

# Shefford Lower School

## Learning and Teaching Policy



Written by:	Adopted by staff on:	Ratified by Governors:	Review date:
Senior leadership team	September 2020		

### This policy should be read in conjunction with the:

- Feedback & Marking Policy
- Assessment Policy
- Most Able Policy
- SEND (Special Educational Needs & Disabilities) Policy
- FLOURISH statement of intent
- Connected Curriculum Policy

### Rationale

At Shefford Lower School we want children to develop a love of learning and to make excellent progress because they receive the best teaching. Children will be engaged, enthusiastic and curious. They understand that learning starts from a position of not knowing or having already developed a skill and they will confidently approach challenges and new experiences with determination, enquiry and perseverance. Children will be taught to make connections and will FLOURISH through broad learning experiences.

### The purpose of this policy is to:

- Create a common understanding of what excellent learning looks like in order that teaching is most effective
- Define the key aspects of excellent learning and teaching
- Be a support tool for school self-evaluation so that our own effectiveness is monitored and children's learning is enhanced

### Outstanding teaching should promote children's sense of achievement, their engagement and their progress. It should involve:

- Designing opportunities for learning that stretch and challenge all children
- Planned opportunities for assessment
- Teacher's responsiveness to assessment of learning within lessons
- The mental agility to provide support and challenge when needed
- The right conditions for learning
- Classroom, community, collaborative and personalised learning
- Learning to Learn – developing children's metacognitive skills for learning (e.g. listening, questioning, autonomy).
- Progression in key aspects of learning
- Making connections
- Developing character, resilience and wellbeing

### What does outstanding teaching, with a focus on learning, look like?

An effective lesson that is accessible to all children in the class should have the following features:

- Teachers are determined that children achieve well, encourage children to try hard, recognise their efforts and ensure they take pride in all aspects of their work.
- Children will articulate their learning, through understanding the objectives and steps to success that lead to learning success.

- Teachers ensure that children make links with prior learning and next steps in order to comprehend their learning journey.
- The children should have the opportunity to identify and select their own starting points to reach the learning aims for the lesson, largely guided by the teacher in the early years and year 1 and becoming increasingly independent in KS2.
- The lesson should be flexible and should be responsive of the children's learning needs. Teachers systematically and effectively check children's understanding throughout lessons, anticipating where they may need to intervene (to address misconceptions, support or extend learning) and act quickly with notable impact on learning and progress for all children.
- Teachers provide adequate time for rehearsal to embed children's knowledge, understanding and skills securely.
- There should be the opportunities for self-assessment and/or peer assessment so that children know their next steps, at stages within the lesson.
- Lessons will be personalised to meet the needs and speeds of the variety of learners in an inclusive environment.
- More able learners will have opportunities to deepen knowledge and understanding to achieve mastery.
- Learning is not capped, and is designed to be open-ended, so that there is appropriate challenge for all.
- Teachers use evidence informed teaching strategies, including setting appropriate homework that, together with clearly directed, timely support and intervention, match children's abilities accurately.
- Challenge is always planned for those children who have achieved the most challenging step in a lesson. For example, a Rocket Step enables deepening of learning.
- The intention of learning is united across lessons with the use of a 'Big Question' enabling children to make links between sequenced learning and across subjects
- Groupings should be diverse and meet the learning needs of the children: whole class, small groups, similar or mixed ability groups, pairings and individual working.
- Enthusiastic and creative teaching where there is a good pace of learning.
- Teachers have deep knowledge and understanding of the subjects they teach, as well as the pedagogy for their age range.
- Teachers and other adults foster behaviour for learning through high expectations, ensuring children are engaged in learning and generate high levels of commitment to learning across the school.
- Independence is encouraged and learners have opportunities to make choices and think for themselves, including open-ended and problem-solving activities.
- Thinking skills are taught and opportunities are designed to put them into practice.
- Children are given the opportunity to raise and answer questions and show their skills in a variety of ways.
- Positive feedback is used to reinforce good learning and behaviour.
- Feedback and ethos encourage learning resilience and metacognitive skills.
- Consistently high quality marking and constructive feedback from teachers ensure children make significant and sustained gains in their learning.
- Methods are used to ensure marking responds to deeper feedback as well as live marking in lessons to ensure immediacy.
- Children are encouraged to respond to the feedback they are given, and lessons are designed to address learning opportunities that arise from feedback.
- Teachers use questioning highly effectively and demonstrate understanding of the way pupils think about the subject content.
- Teachers provide opportunities for children to develop their language and express their ideas in a way that impacts on their achievements across the 'Connected Curriculum'.
- There are high expectations of learning behaviours and achievement.
- Teachers plan lessons very effectively making maximum use of lesson time and coordinating lesson resources well.
- Subject content is introduced sequentially and constantly demands more of children.
- Teachers identify and support any pupil who is falling behind and enable almost all to catch up.

