



TEACHING AND LEARNING POLICY 2019

This Policy is to be reviewed again in **2020**

For good learning, there must be good teaching. This essential policy seeks to ensure that teaching and learning practice is consistent throughout the school. The complete implementation of this policy by all staff is necessary to ensure a consistent approach to teaching and to secure learning opportunities for all Becket pupils.

RATIONALE

Becket School is a successful school. Whilst recognising and celebrating this, we are conscious of the need to improve our skills for the benefit of the pupils' intellectual, aesthetic, physical, spiritual and social development. We believe that there should be a consistent and agreed set of principles that characterise our school.

AIMS

This policy seeks:

- To set out our view of quality teaching and learning
- To ensure continuity and progression of teaching styles and learning experiences throughout the school
- To enable all the learning partners at Becket Primary School to fulfil their roles for the best interests of the school community

TEACHING

Good guidance is available in the National Strategies for Primary Schools, especially on how aspects of a typical lesson can be managed. The basic lesson format of:

- Introduction
- Activity
- Plenary

Is a good one for all subjects.

We believe that an effective teaching session should capitalise on pupils' high attention in the first 10 minutes to focus on:

- Recall of previous learning
- Sharing the learning objectives both in writing on the board and in "pupil speak"
- Sharing success criteria with the children on which they will be judged
- If something unusual or dramatic is used it will have a greater impact on pupil's learning.

In most lessons we will strive to:

- Ensure there is a variety of activities which appeal to the learning styles of different kinds of learners
- Ensure that pupils are required to learn in different ways, for example through talking, visualising, drawing and writing
- Ensure there is opportunity to discuss the learning through group or paired talk for short periods of time
- Ensure there is a brisk pace to the lesson
- Create a time for some kind of kinaesthetic activity

- Set homework where appropriate that relates to the learning objective covered in the lesson
- Use the teacher's questioning skills to the full. There should be reviews throughout the activities section. A number of new beginnings give opportunities for the teacher to refocus the learning if appropriate

Further guidance can be found in Appendix A "What makes a good lesson"

LEARNING

Effective learning happens if the majority of points on the accompanying checklist are in place:

- Welcome from the teacher
- Stimulating environment
- Relaxed, but challenging atmosphere
- Effective beginning
- Unusual, unexpected activity
- More than one activity
- Variety within activities
- Pupils are engaged - required to do rather than just listen
- Reflection and review are built into the lesson

The staff at Becket Primary School believe that:

- Children need teachers to make explicit the links between literacy and numeracy skills and other curriculum subjects.
- Teachers should see themselves as coaches not just the deliverer of instructions
- children need to be provoked to learn how to learn and thus teach themselves.
- Children learn in different ways. Not all can listen and absorb information.
 - Some need to visualise and use spatial cues
 - Some are logical and sequential
 - Some rely on the language aspect of the learning to make sense for themselves
 - Some need to talk things through with their peers or just talk aloud to make sense of the new learning.
- No matter what the preferred learning strategies, children are all trying to make connections to what they already know.
- Children learn if their teacher has good subject knowledge and can promote demanding work.
- Children learn when an enthusiastic teacher challenges them.
- Children learn in small steps, with success celebrated at every opportunity.

PLANNING

The long-term curriculum framework is based on national curriculum programmes of study and NLS, NNS Foundation Stage Guidelines, Awareness Mystery and Meaning and QCA guidelines, designed to build in a linear progression of skills. The school uses a system of refining these plans in all subjects in electronic format storing them on the teachers' laptops in order to lessen the teachers' workload. In addition to storing those on the laptops they are also be stored on the suite so that they can be easily accessed and regularly backed up.

Literacy and numeracy plans are written in a weekly format on the laptop computers. The first one or two days are written up at the beginning of the week, the rest of the days are planned with due regard to the evaluations of the lessons when they are completed.

