

Dinglewell Junior School
Teaching and Learning Policy
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Teaching and Learning Policy

The aim of this policy is to ensure that all children at Dinglewell Junior School receive consistent, high-quality teaching to enable them to learn effectively. It will provide a framework for monitoring the quality of teaching and learning; it will help teachers and other adults to evaluate their practice. It will provide a calm, safe learning environment where everyone feels valued.

All staff have been involved in the formation of this policy; this has ensured ownership. It identifies our beliefs about what constitutes quality teaching, which will promote learning and raise standards throughout the school.

Although there is no prescribed way that a teacher should teach a lesson, the 'Non-Negotiables' (appendix A) provide basic expectations of all teachers with regard to classroom practice.

This policy is built upon those expectations.

At Dinglewell Junior School we believe children learn best when:

- They are positive, are self-motivated, happy and have the confidence to take risks.
- They feel that they are all treated as equals.
- They are spoken to appropriately.
- They acquire mutual respect and value the work of others.
- They have clear expectations of work and behaviour.
- Lessons are stimulating, exciting and engaging - having purpose and pace.
- Work is challenging, but achievable.
- The learning environment is stimulating, calm and secure with interactive accessible resources.
- They are encouraged and praised.
- They are given meaningful feedback on what they are doing and how they can improve - verbally and through the marking.

- They engage in self-evaluation, making choices where appropriate and play an increasing role in organising their learning.
- They are given the opportunity to talk and discuss their learning.
- They behave appropriately.
- They have clear targets, which they understand.
- Teaching is focussed on their individual needs.
- Parents are involved and supportive.

To allow this to happen in our school the classroom climate needs to be embedded with the belief that all pupils can learn and improve. Successful learning occurs when children understand the goals they are aiming for and when they are motivated and have the skills to achieve these goals. To ensure that this happens and to raise standards in our school GOOD or better teaching must take place in all our classrooms.

What does GOOD or better teaching look like?

- The teacher has sound subject knowledge
- Lessons are well planned and objective led with a clear learning outcome
- Lessons are adapted to match the ability of all the children
- The learning objective is shared with the children and is referred to throughout the lesson to assess learning
- Previous learning is reviewed
- A range of teaching methods to foster different ways of learning is used ensuring a good balance between instruction, demonstration, modelling, discussion, questioning
- A range of learning styles are used (Visual, Auditory, Kinaesthetic)
- Key vocabulary is displayed and used accurately
- The lessons are well paced and delivered with enthusiasm
- The method and organisation of the lesson supports the learning intention
- Teachers plan for and make effective use of additional adults in the room
- Teachers have high expectations of all pupils' achievement
- Teachers use success criteria or steps to success when appropriate
- Teachers have high expectations of behaviour
- Teachers make use of praise and encouragement throughout the lesson
- Teachers evaluate pupil learning throughout the lesson and modify and adapt the lesson when necessary
- Teachers use their daily assessments and observations to adapt and modify future planning and learning
- Teachers use a range of effective resources that are prepared
- Teachers use a range of questioning techniques and allow time for responses
- Children are given the opportunity to talk and discuss their learning
- Time is managed effectively - good organisation, smooth transitions
- Feedback is provided for children which is constructive and enables them to move forward (see marking policy)

To be successful teachers we need to be able to identify and recognise learning that is taking place within the classrooms. 'Learning can be considered as the process by which skills, attitudes, knowledge and concepts are acquired and understood, applied and used or advanced and extended. It should not be confused with the mere completion of tasks'

What does learning look like in our classrooms?

- Children are motivated to learn
- They can talk to you about what they are learning *not* what they are doing and are aware of their targets and next steps
- Children have a clear understanding of the learning objectives and what is expected of them (success criteria, steps to success)
- Children are on task and able to maintain concentration
- Children listen and are able to follow instructions
- Children are able to work well in a variety of ways - in pairs, groups, individually
- Children are independent learners and draw from a range of strategies when needed e.g. know what to do when they are 'stuck'
- Children use appropriate vocabulary connected with their learning
- Children ask relevant and appropriate questions
- Children are well organised with their time and equipment and are able to select their own resources when appropriate
- Children are able to take risks, they are not afraid of making mistakes and recognise that this is part of their learning process
- Children are able to use success criteria to evaluate their work
- Children show pride in their work and the presentation of their work

To enable good teaching to take place the teacher must be organised and have planned the lessons effectively.

Effective planning will include:

Long term planning - giving a clear overview of subjects and year groups to ensure coverage of the National Curriculum, a progression in skills, continuity and securing a broad and balanced curriculum.

Medium term planning - drawn from the long-term planning. A termly breakdown of objectives into key questions in each subject area; identifying skills and the learning outcome. The activities should focus on learning through key experiences and aim to be exciting and engaging. They should identify opportunities for children to carry out their investigations, research, engage in discussion and debate, carry out observations and communicate their findings.