- Children who have easily grasped their learning are quickly identified and provided with deeper learning and/or extension opportunities.
- Respect for all contributions from adults and children alike.
- Reading, writing, communication and mathematics are embedded exceptionally well across the curriculum.
- Phonics teaching is highly effective in enabling younger children in their reading and writing across the curriculum.

### **What does an effective learning environment look like?**

An effective learning environment can be inside or outside and has the following features:

- There are exceptionally positive relationships between all adults and all children, built on trust and respect.
- All learners are provided with resources matched to their individual abilities.
- Teachers demonstrate excellent subject knowledge and mental agility to further extend children's thinking and learning.
- Classroom and table layout is safe and promotes learning so children can move around safely, see central areas and work collaboratively.
- Working walls are used reflectively by all learners and adults to move learning forward, and revisit prior learning.
- Rules, rewards, targets and values are clearly displayed, current, consistent and accessible.
- There is promotion of a safe learning culture where everyone has a go and mistakes are recognised as celebrated learning opportunities.
- Resources are well maintained, organised, respected, relevant and accessible.
- Displays are interactive and stimulating. They value the work of all children, promote language, support children's learning across a range of curriculum areas and are clearly labelled with an objective and key questions/vocabulary.

### **What does excellent learning look like?**

We want all our children to be successful learners who demonstrate the following characteristics:

#### **Achievement**

- Children love the challenge of learning and are resilient to failure and learn from it.
- Make good progress related to age and ability
- Work at an appropriate level
- Connect to, and build upon what they know
- Acquire new skills, knowledge and understanding
- Review and improve their work
- Progress from simple to more complex thinking and action.

#### **Active Learning**

- Learners demonstrate 'behaviours for learning' and are keen and curious.
- Work productively at an appropriate pace
- Show high levels of effort and interest
- Make connections
- Generate and test out ideas and hypotheses
- Develop a range of strategies for problem solving
- Critically evaluate and respond to information
- Understand real world contexts

#### **Developing independence**

- Are clear about what is to be achieved
- Manage own work and can generate solutions
- Select own appropriate resource
- Ask when they do not understand

- Monitor and self correct
- Initiate and extend learning activities
- Seek out and use information sources
- Give opinions and expect views to be valued.
- Develop skills for learning tools such as ICT
- Evaluate and reflect upon their learning and achievement.

### **Working co-operatively**

- Behave well
- Cooperate in pairs and groups
- Contribute ideas and listen to and learn from others
- Turn take and compromise
- Support each other
- Be leaders

### **Learning impact can be seen through:**

- Children thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities
- Children are eager to know how to improve their learning, they capitalise on opportunities to use feedback, written or oral, to improve
- The development of skills for learning: thinking, reasoning, questioning, hypothesising, experimenting, applying knowledge, skills and understanding to new contexts, researching, discovery and recording.

### **Supporting and Extending Learning**

The school provides a whole range of extra-curricular activities for all pupils and will endeavour to provide activities that enable our most able pupils to extend and challenge their skills.

