



Teaching and Learning Policy

Beamish and Pelton Federation of Schools

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Rationale

This policy promotes equal opportunities in teaching and learning for all pupils, irrespective of gender, ethnicity, disability or background.

This policy is underpinned by the school ethos. It reflects core values of the school which places the development of the whole child at its heart.

The Teaching and Learning Policy and Guidelines make explicit and accessible the shared, agreed, broad principles and practices upon which teaching and learning are based. Through the core purpose of the school, i.e. teaching and learning, we support children as they form and develop relationships, self-esteem and grow in independence.

We believe that the purpose of teaching is to promote learning and nurture a positive attitude and motivation towards life-long learning. Stimulating and challenging teaching, based on a good knowledge of the curriculum and knowledge of different teaching and learning styles, will engage children in the learning process. We believe that learning is a continuous process which involves acquiring knowledge, skills and concepts, taking the learner on to further levels of understanding whatever their stage of development.

Aims

The Teaching and Learning Policy and Guidelines aim to ensure that pupils at our schools are provided with high quality learning experiences and opportunities which lead to all pupils achieving.

We aim to make our schools a place where every child will

- be a member of an open, welcoming, supportive community
- know that school is working in partnership with home

- be treated and valued as an individual
- receive high quality teaching
- be challenged and stimulated while enjoying a wide range of learning experiences
- be provided with a curriculum that is relevant and satisfies the needs of children in their formative years in school
- develop basic skills
- develop a life-long learning attitude, within a creative curriculum
- feel happy, safe and secure
- be encouraged to be honest and truthful
- grow in self-esteem
- make friends
- develop independence and a sense of individual responsibility
- have equal opportunities
- respect their school environment
- be helped to appreciate the wonder of the world in which they live.

Key Principles of Learning

At the Beamish and Pelton Federation we believe that children learn best when.....

- the work matches their individual needs and is sufficiently challenging
- their curiosity is stimulated by active learning
- they know why they are doing something
- they can talk about their learning with their peers and adults
- they are encouraged to become independent learners
- there is a supportive relationship between home and school
- both children and adults have high expectations in pursuit of excellence
- there is a structure in place that ensures that issues of difference are explicitly dealt with.

Teaching and Learning Guidelines

We place a strong emphasis on the acquisition of literacy, mathematical ability and cross-curricular skills linked with the development of an enquiring mind, so that children are able to use and apply the knowledge and skills they have acquired.

Effective Teaching & Learning

1. Planning

Our curriculum is broad and balanced focusing on depth of learning and mastery of content. This enables teachers to remain with subject/topic for longer ensuring pupils have mastered the content before accelerating into new material. We use a range of resources to support our curriculum:

The Primary National Curriculum;
 The Early Years Foundation Stage Framework;
 The Durham Agreed Syllabus for Religious Education;

Purpose of planning

To ensure a high level of teaching that is engaging for all children, planning is purposeful and promotes progression and is informed by prior learning and assessment. KS1 and KS2 teachers plan from the National Curriculum and the Early Years Foundation Stage Framework; Planning is on-going and is a cyclical process drawing on information from marking, feedback and assessment.

Stages of Planning	Purpose	Content
Long-term (curriculum map)	Shows coverage Provides breadth and balance	Summary of subject content for each term/half-term per year group Reviewed and revised annually
Medium term planning	Shows progression of subject knowledge and skill matched to age range and ability of current cohort for all subjects	Set learning intentions and themes for each term. Dialogic language Differentiated questions
Short term planning	Provides a clear structure of success criteria to be achieved. Enables formative and summative assessment to take place, which then feeds into the planning cycle	Clear learning intentions/objectives Success criteria A range of activities Independent learning opportunities Organisation and differentiation Use of other adults Dialogic language Differentiated questions

Lesson Structure

The structure of lessons can be flexible as long as learning and maximum progress takes place. Lessons need to be pacy, but ensures pupil understanding. Too much time must not be spent on the carpet and maximum time should be spent on pupils practicing and applying their skills.

Differentiation

We recognise that students have different needs, related to influences both within and beyond the classroom. Awareness of the needs of specific groups will enhance the provision for individuals. Teachers will be aware of the needs of specific groups such as SEN, MAT, EAL, disadvantaged students (PP), Children Looked After and will provide the appropriate support. .

- Differentiation can take many forms and pupils can often be grouped by process (how students learn), and /or differentiation by content (what students learn).
- Children are grouped flexibly and teachers plan for at least three broad ability bands.
- Teachers take into account the needs of all learners and plan to ensure that all learners are set challenging goals and make at least expected progress.
- Teachers challenge children by keeping tasks open-ended.
- Tasks match the children's abilities, interests and next learning steps.
- Whenever appropriate, the most able children should be catered for individually in the same way as are children with SEN Support Plans and Statements/EHC Plans.