Short term/weekly planning - drawn from the medium-term plans which contain key questions/learning objective, learning activities and organisation, grouping of children with differentiated activities when appropriate, assessment/evaluation opportunities.

All planning should:

- Be objective driven with clear learning outcomes.
- Include repetition of key knowledge and build on children's previous knowledge.
- Provide a variety of teaching styles.
- Ensure the full participation of all the children.
- Provide appropriate challenges for all children.
- Be adapted to suit all learners.
- Reflect the requirements of the national curriculum and the school's subject policies.
- Show that assessment and evaluation has been reflected in future planning.
- Show progress and continuity.
- Promote cross-curricular links so that Literacy, Numeracy and Computing skills are embedded into other subject areas
- Identify opportunities for oral language.
- Identify key questions to be asked in the lesson
- Identify key vocabulary to be used
- Inform classroom TAs
- Reflect My Plans

The classroom environment has a great impact on the children's learning. The school and classroom environment should meet children's basic physical needs, their need to feel safe and secure, their need to feel personally valued and cared for. The physical setting, the quality of relationships in school, the lesson structures and classroom expectations, the language and communication used, all offer routes into designing school and classroom environments that will meet these needs.

What does an effective learning environment look like?

- Has a calm supportive atmosphere
- The classroom is welcoming
- Has a working wall that displays the learning in each lesson
- The room is free from clutter, tidy and well presented
- Key vocabulary is displayed
- Furniture is arranged to aid learning
- Ensures all the children's physical needs are catered for
- Has an interactive teaching environment
- Has centralised resources for children to use (e.g. pencils and colouring pencils which should be sharpened, scissors, rulers etc) which are of good quality
- Provides access to curricular resources which are clearly labelled and organised ensuring easy access for children
- Has attractive displays that reflect current work and a range of curriculum areas with a balance between children's work, photos, prompts, information displayed. They should reflect themes and the year group
- Displays children's targets
- Children can see how they are rewarded for their successes (in-class reward systems, celebrations in class of good work and effort)

- Displays class rules

Monitoring of Teaching and Learning

This policy will provide the framework for monitoring the quality of teaching and learning over time in Dinglewell Junior School.

The Headteacher, SLT and Subject Co-ordinators will regularly monitor the teaching and learning through:

- Lesson observations.
- Scrutinising planning.
- Work sampling and book looks
- Discussions with pupils.
- Focussed learning walks.

The Headteacher will also involve other professionals invited to the school to assist with the monitoring of teaching and learning.

The Headteacher and SLT will do 'drop ins' to all classes to ensure that this policy and the Non-Negotiables are being adhered to at all times.

Teachers should also see themselves as learners, and have high expectations of themselves; they should constantly question how they can improve and develop their teaching.

Teachers should evaluate their own teaching performance against this Teaching and Learning Policy. This can be carried out initially in isolation and then discussed with their TA or with a teaching colleague. The self-evaluation process has the potential to identify perceived strengths and areas for development, set targets and consider how they can be achieved.

Monitoring will provide all stakeholders with appropriate information about the quality of teaching and learning in the school over time. Through this process strengths and weaknesses will be identified and addressed as part of the SDP and individual appraisals linked to the school's overall drive to raise the achievement and standards of the learners.

The information will also be used to inform the Ofsted Self Evaluation Form (SEF) - Quality of Education.

Targets will also inform the school's annual Performance Management meetings, an entitlement for all teaching staff.

APPENDIX A

LESSON OBSERVATIONS – NON NEGOTIABLES

The teacher:

- Sets clear objectives
- Objective shared with children
- Objectives referred to during the lesson
- There are high expectations of all children
- Uses a range of teaching styles / techniques
- Actively involves children during the lesson
- Balance between teacher and pupil talk
- Uses a range of questioning - extend learning, assess
- Uses subject specific vocab.
- Manages behaviour well

Planning:

- Clear objective/learning outcome
- Age related expectations/high expectations
- High challenge for the more able
- Clear teaching sequence
- Shows how learning will be evaluated
- Links to previous/future learning
- Identifies role of teacher and teaching assistant
- Shows adaptation/scaffolding
- Identifies SEN support
- Evaluation and assessment used to inform future planning

Teaching Assistant:

- Is clear of their duties/children's tasks
- Is actively involved in all parts of the lesson
- sits in appropriate place
- refers to objective during the lesson
- manage behaviour and pre-empt/deal with low level disruption to allow teacher to carry on teaching
- uses initiative!

Children:

- Motivated to learn
- On task quickly (transition period)
- Actively involved in their learning
- Can talk about their work
- Can discuss their targets or next steps to learning
- Can access resources
- Can work independently

- Work at a good pace
- Behave appropriately
- Can talk about their learning