



Teaching and Learning Policy

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Ecton Village Primary
Teaching and Learning Policy

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1. Background

Each child brings something unique and valuable to our school. The staff and governors work hard to help the children flourish and to achieve their very best. Because we are a small school we can make all the children feel valued and cherished. Our aim is for every child to enjoy learning, achieve their potential and grow into rounded young people who have a zest for life.

We understand that the quality and range of teaching and learning that a pupil experiences has an effect on the emotional well-being of pupils. It is an important factor in the development of the pupils' social and emotional skills. Therefore, we are committed to creating and sustaining an excellent learning culture for our entire learning community.

A structure of research, action and review exists throughout the school in order that we consistently work towards excellence in Teaching and Learning. We have high expectations in both teaching and learning to give all pupils the opportunity to fulfil their full potential.

The purpose of this policy is to promote high levels of achievement by ensuring that effective learning takes place in the classroom.

2. Responsibilities

It is the responsibility of all teachers to provide the highest quality teaching at all times for our pupils.

It is the responsibility of the Head Teacher to monitor the quality of the teaching and learning within the school and to identify where development and support are needed.

Governors have a statutory duty to monitor that the processes are in place and that the school is addressing pupils' needs. Governors are encouraged to view the lesson observation process by arrangement with the Head Teacher and the agreement of the staff member being observed.

3. Expectations of the Head Teacher

The Head Teacher will work to secure and sustain effective teaching and learning throughout the school, whilst monitoring and evaluating the quality of teaching and standards of pupil progress and achievement through benchmarking and target setting.

The Head Teacher will provide suitable resources within training and environment to maximise the effectiveness of learning and teaching in order to optimise student potential and grades.

The Head Teacher will work to:

- Create and maintain an environment and a code of behaviour which promote and secure good teaching, effective learning, high standards of achievement, good behaviour and discipline, and which enable teachers to meet the standards set out in the professional development framework.

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- Determine, organise and implement a full, broad and balanced curriculum and its assessment; monitor and evaluate them in order to identify and act on areas for improvement and enrichment.
- Provide effective and appropriate support to all pupils.
- Monitor and evaluate the quality of teaching and standards of learning and achievement of all pupils, including those with additional needs.
- Promote positive strategies which encourage respect for all members of the school community regardless of age, gender, ability, race, religion and sexual orientation.
- Develop effective links with the community, including business and industry, to extend the curriculum and enhance learning and teaching.
- Create and maintain an effective partnership with parents/carers to support and improve pupils' achievement, personal development and well-being.
- Where appropriate also be classroom teachers, and as such will adhere to the expectations of the classroom teacher.
- Aim to provide regular and sincere celebration of pupil achievement – sporting, cultural and academic.
- To ensure that the learning environment is pleasant, welcoming and supports learning.
- To create an atmosphere that has a focus on learning and teaching within the school.
- To manage the budget and resources to ensure excellence in teaching and learning.
- To ensure that cover work is properly set, organised and appropriate to the class.

4. Expectations of the Governors

- Monitor the sustainability of effective teaching and learning throughout the school.

5. Expectations of the Subject Leaders

- To be accountable for the standards of learning and teaching across their subject.
- To lead by example and set high standards that can be sustained.
- To communicate the learning and teaching aims of the subject.
- To disseminate information to staff efficiently, effectively and promptly.
- To ensure that the learning environment is pleasant, welcoming and supports learning.
- To take an overview of the subject in the context of the Schemes of Work.

6. Expectations of the Classroom Teacher

Mutual respect between teacher and pupils underpins effective teaching. Classroom teachers are therefore expected to:

- Be consistent, fair and to create an atmosphere of trust with the pupils who they teach.
- Support pupils in their learning and to help them become confident independent learners.
- Follow the Schemes of Work set by the subject leader.
- Mark pupil work in accordance with the Marking Policy.
- Set homework that challenges and extends pupils in accordance with the Homework Policy.

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- Create a secure, stimulating classroom climate that will motivate pupils to learn and to perform to the best of their abilities.
- Support their colleagues and subject leaders in order to achieve the learning objectives for the subject.
- Be a role model for their pupils and other teachers.
- Differentiate appropriately for the pupils in their classes.

