Capel Primary School

'Learning today, for tomorrow'

Teaching and Learning Policy

Policy Control	
Responsible Governor Team:	Learning and Development
Approved by Governors:	March 17
Date due for review:	March 18

Inspiring a united community of enquiring minds
#happylearners

Our Beliefs:

At Capel Primary School we aim to continuously deliver high quality teaching to enable our children to refine the skills required to be successful in modern day Britain. Our whole school vision is:

'Inspiring a united community of enquiring minds.' #happylearners

To achieve this ambition our staff reflected on their own experiences of being taught by inspirational teachers. All teachers had examples and together we were able to draw out key consistent characteristics. Alongside being committed to demonstrating the 'Outstanding' Teaching and Learning Ofsted criteria, at Capel Primary School we also believe that these traits made a difference for our staff during their own education. As a result, we are committed to delivering the same experiences for all our pupils. In all Capel classrooms you will observe these characteristics being demonstrated by all our staff:

- Inspiring teaching
- Demonstrating a good sense of humour
- Value added to students voice
- Continual demonstration of mutual respect
- Embodying the shared journey mentality, 'we are in this together'
- Strong belief in their pupils and the provision of achievable challenges for them
- Modelling of a love of learning
- A belief that students can achieve whatever they aspire to
- Understanding and supporting pupils as a person as well as a learner
- Consistency for all students, in all situations
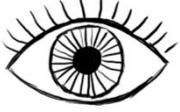- A love of subjects taught and of teaching/learning

Effective Teaching:

Research shows that the effects of high quality teaching are significant for all pupils, especially those who are from disadvantaged backgrounds. Research from The Sutton Trust is able to quantify the impact of a strong teacher. It has been shown that pupils generally gain 40% more in their learning from one year with a very effective teacher compared with a poorly performing teacher. For disadvantaged pupils they gain 1.5 years' worth of learning with a very effective teacher compared to 0.5 years with a poorly performing teacher.
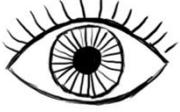
It is clear that high quality teaching makes a difference. At Capel Primary School we have used the Ofsted criteria for Good and Outstanding teaching to identify very effective/poorly performing teachers. As a staff team we broke down each criteria into what we felt it would **sound** like, **look** like and what it would **feel** like in a successful classroom. It was then agreed that the analysis would act as the expectation for teaching across the school.

In effective classrooms at Capel Primary School these characteristics will be evident:

■ **Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.**

• Clear and concise explanations • Open questions- 'how' and 'why' roots • Consideration given to the amount of teacher talk • The 'silence of engagement'	• High levels of involvement for all groups of pupils • Independent learners • Books demonstrating clear progression over time that builds on skills and enables varied application of learning • Work scaffolded or adjusted to be more open to enable content to provide a 'grappling challenge'.	• Pace appropriate for all pupils • Atmosphere of challenge that is difficult yet achievable • Students show high resilience and bounce back from difficulties • Deeper learning is expected and enabled through teacher subject knowledge

■ **In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.**

• Excellent teacher subject knowledge enables misconceptions to be anticipated and addressed • Reasoning in class and opportunities for deeper learning are common • Know, use, explain and apply approach is used effectively • High quality feedback evident in books and lessons, which results in improved understanding	• Teacher is very aware of class progress, their next steps and possible barriers • Clear provision maps that are improving learning outcomes and quickly closing the gaps for those that fall behind • Students consistently responding to teacher feedback, which improves their understanding • Clear and precise Learning Objectives and Success Criteria that develop, consolidate and deepen pupils learning	• Teacher/students able to adapt learning based on A4L (Assessment for Learning) and are willing to take risks in teaching/learning. • Vulnerable groups (Special Educational Needs & Disabilities/Pupil Premium) are closely monitored to ensure any gaps quickly close • Understanding of the importance in embedding learning and evidence of the impact of students reviewing/reflecting on their achievements • Teachers consider how the children will think about content and adapt their questions as a result