Learning Intention/Objective

A learning intention/objective is what students will learn. It is a description of what you want the pupils to know, understand or be able to do by the end of a lesson.

- Every lesson has a clear learning intention/objective that is shared with pupils at the start of the lesson and is reviewed at the end of the lesson.
- Children's activities are selected to match these intended learning intention/objective.
- Pupils know how the lesson builds on prior learning.
- The teacher shares with the pupils the next step in the journey of learning.
- Mini-plenaries, referring back to the learning objective, occur during the lesson and are used to assess the children's achievement.
- Children participate in self-assessment in the majority of lessons.

Success Criteria

Success Criteria 'summarises the key steps or ingredients the student needs in order to fulfil the learning intention – the main things to do, include or focus on.' Shirley Clarke

The success criteria will be provided by the teacher but when appropriate pupils are encouraged to suggest their own success criteria. During a lesson the success criteria is displayed and shared and discussed with the pupils and teachers model/demonstrate what success looks like.

Effective criteria will:

- Be precise
- Be discussed and agreed with pupils prior to undertaking the activity
- Be clearly laid out and visible so children can look up and check during the lesson.
- Linked to the learning intention/objective
- Provide a scaffold and focus for the pupil
- Measureable
- Be understood by the learners
- Used as the basis for feedback and peer-/self-assessment.

Questioning Skills /Dialogic teaching

During lessons teachers use dialogic language and questioning to assess pupils understanding and secure the active participation of all pupils. Dialogic language is evident in teachers planning and dialogical words are displayed in the classroom. Questioning is differentiated and used to extend learning. Questions are differentiated when appropriate, are used to promote higher order thinking skills and children are given thinking time before answering. During the plenary and throughout the lesson, skilful questioning is used to assess pupils' understanding.

We believe that high quality teaching and effective learning is characterised by effective questioning. Questioning forms and techniques include the following

- open and closed
- lower and higher order
- oral and written
- literal, inferential/ deductive, evaluative and imaginative
- responses which include both conclusions and thought processes
- varying response times

Resources

Staff draw from a wide range of resources to support teaching, all of which facilitate meaningful learning experiences. These include, amongst many others, visual and written sources, objects and artefacts to aid enquiry skills and give children first-hand experiences; costumes to aid historical or geographical understanding and drama; and physical and fitness provision through a range of well-maintained equipment. ICT is embedded in all lessons and every classroom has an interactive whiteboard. Children have access to the ICT suite and iPads/laptops at least twice a week. Subject leaders ensure the schools are stocked with all necessary resources. Teachers ensure children know how to access and use them and thus are given practical experiences to learn new concepts. At the Beamish and Pelton Federation, we ensure that all classes benefit from new experiences through frequent educational visits and visitors, which enhance understanding and enjoyment of many curriculum areas.

Teaching Assistants

The role of support staff is to support the children's learning and ensure, together with the class teacher, that they make progress. The teacher manages the adults and engages them in tasks that optimise the quality of learning in the lesson. Classroom support staff should be fully engaged in the teaching and assessment and should be encouraged to feed back to the class teacher and in

partnership with the class teacher they should make suggestions for future learning. Prior to the lesson the teacher will brief support staff so that they are aware of:

1. The key outcomes
2. The child or group with whom s/he will work
3. The outcomes which apply to those pupils
4. The nature of the activity to be undertaken, including key questions and recording

Target Setting

Every child from Reception to Year 6 have personalised numeracy and literacy targets. Children know their targets and are encouraged to monitor their own progress.

2. Teaching

Agreed Features of Effective Teaching at the Beamish and Pelton Federation.

What does good and outstanding teaching look like?

- Lessons are stimulating and promote constructive dialogue between children and adults.
- All pupils are fully engaged in their learning, they are on task and understand what they are trying to achieve.
- Teachers will be using a variety of styles/ class organisations to maintain interest, including visual, auditory and kinaesthetic.
- Teachers will create a positive and pleasant working atmosphere using praise and positive language.
- Teaching should be active, engaging and inspire pupils.
- Teachers should ensure breadth of coverage of the curriculum.
- Teachers should make meaningful, cross-curricular links in order to provide opportunities for learning both inside and outside the classroom.
- Learning should be progressive and purposeful

Effective Teachers

Teachers should be positive role models in every respect. They should be well prepared, organised, knowledgeable, encouraging, enthusiastic and fair. They should portray themselves as lifelong learners who are keen to create an environment in which it is acceptable to ask questions and make mistakes. Effective teachers are likely to possess many of the following qualities:

- Good subject knowledge
- An understanding of individual children and their needs
- Creativity
- Consistency
- A sense of humour
- Patience
- Calmness
- Good performance/presentation skills
- A committed team player with good interpersonal skills
- Good classroom management skills (behaviour, resources, deployment of TAs)

At the Beamish and Pelton Federation we believe

CHILDREN LEARN BEST WHEN THEIR CURIOSITY IS STIMULATED BY ACTIVE LEARNING.

