



Ecton Village
PRIMARY ACADEMY

Title	Teaching and Learning Policy
Reviewed	September 2018
Next Review	September 2019
Associated Policies	
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Approved	<i>K Cleaver</i>

Teaching and Learning Policy

“Children are more likely to learn successfully if they have their basic physical needs met, feel unthreatened, secure, safe and valued, have a sense of belonging to the school environment and are engaged, motivated and involved. They can see the relevance of what they are doing and know what outcome is intended. They can link what they are doing to other experiences and understand set tasks. They have the physical space, materials and tools required to fulfil their tasks. Distractions are minimal and groupings allow individual or group work to take place”
(Primary Strategy 2004)

The purpose of this policy is to provide an agreed set of standards, consistency of practice and equal opportunities for all learners. The principle of inclusive learning and equality of opportunity are embraced and learning is promoted for each individual learner regardless of their prior experience, ability, gender, age, ethnicity, or any other circumstance.

We recognise that it is the responsibility of all staff to teach the basic skills effectively in order to enable all pupils, whatever their ability, to achieve their potential.

At Ecton Village Primary Academy (EVPA) we believe in fostering a desire to learn in all our pupils, learning should be a lifelong process and should bring satisfaction and pleasure. Through our teaching we aim to equip our children with the necessary skills, knowledge and understanding to be able to make informed choices about what is important to them in their lives. By providing children with the right environment, high quality teaching, real life learning experiences, embedded values, a relevant curriculum and appropriate feedback, our hope is they will grow up to lead happy and rewarding lives.

Aims

The aim of this policy is to highlight the characteristics of effective teaching and their relationship to promoting successful learning experiences for pupils of all abilities.

Effective teaching enables us to fulfil our stated school aims, which are to:

- provide a happy, safe, secure and friendly environment where everyone’s contribution is valued and respected and where the well-being of the individual is paramount;
- promote consistency in the quality of teaching to enable pupils to progress well and reach the highest levels of attainment of which they are able;
- ensure that all pupils have access to the same high quality of teaching and learning;
- provide a broad and balanced curriculum whatever the individual’s learning needs;
- promote a feeling of family and community; through helping and sharing, through respecting and caring for others, by encouraging trust and openness between all members of the school community;
- communicate and work in partnership with children, parents, staff and the wider community;
- give children an understanding of the values and expectations of the wider society to enable them to develop within it as they grow.

We also

- acknowledge the individual worth of each member of our school community, in order to promote self-esteem, confidence and independence;
- accept that everyone is different and respect those differences, celebrating our diversity, and giving equal opportunity to all;
- promote staff well-being and continue to provide professional development.

We will aim to achieve the above through:

- providing a learning environment that is stimulating and supportive of children's learning;
- creating a learning climate that actively develops a 'can do' culture;
- where appropriate, lessons will be based on knowledge of the children's prior attainment;
- providing lessons that allow children opportunities to apply creative thinking skills such as generating their own ideas, showing imagination and originality;
- ensuring consistency in teaching strategies, behaviour routines and approaches to learning across the school;
- ensuring that children become responsible for their own learning, and fully understand the next steps they need to take;
- staff being positive role models through their own high standards;
- providing focused professional development, support and training for all staff;
- school leadership focussing on continuous improvement;
- utilising effective performance management systems which support the drive to raise standards;
- strategies that promote high standards of behaviour and engagement;
- the effective use of learning support assistants;
- engagement with parents including the provision of homework.

High Quality Teaching

Rosenshine (2010, 2012) summarised at least 40 years of research on effective classroom instruction and devised a set of key principles that maximise impact of teaching in the classroom. From these we have developed agreed features of what an effective lesson at EVPA should include.

1. The lesson is well planned so children are working at the appropriate level of challenge.
2. Connections with previous learning are made by the teacher and pupils, usually at the beginning of the lesson.
3. The learning intention is displayed, communicated clearly and revisited as necessary throughout the lesson.
4. New learning is presented in small steps, with appropriate periods of pupil practice after each step.
5. The teacher has high expectations and fosters an ethos of self-belief in the pupils.
6. Skilled open questioning promotes thinking and assesses learning of all pupils (with follow up action as necessary to secure learning).
7. When answering questions or solving problems, time is given for rehearsal and reflection and "talk partners" are used.
8. Children collaborate and teach others through a range of opportunities and thus are able to demonstrate their knowledge, skills and understanding.
9. The lesson is well paced so that pupils are engaged and display positive attitudes to learning.
10. Modelling of knowledge and skills by adults is provided for all new learning and, where necessary, for consolidation of new learning.
11. Learning walls and anchor charts are regularly referred to in order to guide and support learning.
12. Pupils engage in regular review of their own learning and respond to the whole class marking feedback as well as reviewing and discussing that of others.

Achieving the Best Quality Curriculum and Planning

We strive for outstanding planning that is well pitched, accurately differentiated and engaging for all pupils. Our curriculum is made up of a number of integrated units per year group. Each unit has a lead subject focus and activities are planned to ensure that through the year the skills set out in the National Curriculum are covered. Although English and maths are planned and taught separately, where possible they are tied in with the integrated unit being studied. Yearly overviews show balance and progression.

At EVPA we expect all planning to:

- begin with clear learning objectives;
- begin in a structured way that builds on prior learning;
- develop activities from the learning objectives using appropriate skills and knowledge that pupils have already acquired or are going to acquire;
- show extension and consolidation activities, including using more challenging activities for teaching the higher attaining pupils;
- build in the necessary assessment opportunities;
- set work that matches the current learning needs of the child;
- set work that is interesting, stimulating and purposeful.