7. Expectations of the Pupils

- Attend school regularly and punctually.
- Bring necessary equipment, including homework diaries, reading books and materials to all lessons.
- Sit according to the seating plan, if appropriate.
- Work sensibly and to the best of their ability.
- Aim to achieve goals and meet targets and respect the right of others to do the same.
- To take responsibility for their own learning.
- To meet deadlines – completing homework on time.
- Record all homework set in Homework diaries.
- Ask for help when needed.
- To co-operate with all staff; teaching and non-teaching.
- To be polite, pleasant and tolerant.
- To avoid anti-social behaviour such as bullying, vandalism, damaging the property of others and excessive noise.
- To work effectively in groups therefore developing the skills of negotiation and co-operation.
- To look after their own property and respect the property of others.

8. Learning

Effective learning takes place when pupils know:

- How to make progress
- What they are achieving
- How to learn, including thinking and questioning skills, using methods and resources
- The attitudes needed in the classroom, including respect, interest, responsibility, responding to challenge
- How to work independently and without close supervision
- How to work collaboratively
- The skills they need to develop, including enquiry, research, analysis, reflection

9. Teaching

Good teaching needs:

- Clear planning
- Assessment for learning

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- Different teaching styles
- Pace and challenge
- Organised classroom management
- Effective partnership with Learning Support Assistants
- Good classroom relationships
- Relevant homework
- Monitored progress
- A stimulating environment
- Regular evaluation and review

10. Teaching and learning styles and strategies

Children learn by absorbing the information and processing it through physiological and psychological action. They learn by smelling, sensing, hearing and doing. The brain absorbs and processes information so efficiently, it is important to provide children with as many experiences as possible to help them learn. They often enter the classroom with prior knowledge that both they and the teacher can use to their benefit.

It is not expected that teachers will always teach pupils in their preferred learning style but it is expected that teachers will plan a variety of activities to cater for the learning styles of all their pupils.

The range of teaching and learning styles used to cater for the needs of all the pupils at Ecton Village Primary School is extensive. These include:

- Explanation
- Instruction
- Questioning
- Observation
- Modelling
- Reporting back
- Investigation
- Consolidation and practice
- Problem solving
- Individual work
- Paired work
- Collaborative work
- Using ICT
- Extended writing
- Peer assessment
- Songs / rhymes
- Directing and telling
- Discussion
- Demonstration
- Listening
- Making judgements
- Oral Feedback
- Role play

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- Research
- Brainstorming
- Sharing
- Simulations
- Revision
- Mind Mapping
- Art work
- Written work
- Self-assessment
- Feedback through marking
- Puzzles and games
- Peer buddy/coach/mentor

11. Procedures

11.1 Planning

All lessons must be planned carefully and be part of an overall scheme of work that is accessible to all staff.

- Schemes of Work should plan for the development of pupils' skills, social skills, knowledge and capabilities. The QC curriculum planner should be kept updated with evidence of skills taught.
- The school Lesson Planning Proforma must be used to plan lessons (See Appendix 1).
- Most lessons will take the form of a four-part learning lesson with a focus on assessing pupil progress. Teachers have the ability to judge the appropriateness of this structure for their lesson and alter it if they deem necessary.
- The teacher will have clearly identified pupils needing extra support for special needs or for intervention and have planned appropriate activities to meet their needs.
- The teacher will have clearly identified more able pupils and will have planned appropriate activities to challenge and extend them.
- Activities and tasks should be planned to reflect a well-balanced range of activities to include a range of teaching and learning styles (**VAK** – Visual, Auditory and Kinaesthetic and **Multiple Intelligences**).
- Opportunities should be given for pupils to work in pairs or small groups as well as individual and whole class work.
- A seating plan must be used in each class. It should clearly identify pupil premium pupils, pupils with SEN, EAL pupils and More Able pupils. The seating plan should also indicate which pupils are working above, at or below target. Talk partners should also be identified.
- Accurate records/marks must be kept by the teacher alongside student targets and any information concerning additional educational needs.
- The teacher will work in partnership with Learning Support Assistants where they are regularly in the lessons, planning together as appropriate, and directing the support to have maximum impact on the learning of pupils.