- Learning takes place in a variety of settings, including outdoors, using the environment to enhance enquiry and support understanding.
- Significant events are planned for to enthuse and inspire children's learning
- Teachers plan engaging stimulus to capture the attention of the children and awaken their curiosity.

High Expectations

Teachers should have high expectations for what all pupils can achieve. High standards are expected for: learning, behaviour, and the presentation of work. Teachers do not accept second best in work or behaviour. Positive language is used by all in the classroom to promote excellence and children are praised publicly and privately for good work.

Learning styles

Within a lesson, a teacher will draw on a range of teaching strategies. For example, visual stimuli presented on the interactive whiteboard, speaking and listening, writing and recording and multi-sensory activities. This ensures active participation and that all learning styles are catered for.

Behaviour Management

Outstanding teaching and learning occurs in a calm and purposeful environment. We promote positive behaviour management strategies through whole school initiatives such as rewards and merits. At the Beamish and Pelton Federation we encourage a positive attitude to fostering an environment of mutual respect between peers and adults. We follow the restorative approach to learning and behaviour. Class rules are formed at the beginning of the school year through discussion by the children. This encourages them to take ownership of, and accountability for, their own behaviour and the behaviour of others. These class rules are clearly displayed, in an age appropriate way, alongside the school's behaviour management system. (Please see the Behaviour Policy for further information.)

The physical environment

We provide a safe and engaging environment for all children to learn. This is implemented in line with the health and safety policy, the equality policy and the SEND policy. The expectation for all children and staff is that they show respect and take responsibility for their learning environment. All staff are responsible for creating interactive and stimulating displays. Children's work should be on display to promote values of self-esteem. The physical environment is adapted to ensure all learners are able to access the curriculum and promote independent learning.

3. Inclusion

At the Beamish and Pelton Federation we recognise that all pupils are individual learners. We ensure that all learners are provided with activities to ensure they make the best of their abilities. (Please see the Inclusion Policy for further details.)

Special Educational Needs and Disability

SEND pupils are supported in class through SEN Support Plans, targets, adult support, extra resources and consideration of the physical environment. (See SEND & Accessibility policies for further details.)

More Able and Talented pupils

More Able and talented pupils are extended in many ways through careful planning and grouping as well as higher level questioning and extra boosters sessions. Higher level homework may also be set, upon discussion with the parents/carers.

4. Marking and Feedback

At the Beamish and Pelton Federation, we recognise the value of effective marking and feedback and believe in its importance in progressing children's learning.

We use the same marking system from Year 1 to Year 6 which enables the children to continue through the school within a familiar system. Teachers actively encourage children to try ideas out and think about what happens next. Teachers listen to all pupils and value all contributions. All staff mark work posing questions that consolidate or extend the learning. Children then answer in green/black pen. This acts as a dialogue between the adults and pupil. Often, teachers will invite the children to self-assess or evaluate in order to help them increase their self-awareness and become more independent, taking responsibility for their own learning. Feedback is positive, constructive and acts as guidance. Children understand making mistakes is part of the learning process and teachers challenge children by keeping tasks open-ended. (See marking & feedback policy for further details.)

5. Assessment

Assessing children's progress is a continuous process and appropriate interventions are provided throughout the lesson on this basis. Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and the ongoing process of Assessment For Learning (AFL). These assessments are against National Curriculum objectives to ascertain whether children are working at age related expectation. Each term we have an assessment week which enables teachers to use assessments and wide a range of evidence to draw upon to develop a comprehensive picture of where the child are currently working in relation to age related expectations. We track all pupil performance and in particular identify those pupils at risk of underachievement. Additionally we also ensure that those children who have accelerated capacity or are identified as more able and talented have increased opportunity to succeed.

Reflection

Reflection is an important part of learning and can occur many times within a lesson, not only in the plenary session. There are two elements of reflection – pupils reflecting on their learning and staff reflecting on the pupils' learning and their own teaching.