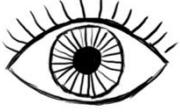| ■ **Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.**		
- Regular opportunities to explore explanations, reasoning and conjecture - Excellent teacher subject knowledge enables misconceptions to be anticipated and addressed - Learning links are explicit - Frequent questions that are open and incisive, with follow up responses to deepen learning	- Clear progression within books - Trained TAs ask high quality questions and scaffold/challenge student learning - Pupils highly motivated and engaged - Reflective/adaptive approach based on observations/marking - Awe and Wonder responses from students, who enjoy their learning - Different concepts being explained using visual and physical aids before approaching in an abstract manner	- A culture of resilience is evident, which results in students making use of feedback and learning from mistakes. - Whole class is motivated to learn
■ **Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.**		
- Precise feedback evident from both lessons and marking, which is used by students to improve learning - Teacher has strong subject knowledge, which enables feedback that highlights the next learning step	- Pink/Green/Purple feedback procedures are embedded in class and used to improve outcomes - Evidence of pupils revising their approach based on feedback - Students respond to comments in books and apply what has been learnt in subsequent work and in different areas	- Positive climate that reflects the importance of learning from mistakes - Students feel they know what they need to do to improve - Students are able to explain the progress they have made

■ **Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.**

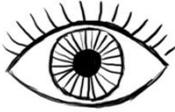|		
• Students/teachers reflect on homework • Parents Voice is positive and values impact of homework	• Homework is celebrated, discussed and valued in the classroom • Clear links between school work and homework • Excellent relationships between home and school	• Attitudes of lifelong learning evident • Pupils motivated to independently continue their learning at home.

■ **Teachers develop pupils' reading, writing and communication, and mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.**
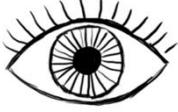

Demonstrated by the progress students make through assessments, books and during lesson. All groups should make excellent progress and accelerated progress should be evident for those that have fallen behind. This progress must be evident across a variety of subjects, including phonics for younger children, and an atmosphere of aspirational achievement should exist for all learners.

■ **Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.**

• A understanding of 'Behaviour for learning' is understood and demonstrated by the pupils • Challenge throughout lesson including the use of questions and feedback • Scaffolding in place for those that have fallen behind • High self-belief and resilience from pupils	• Eye contact with the teacher and a clear sense of engagement • Students are motivated to learn • Students thrive from feedback and use it to improve their work • Teachers model required attitudes and respect, a state of mind that is then adopted by the pupils	• Teacher willing to take risks and adjust lesson based on observations of learning. • A class mentality that reflects ' we are in this together' • Students books demonstrate pride in their achievement • Students value learning and its impact • Understanding of the importance in embedding learning and evidence of the impact of students

		reviewing/reflecting on their achievements

■ **Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.**

• Students will be discussing their learning around the school • Through questions and high quality content students will collaborate and show genuine interest in learning • Links will be made between other areas of learning and skills will be transferred • Students are able to clearly highlight their successes and areas of development	• Sharing of knowledge between students • Inspired pupils • Children independently accessing resources • Evidence of mastery and deep learning in books • Pupils making conjecture and exploring ideas	• A culture of resilience is evident, which results in students making use of feedback and learning from mistakes. • Understanding of the importance in embedding learning and evidence of the impact of students reviewing/reflecting on their achievements

■ **Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.**

• Questioning and challenge that stretches thinking • Confidence in pupils language • Productive peer discussions are common place • Students demonstrate additional effort to improve • Understanding of the importance in embedding learning	• Students given time to respond to marking and develop their skills • Progress in books shows further application of skill overtime • Teacher responses require students to deepen their explanations • Task provide opportunities to develop their ideas in interesting ways • Feedback is precise and requires pupils make further learning links and deepen their understanding	• Open culture within the classroom, all can challenge and ask questions • Flexible lesson approach that adapts to students responses • Positive atmosphere within the classroom, teamwork and response to challenge is evident

and evidence of the impact of students reviewing/reflecting on their achievements • Development of behaviour for learning is clear	• Purple pens being used for students to reflect on their progress • High quality questioning through different subjects to ensure links are made • Explanations evident in pupils books	• Climate of problem solving and applying in different contexts ensures skills are embedded

■ **The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.**

• Discussions regarding progress in Parent Evenings • Students and parents know the next learning steps • Parent information evenings have supported parents • Positive and productive relationships between parents and teacher	• Reports to parents that are regular, clear and detailed • Effective homework task • Parents have been given the opportunity to see pupil books • Teachers aware of each pupils target • Honest feedback is given in relation to age expected standards and the school/family work together to close gaps	• Open classroom policy • Every Child Matters mentality • Parents involved in education

▪ **Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.**

• A whole school approach that ensures positive language is modelled across the school • A willingness to discuss big events and explore national/global issues	• High regard for SMSC (Social, Moral, Spiritual and Culture development) within the classroom • A variety of visitors, resources and opportunities are provided for students to develop understanding of people and communities beyond their own • A clear atmosphere of no bullying or discrimination exists	• Values of the school upheld and modelled by all • All staff care about children and uphold the vision of the school • Safeguarding procedures are followed closely • Culture of challenging all stereotypes exists

