



CARLETON PARK J&I SCHOOL TEACHING AND LEARNING POLICY

Adopted June 2017
Reviewed January 2018

Our Learning and Teaching policy aims to ensure that children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement. Our learning and teaching policy is at the heart of everything we do at Carleton Park. It sets out clear expectations, provides a standard uniform approach, can be easily monitored and ensures equal opportunities for all our pupils.

AIMS

Through our policy we aim to:

- Ensure good or better teaching in all key stages, leading to accelerated progress and improved standards for all children.
- Provide clear guidance for teaching and share good practice; ensuring consistency across the school.
- Enable teachers to identify strengths in their practice and, as part of their commitment to continual professional development, identify areas they still need to improve.
- Provide a tool for monitoring and evaluating school improvement and accountability.

Responsibilities of leadership

- To provide all stakeholders with a clear policy regarding Learning and Teaching.
- To ensure this policy is fully and consistently followed.
- To use assessment data (Target Tracker) to monitor progress.
- To monitor, evaluate and review the policy on a regular basis.
- To support staff with new ideas, resources and materials relevant to the policy.
- To lead and support staff in developing their practice.
- To ensure this policy works alongside other related policies such as; Marking and Feedback, Assessment, Homework, Curriculum and Appraisal.
- To ensure that school council are consulted regularly when making choices and decisions based around learning and teaching.
- To make recommendations for further improvement.

Responsibilities of the teacher

To ensure that all children learn and make progress as a result of the high quality teaching they receive. Accurate 'Assessment for Learning' (AfL) and precise use of assessment information is used to achieve this.



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Responsibilities of the teacher

Planning and Preparation

- Properly pitched lesson planning is linked to children's prior knowledge and also to their next steps, using target tracker.
- Learning objectives are precise, context independent and shared . They are supported by differentiated success criteria that effectively scaffold and support children in achieving the outcomes.
- Differentiation is clear, based on bands and is achieved in a number of ways including; the use of resources, the activity being carried out, additional adult support, prompts and occasionally by outcome.
- Planning takes into account any additional needs, with detailed SEND planning.
- Key Questions are planned for which will encourage, challenge and motivate children in their learning.
- Learning activities provide children with opportunities to be independent learners.
- Resources of the highest quality and are appropriate to the age of the children and are readily available.
- The role of additional adults is clearly planned for with an explicit assessment focus/key questions. This is shared during Monday's assembly time.

Responsibilities of the teacher

To ensure Assessment for Learning is effective, AFL should involve active feedback which enables pupils to improve their work as it develops.

Assessment for Learning

- Clear learning intentions are shared and discussed with pupils.
- Pupils understand the "success criteria" – how they know they have achieved the learning objective, or the steps towards achieving it.
- Marking and feedback are related to the learning intention and success criteria (see M&F policy)
- Improvement is made as a direct result of the feedback. (Ideally at the time of marking/feedback if not then the following morning before any new learning)
- Children are actively involved in self- and peer-assessment.
- Questioning techniques are used effectively to extend learning.
- There is a belief that all children can succeed.
- There is a culture where **learning** is celebrated, rather than **performance**.



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Responsibilities of the teacher

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Establishing learning and provision

- Learning objectives are clearly shared with children and written beginning with the phrase 'to know, to be able to or to understand'. They are frequently referred to during the lesson, during mini plenaries and at the end of the lesson in the plenary.
- Success criteria are used routinely to structure effective learning and teaching, these are modelled to re-enforce the learning pathway.
- Adult explanations are clear, precise and based on good subject knowledge.
- There is a balance of 80:20 in all lesson. (80% child talk/activity and 20% adult)
- All adults in the classroom are actively engaged in promoting learning at all times.
- Mini Plenaries are used to address areas of misconception and reshape lessons accordingly.
- Classrooms must be a 'safe place' to learn from mistakes and to get things wrong.
- Questions are asked to all, and answered by all, throughout the lesson ensuring high levels of participation by all children in their learning.
- Working walls are used effectively to support and reflect on learning.
- Strategies are developed to enable/encourage parents and carers to support their children through; homework ideas which engage children and parents and inviting them into classes to share and celebrate their child's learning.
- Positive behaviour is re-enforced at all times with all adults modelling good learning behaviours and respect towards each other.



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In order to implement the Learning and Teaching Policy we have an agreed approach to certain element of learning and teaching at Carleton Park.

- Maths, writing and reading are taught every day in key stages 1 and 2.
- 15 minutes of additional mental maths is timetabled twice a week. Mental maths is taught as a lesson once/week
- Books are out on tables as children come into school in the morning. This is an opportunity to respond to any marking and feedback.
- Assembly time: teachers to work with identified focus groups.
- Learning Objective and Success Criteria are shared and discussed, with children in all lessons.
- Each class has a challenge area for English and maths
- Working walls for English and maths relate to the current learning.
- We teach Phonics/Letters and Sounds in Key Stage 1, twice a day.
- We teach Support for Spelling 3 times a week, in Key Stage 2, through an investigative approach.
- Half termly curriculum newsletters are sent home at the end of every half term to inform parents of the following half term's learning.

To ensure progression of AfL across school the following strategies should be used in each year group.

- **UFS-** Thumbs, smiley, straight, sad face and verbal S.C from the teacher against the L.O. Children will then decide on their own purple face, in books.
- **Year 1-** Thumbs, smiley, straight, sad face. Children will have S.C given to them through having a tick list (HA first, then MA and finally, depending on the children in that class, the LA/SEND) then children draw a purple face for their end of lesson AfL.
- **Year 2-** Thumbs, smiley, straight, sad face. Children will have S.C given to them by the teacher. Children will then use this to improve their work as a form of self-assessment. Peer assessment for (HA, MA) LA in summer term.



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- **Year 3-** Thumbs, smiley, straight, sad face, introducing fans during lessons. Children to generate the S.C. Children can self and peer assess. Children are introduced to 2 stars and a wish. Introduce the tray system by the end of year 3.
- **Year 4-** Thumbs, smiley, straight, sad face, fans during lessons. Children to generate the S.C. Children can self and peer assess (introduce peer assessment through modelling to SEND children), children use 2 stars and a wish for peer and self-assessment, tray system for self-assessment at the end of each lesson.
- **Year 5 and 6-** Thumbs, peer and self-assessment. Self-generated S.C, when appropriate children to self-generate L.O, continue to use the tray systems introduced in lower Key Stage 2. Use photocopied work from various children to up-level using the S.C.