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11.2 Start of the Lesson

- The teacher must be present at the beginning of the lesson to welcome the pupils into the room in an orderly and welcoming fashion.
- In some instances it will be appropriate to provide pupils with a “settling” activity to allow the teacher to set up, all the pupils to arrive and the focus and concentration to be established.

11.3 Starter

- A starter activity will take place in the first 5 – 10 minutes of the lesson.
- The starter should relate to the main body of the lesson
- Where possible the starter activity will involve a range of teaching and learning styles
- The lesson should be introduced clearly, sharing the **Learning Objectives** with the pupils.
- These will be written on the board at the start of the lesson and displayed throughout.
- Pupils should be encouraged to engage/interact with the intentions for the lesson.

Learning Objectives should be specific and outline the learning expected to take place in that lesson. They should not be too broad and general.

Success Criteria should be specific to the activity and help pupils to understand how to make progress on the task they will be doing. They should be differentiated. They will be phrased using “I Can” statements to help pupils become more independent in their learning. They should always be phrased in simple, pupil friendly language.

11.4 Main Body

This part of the lesson should facilitate the new learning for pupils and provide opportunity for them to demonstrate their understanding. Regular assessment of the pupils’ progress should be an integral part of the lesson. This may be through questioning, teacher, peer or self-assessment.

The task(s) to be undertaken should be explained and resources identified. The tasks should be well structured and planned, relevant and differentiated. Planned use of support should be made in partnership with Learning Support Assistants

Tasks set will:

- Be linked directly to the Learning Objectives and Success Criteria
- Be matched to pupils needs and abilities
- Build on knowledge and skills acquired previously
- Relate to key questions, enquiry, investigation and problem solving
- Develop a range of pupils’ skills
- Use different teaching strategies
- Enable pupils to evaluate their own work
- Encourage pupils to apply what they have learned in other situations

The teacher will:

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- Give clear instructions
- Link work clearly to learning objectives and success criteria
- Have high expectations
- Demand high quality in terms of work and effort
- Not talk for too long
- Use target and technical language
- Display key words and/or write them on the board
- Facilitate learning
- Maintain a presence in the classroom
- Enable mini-plenaries to take place, where appropriate, so that pupils remain focused and evaluate their progress
- Ensure time is used appropriately to give good pace to the lesson

The pupils will:

- Listen and respond positively to the teacher and each other
- Be kept on task
- Be stretched and challenged
- Be motivated
- Want to achieve well and achieve the success criteria

11.5 Plenary

A review of what pupils have learnt should occur at the end of every lesson by recapping the Learning Objectives and Success Criteria.

- The teacher will return to the success criteria and encourage all pupils to evaluate the progress they have made during the lesson.
- The strategy of question and answer, peer or self-assessment may be appropriate, or a related extension task may be used.
- Pupils' achievement of success criteria should inform planning for the next lesson.
- Related homework may be set, and pupils may be told about work to be covered next lesson.

11.6 Marking and Recording Work

Marking must be informative and help the pupils to improve; in accordance with the School's Marking Policy.

Identified pieces of work must be "Formally Marked Work" (FMW). When these are returned to the pupils "Directed Improvement and Reflection Time" (DIRT) must be identified in the lesson for the pupils to respond to the teacher's marking and feedback in order to improve and/or their work.

11.7 Minimum Expectations

Staff have worked collaboratively to agree the minimum expectations for lessons at Ecton Village Primary School to ensure excellence in teaching.