Assessment for Learning (AfL)

When AfL is used appropriately children truly do receive personalised learning at its best, and for this reason we see assessment as being fundamental in every lesson.

Mini-whiteboards, guided group work, time for reflection and review using strategies such as thumbs up or down or traffic lights (with appropriate action taken quickly to secure learning), self and peer assessment and Next Steps marking.

If, by the end of the lesson, it is clear the child has not met the learning objective then additional teaching/intervention to address misconception can be put in before the end of the day or planning can be adapted for the next day.

A range of ongoing formative assessments are used to assess children's levels for pupil progress meetings. Work can be assessed (using Symphony Assessment System guidelines or EYFS age bands), taking note of work that has been scaffolded, where support has been given or when work has been done immediately after teaching.

Independent written work is completed regularly to support accurate assessment judgements. In reading, levels are assessed through a mixture of guided reading, whole class reading, one to one reading notes, test outcomes and Accelerated Reader quizzes.

In maths, levels are assessed through mental maths tests, problem solving tasks done in lessons.

The judgement given must be a fair reflection of where the pupil has been working for some time and not a snapshot from one assessment. In order to achieve accurate and fair judgements of a pupil's level of attainment, moderation activities are regularly planned into the staff meeting timetable. Senior leaders carry out regular assessment accuracy checks.

Cross year group and cross Trust moderation also takes place as part of this process of achieving accurate assessment. Foundation Stage 2, Year 2 and Year 6 take part in moderation with other local schools and are regularly selected to be externally moderated.

Marking and Feedback

This section of the policy has been revised after adopting recommendations made in the findings of the governments 'Workload Challenge' (Feb 2015) and Ofsted's 'Myth Busting' updates.

Feedback should:

- Be manageable for teachers
- Relate to learning intentions and success criteria, which must be shared with children.
- Include and involve all adults, working with children in the classroom.
- Give children continuous opportunities to become aware of and reflect upon their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear, unambiguous strategies for improvement.
- Respond to individual learning needs, marking face to face with some and at a distance for others.
- Inform future planning and individual target setting.
- Ultimately be seen by children as a positive means to improving their learning.
- Be continuously attempting to develop the children's ability to self-evaluate.

We recognise that feedback is crucial to the assessment process and if done effectively can enable children to become independent and confident to take the next learning step. To ensure that feedback is effective and empowers the learner we aim to:

- Establish opportunities for prompt and regular written or spoken dialogue with children as part of our daily routine.
- Ensure that both teachers and children are clear about the learning objectives of a task and the criteria for success.
- Ensure that children are encouraged evaluate their work before handing it in or discussing it with the teacher.
- Ensure that children are acting on feedback in future work.
- Ensure that teachers provide constructive suggestions about the ways in which the child might improve his/her work.
- Ensure that teachers are selective in the aspects they choose to comment on.
- Ensure that teachers recognise effort as well as quality, not in a vague or generalised way, but linking effort to specific skills or understanding.
- Ensure that teachers use the information gained through marking together with other information to adjust future teaching plans.

Key Strategies

We recognise that many strategies need to be used on a daily basis to enable teachers to make formative assessment based on the work children produce and move them on in their learning. At Ecton Village Primary Academy we have decided to use a Feedback and Assessment Record to form the basis of our main approach to feedback to children.

The process for assessing a child's learning and feedback in is as follows:

- To show that a piece of work has been assessed the teacher will highlight the Learning Objective (green= fully met; orange=partially met; pink=not met). Teachers will code the level of support given to the child during the class task (I=independent; SS=some support; FS=full support)
- Children Complete new task/Work with an adult to address deeper misconceptions based on assessment. The teacher assesses new learning or consolidation and makes brief notes about next steps in the Feedback and Assessment Record. The teacher makes any adjustments to future planning to take account of children's next steps.

- Verbal feedback is given to the children based on assessment of previous work. This verbal feedback may be to the whole class, or to small groups or individuals and is informed by the teacher's Feedback and Assessment Record.
- Children have the opportunity to teach their peers through peer assessment; teachers will model this and observe the children carrying out this task.

There will be times when summative assessment will take place. This is associated with closed tasks, such as class spelling tests, and normally requires a symbol eg. a tick or cross.

Marking secretarial features:

- Spelling, punctuation, grammar and handwriting will be a regular focus of assessment, though on some occasions the focus may be on the structure of writing, or the development of vocabulary and therefore secretarial errors will not be assessed in every piece of work.
- When work is complete, children may be asked to check for things that they know are wrong in their work when they read it through.
- Children will be given feedback which is related to the success criteria and therefore some aspects of writing will be unmarked in certain pieces.

Self and Peer Assessment

Self-Assessment

Children will be encouraged to self-evaluate wherever possible. Children can develop the ability to identify their own three successes and look for their own improvement points. This is a good process to use in the plenary, enabling the focus to be on analyzing the learning taking place.

Peer Assessment

Sometimes children can work with writing partners to mark in pairs. Before considering this it is important that:

1. Paired assessment should not be introduced until KS2, unless teachers feel that younger children are ready.
2. Children are trained to do this, through modelling with the whole class and watching the paired assessment in action.
3. Children always point out successes first against learning intentions and not secretarial features. The 3: 1 success to improvement ratio should be followed, to avoid over criticism.
4. Pairings should be organized sensitively to ensure trust. This is best decided upon by the teacher.
5. Dialogue between children is encouraged rather than them taking turns to be the teacher. They should discuss each other's work together.

Marking should be used to inform teachers' judgements concerning pupil progress and to inform teacher records and reports.

Teachers' written comments must be legible and model good handwriting to the pupils and should be written in green pen.