain relevant developments in their child's education.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance record possible.
- Ensure that their child is equipped for school for partaking in activities.
- Do their best to keep their child healthy and fit to attend school.
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- Promote a positive attitude towards school and learning in general.
- Fulfil the requirements set out in the home/school agreement.

Monitoring and evaluation

Staff development needs will be identified in line with this policy, Performance Management and continued Professional Development Policies. The Teaching and Learning Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school.

In order to provide a clear picture of the quality and consistency of practice across school, when evaluating teaching and learning in school, it will be monitored and evaluated through:

- Team Teaching
- Classroom observation
- Sampling pupil's work
- Sharing pupil's work throughout school and discussing quality
- Internal moderation of pupils' work
- Discussion with pupils;

Equality and Equal Opportunities

All children have equal access to the curriculum regardless of their sex, age, disability, race, religion or belief. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from any form of intimidation and harassment to achieve their potential.

Review

The Head Teacher and staff will review this policy annually. Any suggested amendments will be presented to the Governing Body.

Date of last review: December 2013

Signed: _____ Headteacher

Signed: _____ Chairman of Governors