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- **Structured Lessons (Evidence of planning must be available)**
 - Settling Activity if needed
 - Starter
 - Main Body (Activate and Demonstrate)
 - Review of Learning
- **Seating Plans**
 - Used in every lesson to facilitate and promote pupil engagement
 - Talk Partners
- **High Expectations**
 - High standards of presentation of pupil work
 - Full date written for literacy and number date used for all other subjects
 - Colours of books standardised across the school
- **Displays**
 - Communal areas used for pupil work
 - Working walls in classrooms related to topic and changed when topic changes
 - Key word walls (numeracy and literacy)
- **Learning Objectives**
 - Displayed throughout every lesson
 - Refer to them at the start and end of every lesson
- **Success Criteria**
 - Differentiated appropriately for the class (All, Most, Some or Should, Could, Must)
 - Be specific and detailed relating to the tasks in the lesson
 - Phrased as “I can” statements
- **Differentiation by input and resources not outcome**
 - Challenge for the More Able
 - Support for the Less Able
- **Range of Teaching and Learning Activities**
 - VAK
 - Multiple Intelligences
- **Time and Pace**
 - Arrive before the pupils to allow a prompt start
 - Use time warnings
 - www.online-stopwatch.com
- **Marking and Assessment**
 - Regular and frequent checking of pupil understanding during lessons e.g. effective questioning, self and peer assessment
 - Mark to monitor understanding after every lesson
 - Write targets to help pupils progress every week for literacy and numeracy and once per short term for all other subjects
 - Pupil response to feedback should be promoted
- **Behaviour**
 - Follow the whole school behaviour and rewards policy consistently
 - Use of noise levels (silence, whisper, talk)
- **Homework**
 - Set regularly according to school policy

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12. Classroom Observation

Classroom Observation and Learning Walks are used to monitor and evaluate the effectiveness and quality of teaching and learning at Ecton Village Primary School. They also form an important part of the process of reviewing the performance of the school through self-evaluation. Lesson observations are also used as an important part of continuous professional development for teachers.

Formal classroom observation is used to support the appraisal process in the school.

The process of classroom observation contributes to:

- The continued success of the school
- Raising achievement and school improvement
- Improved classroom teaching
- Curriculum development
- Determining staff development needs
- Identifying the future development needs of the school.

Every teacher will be observed teaching three times a year, according to the Lesson Observation Calendar published annually, as part of the School's Teacher Appraisal process.

Observations are carried out by the Head Teacher. All observations are written up using the agreed whole school proformas.

Teachers are made aware of the observation weeks at the start of the academic year. The lessons to be observed will be chosen by the Head Teacher. Teachers will be given 2-days notice of the lesson that has been chosen for the observation.

Judgements are made based on Ofsted criteria. The lesson should be written up on the Lesson Observation proforma (See Appendix 2). The verbal feedback should be given within 48 hours of the observation and written feedback within one week. The proformas are collated by the Head Teacher to monitor standards of teaching practice within the school. If an inadequate lesson is seen the teacher will be observed again to establish if this is a recurring trend. If the inadequate lesson is perceived as a "one off" occurrence, no further action will be taken. If the inadequate lesson is perceived to be recurring trend the teacher may be placed on an Enhance Personal Teaching Action Plan to support their improvement as a teacher. (See Appendix 3).

13. Learning Walks

Learning Walks are conducted within the school by the Head Teacher or other designated teacher at the request of the Head Teacher.

Learning Walks monitor the day to day practice of staff in their lessons to ensure that the minimum expectations are being adhered to at all times to promote consistency and raise the standard of teaching and learning. They also allow good/best practise to be observed and noted. Findings are recorded on the Learning Walk proforma (See Appendix 4) and shared and discussed at staff meetings.

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Pop-ins can also be used to informally observe staff for short periods of a lesson. These may be used where concerns have been raised or to note an area of best practise. (Appendix 5 and 6).

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Teaching and Learning Policy – Appendix 1

Learning Objective English:	Milestone Indicator	Activities (Differentiated: Basic, Advancing, Deep)	Success Criteria (I can...)	
SEND (Key pupils and how their needs are met)	AFL	Resources	Homework (note of length of time the task should take and deadline)	
Learning Objective Maths:	Milestone Indicator	Activities (Differentiated: Basic, Advancing, Deep)	Success Criteria (I can...)	Next Steps (reflection)
SEND (Key pupils and how their needs are met)	AFL	Resources	Homework (note of length of time the task should take and deadline)	

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Learning Objective Science:	Milestone Indicator	Activities (Differentiated: Basic, Advancing, Deep)	Success Criteria (I can...)	Next Steps (reflection)
SEND (Key pupils and how their needs are met)	AFL	Resources	Homework (note of length of time the task should take and deadline)	
Learning Objective Topic:	Milestone Indicator	Activities (Differentiated: Basic, Advancing, Deep)	Success Criteria (I can...)	Next Steps (reflection)
SEND (Key pupils and how their needs are met)	AFL	Resources	Homework (note of length of time the task should take and deadline)	

