

MELBOURNE INFANT SCHOOL TEACHING AND LEARNING POLICY



Aims and purposes

Any attempt to continue to raise standards in our school must be focused on the classroom. Continued and sustained improvement is dependent upon sustaining the high quality of teaching and learning that is taking place on a daily basis. 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. Through the implementation of this policy we aim to raise standards in teaching and improve children's learning through a consistent approach which has been agreed by all staff and governors.

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.

Expectations

All lessons across our school should include the following key elements to ensure high quality teaching and learning. All teaching staff will receive induction to ensure they fully understand these elements and to enable them to embed them in their everyday practice.

All **lessons** will have...

- Clear learning objectives are displayed and shared orally in child friendly language. (I can.....)

February 2018, reviewed May 2019

- Learning objectives are referred to: at the start of the lesson, during the lesson and during the plenary
- Students should know exactly what they are going to learn and what is expected of them by the end of the lesson.
- Short bursts of physical activity to maintain attention.

All **lessons** are - clearly differentiated to enable all pupils to access learning

- All learners are challenged appropriately.
- Planning shows clear differentiation – this can be through questioning, resources, support and outcome.
- A range of learning styles are catered for through a VAK approach (Visual, Audio, Kinaesthetic)

All **pupils** are - actively engaged in learning and work co-operatively

- Pupils are actively engaged during all parts of the lesson – teachers take into account children’s concentration span and ensure pupils are not sitting passively for long periods.
- Opportunities to Think/Pair/Share and discussions with a Talk Partner are regular features in all lessons. Pupils are trained to use appropriate body language when engaged in discussion with a partner.
- A variety of resources are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
- Visuals, artefacts, auditory input are all used creatively as a way to enhance learning.
- Children help and encourage each other
- Everyone participates
- Children explain their ideas clearly and in full sentences.

Learning is improved by - opportunities for pupils to participate in planned talk activities during lessons

At our school we believe that *Talking is central to learning*. All lessons include planned and unplanned opportunities to discuss questions and extend thinking Think/Pair/Share and Talking partners/ Learning Partners are regular features in all lessons. Pupils are trained to use appropriate body language when talking to a partner and pupils understand that their TALK is valued as much as their written work.

Learning is improved through - effective use of questioning

It is adults who help pupils make sense of information. The frequency and nature of interactions between teacher and pupils is highly significant. We develop understanding by

February 2018, reviewed May 2019

- Using open ended questions.
- Use of Blooms Taxonomy of questioning theory.
- Providing wait time- (3-5 seconds), pupils need time to think through their answers before replying.
- Providing thinking time by giving an advance warning, such as 'In two minutes I am going to ask you.... '
- Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups. Pupils then respond with 'We think that...'
- Ensuring pupils fully understand the question.

All pupils receive regular and clear ...feedback which enhances learning

- Assessment for learning is embedded in everyday practice and is used to inform teaching and learning.
- All pupils are clear about what they are good at how they need to improve.
- When marking children's work, the main focus is on meeting the learning objective and next steps. Marking strips and learning objectives are ticked or commented on. (See Developmental Feedback Policy).
- Marking identifies next step prompts – Purple Pen Time
- Regular pitstops to check misconceptions
- Pupils are given regular time to address issues raised in marking.

Learning is improved through - the fit-for-purpose use of ICT.

ICT is used to enhance learning where ever possible through the use of SMART boards, IPADs and class computers. Lessons should also include other aspects of ICT where appropriate i.e. age appropriate APPs, talking tins, cameras, beebots etc.

Learning is improved through the use of - effective behaviour management

Effective, positive behaviour management is used to foster a positive learning environment in the classroom. Please refer to our Behaviour Policy.

Learning is improved through the - effective use of additional adults

- Additional adults are clearly directed to support learning.
- Teaching assistants are fully engaged with pupils during carpet input and support a guided group during lesson times.

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- Teaching assistants may be utilised during carpet input to remove groups of children to meet specific learning outcomes – set out in teachers planning
- They are clear about who they are supporting and why.
- Planning is shared in advance with teaching assistants.
- They are involved in assessing pupil's understanding and feeding back to the teacher.
- Teaching assistants to annotate in books to indicate support – see Developmental Feedback Policy.

Learning is improved through - the effective use of a plenary and mini plenaries

- Review what has been learned (Learning objective)
- Reflect on how it has been learned
- Adjust learning appropriately to better match the learning need
- Move learning on where appropriate
- Address any common mis-conceptions

Teachers review throughout the entire lesson and constantly refer students back to the success criteria of the lesson, reinforcing prior learning.

Learning is improved through - actively encouraging pupils to reflect on what they have learned and what has helped them to learn.

Use of the Learning Curve for children to verbalise their learning.

Use prompts like:

- What did you find easy in your learning?
- What did you find difficult in your learning – what could we do next time?
- Are you getting better at your work? How do you know?
- If you had to do the task again, how would you do it?
- If you had to give one piece of advice to someone tackling the same task what would it be?
- How do you know what your next steps are?

Learning is improved through - a great learning environment

Across our school we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use to learn and be proud of. Key Stage One classes should have working walls and all classes across the school should have topic walls, based on children's questions; both of which reflect learning and progress (See non-negotiables). Class routines and expectations should be clear, well established and meaningful to children.

Learning is improved by - well labelled and neatly organised resources

February 2018, reviewed May 2019

Classroom resources should be well organised and clearly labelled. Children should know where to find the resources they need for an activity. This will help to foster independent learning skills.

Learning is improved by – involving parents in their child's Learning Journey

Parents are involved by:

- Agreeing to the school 'Home/school agreement'
- Access to the school website for topic information, curriculum links and weekly activity ideas
- Homework is sent on a termly basis in the form of a menu based choice. This is an optional activity, if work is sent into school this is then celebrated and children are rewarded for their hard work.
- Having regular updated information on the progress and achievements of their child (mini progress reports, parent consultation meetings, annual report, informal meetings as required)

Monitoring

Teaching and Learning will be monitored half termly by the Senior leadership Team and will form part of our annual monitoring cycle.

Review and Evaluation of the Policy

The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally.

Reviewed May 2019