Whole school strategies include:

- a connected curriculum which ensures access for all, and equitable outcomes, proportionately representing all pupil groups.
- enrichment and extension activities which add breadth and depth to the curriculum *e.g the big question/rocket step*
- independent projects and activities
- the encouragement and celebration of special abilities and individual achievements school newsletters, musical productions, sports events, music/class assemblies where children are commended and awarded certificates (*e.g school productions to challenge and extend the more gifted artists, singers, dancers and actors, class assemblies*)
- before/after school clubs to extend the curriculum further, across a range of subjects and sports
- private music tuition
- paid for music tuition for the musically talented, supported by our in-school music teacher
- attendance at Inter-School sports festivals

At times children, of all abilities, may need additional specific, small group interventions that are targeted to support their needs e.g. supported small group work to develop English skills, or a Maths intervention. These intervention groups can run in and outside of the classroom.

There may be specialist support for some of our children, of all abilities, in collaboration with outside agencies e.g. Speech and Language Therapy, the Visual Support Team, the Hearing Impairment Team or Jigsaw (behavioural support team).

### **How we will monitor learning and teaching:**

Learning and Teaching is monitored to ensure high standards, so that children have the best opportunities to learn and make progress.

Monitoring of teaching is a supportive process with the aim of encouraging the sharing of good practice, individual professional development and overall school improvement.

Teaching will be monitored by:

- The Headteacher and Deputy Headteacher, the Senior Leadership Team and Subject Leaders observing lessons.
- Subject Leaders, Year Group Leaders and Key Stage Leaders monitoring planning.
- Pupil conferencing.
- Work sampling.
- Learning walks.
- Tracking and monitoring pupil progress.
- Moderation.

### **Monitoring this policy:**

This policy will be implemented by all staff and will be monitored by leaders at all levels.

Teachers will monitor learning and teaching according to this policy, within the context of their subject/ area of responsibility.

Line managers (Teachers and Key Stage Leaders) and those with appraisal responsibility (Key Stage Leaders) will monitor the implementation of this policy in order to evaluate performance and inform staff CDP.

Teachers will develop higher level skills through growth development, and this is part of the school's unique appraisal system.

Senior leaders will monitor the quality of learning and teaching through the implementation of this policy in order to ensure the best provision for children and for school self-evaluation.

The Governing Body will satisfy itself that this policy is being implemented through reports to the Governing Body (including reported data outcomes for children) and visits to school.

### **Equality Statement**

The governors and staff are committed to ensuring that everyone is treated fairly in accordance with the school's values. We are committed to providing the full range of opportunities for all individuals, regardless of gender, disability, ethnicity, social, cultural or religious background, and to overcoming any barriers to that access. We believe all individuals have the right to an environment, which dispels ignorance, prejudice or stereotyping, in which to learn and develop. Staff are quick to challenge stereotypes and the use of derogatory language at all times. Resources and teaching strategies reflect and value the diversity of children's experiences and provide children with a comprehensive understanding of people and communities beyond their immediate experience.

### **Evaluation**

The implementation of this policy will be monitored by the Senior Leadership Team who will evaluate developments in this area and identify any action points on the school improvement plan. The policy will be reviewed every year by staff and governors.

DRAFT Sept 2020

APPENDIX 1



**Great learners are:**

**FOCUSSED**  
I know what I'm learning.  
I understand how to improve my work.  
I try my hardest.  
I concentrate on my learning.  
I listen and learn.

**OPEN MINDED**  
I am curious and ask lots of questions.  
I try new ways of doing something.  
I listen to other people's ideas and views.  
I look for ways to make my work better.

**RESILIENT**  
I know mistakes help me learn.  
I stick at my work to achieve my goal.  
I know what to do if I have a problem.  
I will try 3B4me.  
I know when to ask for help.

**CHALLENGED**  
I enjoy working towards my targets and goals.  
I use steps to success to stretch my brain.  
I welcome feedback that helps me improve my work.

**ENGAGED**  
I take part in activities.  
I join in discussion and share my ideas.  
I work well in a group.  
I work well on my own.

**We know how to use the force wisely!**

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