During the course of a unit the teachers will make notes to evaluate way the lessons have progressed, which will inform the next year's teaching. The teacher improving those plans in the light of these

evaluation notes. In the case of literacy and numeracy planning the following checklist will enable the most effective teaching to take place:

- Clear learning objectives, what will be learned that lesson
- Success criteria for the lesson
- Key questions to be used in the lesson
- Evidence of differentiation for children on the gifted and talented register and SEN register (where appropriate)

THE CLASSROOM ENVIRONMENT

At Becket Primary School we believe it is important to adhere to the following principles:

- Ensure that there is adequate ventilation in the classroom as a warm, unventilated room causes drowsiness.
- A good classroom environment enhances good teaching and high quality learning. Classrooms should reflect the recent learning and stimulate further learning. They need to be tidy, organised yet stimulating areas of the school.
- In each classroom there should be a very clear visual timetable that is updated as appropriate (in some cases weekly)
- Becket School has to maximise the use of space, as no rooms are sufficiently large to provide adequate access to all resources.
- Areas in each room should be defined by the resources they house. The Book Corner should promote reading and entice readers to make an informed selection. Books should be stored tidily and encourage the children to browse for an exciting read
- The Numeracy Strategy should have resources such as number lines, number squares and other counting aids. These should be readily available and easily accessible for the children.
- Role-play areas should have a new theme each new term. Accompanying vocabulary in the form of key word lists, opportunities for emergent writing, some outfits, hats or accessories and role labels for children to wear make the experiences more focused for the children. All Foundation Stage and Key Stage 1 children need opportunities for role-play.
- All Foundation Stage children follow their own planned Early Learning Goals as set out in the Foundation Stage Guidance, and the use of outdoor activities is made throughout the year.
- Displays should be a mix of celebratory, informative and interactive materials. Photos showing the children while they are learning should be displayed in each class. We value the learning process as much as the final product and our displays should reflect this.
- Displays should be changed every new term so that they can be relocated in shared areas. All pupils should have work on display at some point during the year, and teachers should take time to ensure mounting and backing enhances the work.

PRESENTATION OF PUPIL'S WORK

- We believe that all work should be the best that the children can do. We have high expectations of the children and these should be relayed to them. Work that is not done to the **child's** best ability should be repeated in the child's time e.g. Golden Time or at home with an explanatory letter. Children of low ability should not be penalised for slow or untidy work if they are presenting as well as they can.
- Every piece of work should be dated on the top right hand side and the children trained to underline with a ruler from Y2. Use the numerical format for maths and the full wording for all other work from Y1 onwards. This must also include the day of the week.
- The children in KS2 should indicate clearly the learning intention for that piece of work and the teachers in Key Stage 1 should either get the children to write this title themselves or refer to it in their marking
- The children's work should be marked on a regular basis using the school's marking policy.
- Pupils should put their name on work completed on paper.
- If a textbook is used, children should put the book's title and page down automatically. This will become second nature by constant reinforcement.

- By Y4 onwards, all children should complete the majority of their work in pen, never in biro. Maths work should be completed using pencil.
- A cursive style is expected from all children (unless there are specific difficulties), to utilise all their previously acquired handwriting skills and to encourage accurate spelling and letter formation. Joined cursive writing will start to be taught in Y1.
- Children should not be allowed to scribble or affix stickers to any exercise books; it lowers the value they are placing on the work inside.
- One clean horizontal line should be used by children to indicate an error. Do not allow whiteout pens or Tippex (specifically banned by LEA). Teachers should be aware that rubbers/erasers are often the source of time wasting, and make books look messy, so they should only be used where necessary.
- Every new piece of work should begin on the next clean line, following a ruled off previous piece of new work in their literacy and numeracy books.
- Samples of class work should show signs of differentiation both at the lower end as well as the upper.

MARKING AND ASSESSMENT

- Each class should display the school's marking code. In this way, children can decipher their teacher's response to work marked after school time.
- Marking should always be developmental and encourage high standards.
- How work is marked enables children to measure their own achievements against what was expected, and they know clearly where they need to do better next time.
- When we use quality marking there should be at least one "Tickled pink" area that the teacher thinks reached the success criteria and another area that needs development "Green for growth".
- Marking should be an interactive two way process and children must be allowed time and encouraged to respond to the teacher's marking, making improvements where necessary
- As a general rule, all the work should be marked as soon as possible for effective feedback to be given.
- Include "smileys", stickers and in-class methods of promoting high quality work.

ROUTINES

- Begin and end all sessions punctually.
- Welcome children to the room by good preparation. Use name cards for new groupings, have apparatus out on tables, or move furniture if appropriate.
- All children should be escorted to the hall for assembly; this minimises the opportunities for inappropriate behaviour.
- Keep working on timetables to ensure best for NC entitlement.
- Keep planning and assessment regularly updated.
- Collect stock in good time for any lesson and quickly return unused resources in good condition.

REWARDS AND SANCTIONS

At Becket we use a wide variety of rewards for the children ranging from smiles, thumbs up and verbal praise to team points, stamps and headteacher's certificates.

Signed:

Head Teacher

Date:

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Chair of Governors

Date:

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