Classroom Settings:

The classroom environment plays a crucial role in keeping students engaged and allowing them to be successful within the classroom. In all our classrooms similar learning aids will be present. The expectation for all classrooms is:

- A learning wall that is <u>used by students</u> to make links between areas of learning
- 'Polite Writing' criteria will be used to support the students self-assessments (Year 2-6).
- An age appropriate number line to support understanding of the number system.
- Displays that reflects pupils' achievements in their topic lessons.
- Displays that produce 'Awe and Wonder' and create inspired students with enquiring minds.
- Useable whiteboards, board markers and purple pens for the students to use.
- Book corners that develop a deep love of reading
- A tidy, uncluttered learning space to facilitate learning
- Accessible resources for students to support their own learning

In some classrooms you will also see:

- Role play areas
- Environments being adapted based upon pupil interests

Book presentation:

At Capel Primary School we recognise the importance of consistency across the whole setting. As result we all work towards this expectation. It is recognised that this expectation should be demonstrated over time and that for short periods of time exceptions can be made at the teacher's discretion. This expectation must also be read alongside the Marking Policy and the EYFS policy (where this expectation does not apply).

Book expectation:

- All Literacy and Numeracy books will have a front cover with a Capel design and the child's name completed, by the same person, in a cursive script. These will be ready for the beginning of term.
- Literacy, Numeracy and Topic books will be placed within a protective plastic folder.
- All additional Literacy and Numeracy books will be joined to the first book, within the folder, giving a complete overview of the years' work. This will be used to assess progress. A teacher may decide to remove some older books to enable them to be transported, but it will then be their responsibility to provide older books for book scrutinises/observations.
- Topic books will be joined together in chronological order, giving an overview of progress over the year. A teacher may decide to remove some older books to enable them to be transported but it will then be their responsibility to provide older books for book scrutinises/observations.
- Children will not make marks or deface the cover of their books.
- All work needs to be dated clearly, with a learning objective that reflects the learning taking place within that lesson.

- Children in Year 4, 5 and 6 will write in pen for Literacy which should be blue or black, but this needs to be consistent within the book. The office has pens available. Pencil will be used by lower years and all Numeracy and diagrams will be completed in pencil across the school.
- Marking will follow the school policy and will be kept up to date. This needs to be reciprocal and show impact on the child's learning. A new speech bubble sticker will be used to show a pupils understanding of feedback or precision teaching.
- Pupils will respond to teacher marking.
- For any book scrutiny, there is an expectation that all the work completed by the child, from September onwards, will be included.
- It is important that there is significant evidence of writing within topic and RE/PSHE.
- There is an expectation that there will be a minimum of two pieces of written work within the literacy books per week. The work needs to show progression within a unit of work, addressing and practising the skills, which are then used in the final piece.
- Children need to write daily, either in Topic, RE, PSHE, Literacy or in another situation.

Role of the Teaching Assistant:

All of our Teaching Assistants and other adult helpers have a wide range of skills which are used as effectively as possible to enhance the learning and enjoyment of the children. Higher Level Teaching Assistants cover lessons, which have been planned by the Class Teacher. Our adult helpers also assist with the preparation and storage of classroom equipment.

To support teaching, we expect teaching assistants to:

- Be prepared to contribute to the creation and delivery of the provision map.
- Be prepared to contribute ideas when planning with the Class Teacher.
- Be aware of the Learning Objective and what role they will play in each lesson.
- Be prepared to work with a group, class or individual as directed by the Class Teacher
- Be willing to prepare resources needed for lessons.
- Make observations (written and informal) that will inform Class Teacher of needs and progress of children.
- Give feedback to pupils that they have worked with within the lesson
- Support the Class Teacher in his/her role.

Alongside this, Capel Primary School highly encourages and endorses the work of the Education Endowment Foundation. We actively encourage Teaching Assistants (and teachers) to follow the 7 key recommendations of that research:

1. TAs should not be used as an informal teaching resource for low attaining pupils.
2. Use TAs to add value to what teachers do, not replace them.
3. Use TAs to help pupils develop independent learning skills and manage their own learning.
4. Ensure TAs are fully prepared for their role in the classroom.

5. Use TAs to deliver high-quality one-to-one and small group support using structured interventions.
6. Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction.
7. Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions.

Other policies:

This should be read in conjunction with the following policies:

- Positive Behaviour Policy
- Marking Policy
- Capability Policy
- Appraisal Policy
- Pay and Reward Policy
- SEND Policy
- Planning Policy
- PSHE, Citizenship, SRE and Drugs Policy