Teaching and Learning Policy

This policy is closely linked to the Behaviour Policy & Learning Plan, Marking & Feedback guidance, the Curriculum Statement and Yearly Overviews.

Aims
- To clearly set out what we mean at Manor by excellent teaching, in order to be able to continually refine and improve practise
- To raise the level of pupil achievement
- To provide staff with clear indications of the school's expectations
- To establish a range of good practices in respect of teaching and learning
- To ensure consistency across the school and appropriate provision in classroom practice
- To share good practice and enable the identification of aspects for development

At Manor we expect that all teaching is good or better.

For a lesson to be good it will include:

1. **Clear Learning Objectives** – not necessarily at the start of the session, but the children must be absolutely clear about what it is they are learning, and what they should be able to do by the end of the session. This needs to be referred to during the session, as well as at the end during a plenary.
2. **Success Criteria** – or 'What I'm looking for'. Children need to be made explicitly aware of what these are, and it could be (but not necessarily) a breakdown of the 'steps to success'. The children should be using these to evaluate their own and others' work, and should also be referred to in a mini-plenary.
3. **Differentiation** – which will include challenge for more able pupils. This needs to be evident in the teaching input, in the high expectations you have of the children, in the activities and in the plenary. It will also show in the marking in the children's books and the way in which the children respond to this.
4. **Good Progress** has been made by the end of the session – how do you know this? How do the children know whether or not they have done this? Clear evaluation against specific criteria needs to be evident, and referred to by children and teachers.
5. **Self-Assessment and Assessment for Learning** – needs to be evident in the teaching input, in min-plenaries, in the plenary, in children's books (marking, responses to the marking, extension comment or question). Variety of strategies used which children are familiar with and are using confidently and effectively.
6. **Elements of Speaking & Listening** in every session – could be discussions, talk partners, rehearsal for written work, drama / role play, collaborative group work, presenting their ideas or work. Needs to be happening in all areas of the curriculum.
7. **Elements of Spiritual, Moral, Social & Cultural development** in every session – refer to the handout given to be familiar with what this might be / look like in a session. Ensure that it is happening, and that the children are aware of this and its links to other aspects of the curriculum and their learning. Be explicit, especially initially.
8. **Maximising Participation** – ensuring that all children are actively involved throughout the session. Have plenty of opportunities for them to be 'doing' not just listening – especially on the carpet. Make sure all children are answering questions and giving feedback – during teaching input & plenaries.
9. **Marking** – all work must be marked - there must be clear evidence in books of regular and thorough marking, with comments included to move the children's learning forward. Children should be absolutely clear about how to improve their work. Extended writing levelled every two weeks.
10. **Response to Feedback** – Children must have regular opportunities to respond meaningfully to feedback given both orally and in their books. This must then be reflected in their responses and progress being made.
11. **High Quality Learning Environments** – these must be linked to demonstrating children's progress and explaining how to move their learning on. There must be range of writing on display – large enough to be read by the children.

At Manor an outstanding lesson will include a range of the following:

- Learners proactively making links to previous learning & applying it in different contexts
- Learners with very good working habits that maximise time for learning
- Learners that are significantly challenged
- Learners that are able to show originality and go beyond the set task or extend the scope of their learning
- Learners actively seeking to improve on their performance, can evaluate their work against agreed criteria and can identify areas for improvement
- Learning that has a clear purpose and is based on previous and future work and real life contexts
- Learners are expected to develop and justify their answers, speculate and hypothesise and use subject specific language
- Lessons have good pace but allow time for feedback and reflection
- Wide range of strategies and activities to assess progress including observation, discussion, assessment tasks and review checks throughout the lesson and provide ongoing feedback
- Formative marking is used and teachers' comments are acted upon leading to notable improvements

Pupils' Learning

In order to enable pupils to achieve their full potential and develop independence, the learning experiences offered will provide the opportunity for them to:
- Become increasingly independent, self-motivated learners
- Make significant progress and build upon their own successes
- Acquire key concepts and skills and practice them in a variety of situations
- Engage in investigative work and problem solving
- Engage in systematic observations
- Communicate in a variety of ways
- Use technology as an aid to learning
- Manage their own time and meet deadlines
- Develop evaluation skills to enable them to set targets for themselves
- Value themselves and others as learners
- Learn from the community and environment beyond school

To achieve these, pupils need to:

Have **positive attitudes to learning,** including:

Motivation	Enjoyment	Interest
Ability to concentrate	Perseverance	Independent thought

Develop **learning skills,** including:

Observation	Seeking information	Looking for patterns	Posing questions
Seeking solutions	Working independently	Working co-operatively	
Applying what has been learnt to new situations		Evaluating their work to modify and improve	

Demonstrate evidence of **progress** in:

Knowledge	Skills	Understanding	Attitude

Planning

Teachers are required to plan in Year Groups and to include teaching assistants.

In KS1 and KS2 Literacy/numeracy is planned on a weekly sheet. Guided Reading and Extended Writing have a specific format for planning, all other subjects are planned individually on a session planner.

There are specific planning formats for EYFS.

Criteria for judging the effectiveness of planning.

The focus of monitoring will be:

- identifying clear learning objectives for the lesson and for each part of the lesson (introduction, main teaching, pupils' activities, plenary)
- that there is a clear structure and progression in the lesson
- each section of the lesson has been clearly thought through to maintain good pace throughout
- the timing of each section has been identified precisely and the timing is communicated to pupils
- differentiation to enable all pupils to participate at an appropriate level, or in an appropriate way
- that the content and pace of the lesson challenges pupils
- that the role of Teaching Assistants has been clearly thought through so that they are used effectively throughout the lesson
- that opportunities are clearly identified for the teacher to teach individuals/groups

Classroom Environment

Ethos

The ethos of the classroom has a major impact on the quality of teaching and on pupil behaviour.
The teacher will:

- Ensure a calm working environment following the school's Learning Plan in which clear rules of conduct are known to the pupils. The Learning Plan:
  - Is based on agreed principles across school and the notion of rights and responsibilities
  - Is introduced in a way that enables commitment from pupils
  - Is phrased positively
  - Involves appropriate Rewards and Consequences (not sanctions)
- Have high expectations of work and behaviour and communicate these clearly to the class and individual pupils
- Ensure that pupils are aware of and follow classroom routines
- Value all pupils, irrespective of ability, race, gender, age or achievement
- Encourage pupils' self-esteem by recognizing and praising positive achievements

Organisation

- Classrooms must be kept tidy and uncluttered. Pupils should have a level of responsibility for this, appropriate to their capabilities and age.
- Teachers' and pupils' tables will be kept tidy. At the end of each day materials and equipment should be returned to their correct locations.
- Classrooms will be organised to ensure easy access and movement within the room. All pupils will be able to see the interactive whiteboard from where they sit.
- Tables will be laid out in a style that encourages both individual and co-operative work.
- Every classroom will have resource areas which are organised, clearly labelled and accessible to the pupils

Display is used

- to create a stimulating and purposeful environment
- to help pupils to learn
- to set a high standard in pupil achievement
- to create a climate where pupils' work is valued
- to help raise pupils' self-esteem