Pupils reflecting in their learning

- Pupils are encouraged to take the time to think and reflect upon their learning
- Children are encouraged to be reflective and self-critical, setting targets for improvement
- Opportunities for dialogic teaching are planned so that pupils can talk about their learning in increasingly more complex ways.
- Children are encouraged to talk about their learning through strategies such as 'think, pair, share', partner work and dialogic activities.
- Pupils are sometimes responsible for marking their own/others work
- Pupils are involved in their own assessment and target setting
- Pupils are encouraged to edit, redraft and constructively criticise their own work
- Staff provide opportunities for pupils reflection, self-evaluation and self-expression

Staff reflecting on the pupils learning

- Staff reflect on the pupils learning which has taken place
- Staff provide positive and constructive verbal or written feedback
- Staff keep records to inform planning, to contribute to report writing and to build up a detailed picture of each individual's progress through the pupil tracking systems
- Staff engage in reflection and self-evaluation of the effectiveness of their teaching style as part of their professional development
- Reflection ensures staff look ahead and adjust plans effectively.

6. The evaluation of practice

Teachers are responsible for the monitoring and evaluation of their subject area. This involves various activities such as discussions with teachers or pupils, shared teaching, monitoring books and/or planning, and informal observations. They will also check that long and medium term plans are providing the coherence, progression, continuity and depth necessary. More formal observations are carried out by the Head teacher/Deputy Head teacher/SLT on a termly basis. (See appendix 1) Performance management reviews for teachers take place three times a year when targets will be reviewed and new ones set. Targets are set each year for all teachers out of their NQT year.

7. Home /School Links

At the Beamish and Pelton Federation we believe children learn best when there is a supportive relationship between home and school. Both schools have an open door policy, encouraging parents to call in for informal discussions at any convenient time. Parents are kept up to date with events and news in school, on Class Dojo and in the school newsletter.

Involving parents in their pupils learning.

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding termly parents evenings to discuss their child's progress, attainment and any areas of concern.
- Inviting parents to 'meet the teacher' sessions at the beginning of each academic year to discuss year group organisation and expectations.
- Inviting parents to 'stay and play' sessions in the Foundation Stage
- Sending information to parents at the start of each half term in which we outline the topic that the children will be studying during that half term at school
- Providing opportunities to observe demonstration lessons. (RWI & numeracy lessons in the FS)
- Individual pupil targets and attainment are shared with parents in Oct/ Nov and March/April in a pupil summary report and annual reports are written each summer to inform parents of their child's progress and indicate how the child can improve further.
- Structured conversation meetings are planned with targeted pupils/parents to encourage progress. Parents are encouraged to engage in their child's learning, and targets and strategies to accelerate progress are discussed.
- Parents are encouraged to complete annual parent questionnaires highlighting strengths and areas of development of the schools.

We believe that parents have a responsibility to support their children and the school in implementing school policies.

We would like parents to:

- Ensure that their child has the best attendance record possible.
- Ensure that their child is equipped for school with the correct uniform and P.E. kit
- Do their best to keep their child healthy and fit to attend school
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- Promote a positive attitude towards school and learning in general

Homework

We recognise the importance of pupils learning at home. We believe it helps them to consolidate and extend school learning as well as helping to involve families. Regular and appropriate homework is set each week at each stage of the school. We evaluate the effectiveness of our

homework by the impact that it is having on pupils' learning. (Please see the Homework Policy for further details.)

8. Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by helping to allocate resources effectively
- ensure that the school buildings and premises are best used to support successful teaching and learning
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment through link visits to the school
- ensure that staff development and performance management policies promote good quality teaching and learning
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the termly headteacher's report to governors

Appendix 1

Lesson Observations – Briefing Sheet

In class

Lesson observations should be used to triangulate judgements on the effectiveness of teaching alongside class data and evidence in the books. Questions that should be asked when observing a lesson, based on Ofsted guidelines, current whole school priorities and latest Sutton Trust research into effective teaching, are as follows:

1. What was the intended learning outcome of the lesson? Identify any differences between groups of students i.e. ability, gender or disadvantaged. Use subject specific language.
2. Is there an appropriate level of challenge for all of the students?
3. What provision was made specifically for disadvantaged students in the class?
4. What methods were used to allow for learning to take place and where they successful? How do you know?
5. How was progress of the students monitored in order to enhance progress? Was this successful?
6. What misconceptions were addressed? Was the intervention successful?
7. Did all of the students make good progress in the lesson? Be specific about the different groups; boys/girls, disadvantaged/non-disadvantaged, ability ranges

In books

Books should be reviewed to judge whether the lesson observed appears to reflect the progress made over time. The level of progress, challenge and standards of presentation should all be considered a reflection of the progress over time. In addition, a judgement should be made as to whether the expected attainment of the students matches the work being provided. While it may be difficult to judge this without subject specialism, observers should look at a range of books across the class to see if class work effectively challenges students of varied ability. Furthermore, it should be possible to see where targets set have added additional challenge or where they have addressed misconceptions.

Data

Observers should reflect upon the class data and decide whether this accurately reflects the evidence seen in the lesson and through the books.