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Learning Objective RE:	Milestone Indicator	Activities (Differentiated: Basic, Advancing, Deep)	Success Criteria (I can...)	Next Steps (reflection)
SEND (Key pupils and how their needs are met)	AFL	Resources	Homework (note of length of time the task should take and deadline)	
Learning Objective PE:	Milestone Indicator	Activities (Differentiated: Basic, Advancing, Deep)	Success Criteria (I can...)	Next Steps (reflection)
SEND (Key pupils and how their needs are met)	AFL	Resources	Homework (note of length of time the task should take and deadline)	

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Teaching and Learning Policy – Appendix 2

Expectations for Teaching and Learning at Ecton Village Primary

- **Structured Lessons (Evidence of planning must be available)**
 - Starter
 - Activate – the teaching of new information
 - Demonstrate – pupils using the newly gained information to demonstrate understanding
 - Plenary
 - A visual timetable for each day should be displayed
- **Seating Plans**
 - Used in every lesson
 - To facilitate and promote pupil engagement
- **Learning Intentions**
 - Learning Objective (LO)
 - Displayed every lesson
 - Refer to them at the start and end of every lesson
- **Success Criteria**
 - Differentiated appropriately for the class (All, Most, Some or Should, Could, Must)
 - Be specific and detailed relating to the tasks in the lesson
 - Phrased as 'I can...' statements
- **Know your class**
 - SEN
 - Pupils with Statements
 - SA+ Pupils
 - SA Pupils
 - G&T
 - Whole school
 - Subject Specific
 - EAL
 - Bilingual Pupils (no action needed)
 - Targeted Pupils
 - Vulnerable groups / Identified pupils / PP / LAC
- **Differentiation by input and resources not outcome**
 - Challenge for the More Able
 - Support for the Less Able
- **Range of Teaching and Learning Activities**
 - VAK
 - Multiple Intelligences
 - Higher Order Thinking
 - Group/Pair/Individual Work
- **Time and Pace**
 - Ensure a prompt start to all learning
 - Use time warnings www.online-stopwatch.com
- **Marking and Assessment**
 - Regular and frequent checking of pupil understanding during lessons e.g. effective questioning, self and peer assessment
 - Mark to monitor understanding every lesson and using DIRT as per the marking policy
 - Write DIRT targets to help pupils progress

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- **Behaviour**
 - Follow the whole school behaviour policy consistently
 - Update sims as necessary to record all levels of disruption inform parents when a child is given a 3
- **Homework**
 - Set regularly as per the homework policy
 - Recorded on planning

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Enhanced Personal Teaching Development Plan

Name of Teacher: _____

Name of Mentor: _____

Objectives	Actions (including any agreed peer observations)	Success Criteria	Evidence	Implementation Date	Review w/b xxxx

Signed Teacher: _____ Signed Mentor: _____ 1st Meeting Date: _____

Signed Teacher: _____ Signed Mentor: _____ Review Date: _____

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Learning Walk

Observer: _____ Date: _____

Teacher	Class	Learning Objectives displayed?	SC displayed as "I can" statements?	Seating Plan/Talk partners in place?	Books marked according to policy?	Displays up to date?	Pupil presentation of work is correct according to policy?	Differentiation is evident and effective?	Homework set according to policy?	Behaviour for Learning, attitudes and engagement (Grade 1, 2, 3 or 4)

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Lesson Pop-in
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Lesson Pop-in – Detailed Evidence
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Name of Teacher:	Name of Observer:
Class:	Date:
Subject:	Time:

Criteria	Yes / No	Comments
Planning Available?		
Seating plan in place?		
LO displayed?		
SC used and phrased as "I can" statements?		
Books marked according to policy?		
Evidence of progress being made?		

Description of pupil activity relating to variety of T&L style:

Differentiation evidence:

Behaviour for Learning Grade (OFSTED Criteria)	1	2	3	4
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