

# Warren Farm Primary School



## Teaching & Learning Policy 2022

### *Teaching and Learning Policy*

|                          |            |
|--------------------------|------------|
| Date of Last review      | 13/07/2021 |
| Date agreed by governors | 14/09/2021 |
| Date of next review      | 14/10/2022 |

This policy has been written after consultation with pupils, teachers and parents.

*NB Please also refer to remote learning policy (COVID19)*

## **Introduction**

At Warren Farm School we seek to work together to ensure our children are enthusiastic and successful learners and we develop in them a hunger for life-long learning.

### **This policy is designed to...**

- Set out guidelines for the agreed principles and approaches which underpin teaching for learning in our school
- Promote consistency of approach and expectations, continuity and progression in order to improve the quality of teaching for learning
- Recognise, acknowledge and implement the most effective classroom practices, in order to further children's learning intellectually, socially, emotionally and physically

### **The policy takes account of...**

- The nature of our school community and the context in which teaching for learning takes place
- The collective experience and expertise of both teaching and support staff
- Educational research and knowledge and understanding about children and education

### **Our primary aim is delivering a high quality education to all children by providing teaching that:**

- Is relevant to the needs and interests of all children giving them the opportunity to develop self-knowledge and self esteem
- Provides children with the essential basic skills and instils a love of learning
- Promotes high expectations celebrating both success and effort
- Challenges and supports to empower all children including those with special needs and of very high ability
- Enables children to take ownership of their learning with the confidence to question and be independent
- Supports the family learning together

### **Optimum learning environment:**

At Warren Farm Primary School we believe that 'relaxed alertness' is the best state for learning in classrooms that provide stimulation and a high level of challenge. Learners need to feel a sense of ownership and relevance. The motivation to learn is an essential part of the process.

## **Creating an Effective Learning Environment:**

- Welcoming – All areas of the school should be colourful and family friendly to enable children and parents to feel welcome in our school
- Use of space - accessible, labelled resources, outdoor areas used throughout the year from Nursery to Year 2
- Use of time – Children and adults are expected to be punctual and to view time as a precious and limited resource which should not be wasted
- Resources – Classrooms should be well equipped with up to date and working technology
- Display – Should be lively, stimulating and exciting. It should reflect a range of learning and should celebrate both the achievement and creativity of all children
- Calm – Classrooms and other learning areas should be calm and learning focused

To enable us to achieve our aims and stay loyal to the teaching of our school values, the teaching and learning at Warren Farm must be of a high quality.

Our children learn best when.....

### ➤ They feel happy, safe and secure

This means that we will see:

- Positive, happy, respectful relationships throughout the school
- Caring attitudes among children and adults
- Consistency and familiar routines throughout the school
- Well organised, comfortable and welcoming classrooms
- Children and adults are safe from physical, mental and emotional harm
- Children and adults are confident , adventurous and are allowed to learn from their mistakes
- People who are appreciated and valued for their words and actions
- Children's learning experiences which are based on previous learning

### ➤ They are physically comfortable and alert

This means that we will see:

- Children using furniture and environments that best enable their learning

- Water available to children at all times
- Children actively engaged in their learning
- Children using physical breaks when needed i.e. through brain breaks
- Children provided with healthy snacks and drinks

➤ They feel valued and appreciated

This means that we will see:

- Positive, encouraging, affirming words and actions from the teacher to pupils and vice versa
- Children given time to speak, listen to others and reflect on their own learning.
- Teachers knowing, acknowledging and encouraging talents, gifts and strengths and celebrating these
- Classroom ethos that develops an atmosphere of calm, reflection, encouragement and appreciation

➤ They are confident, excited and inspired to learn

This means we will see:

- Teachers who can inspire children to want to learn and to have high aspirations at all times
- Activities that offer children the opportunities to explore, develop and express their own ideas and thoughts and be able to express these ideas
- Exciting and innovative topic based learning
- Activities well planned and organised which lead to engagement for the children's interests and imagination
- Children's learning activities which are based upon previous learning
- Children who are confident, motivated and willing to take risks in their learning
- Groupings of children that are used effectively to enable children to access the curriculum at their own level, work should be clearly differentiated to match individual ability
- Children who are encouraged to work within different groupings i.e. ability, peer and friendship groups, pairs etc. to allow them to support each other and develop their independence
- Classrooms that encourage independent learning at all times through being well organised, having labelled equipment, resources and materials readily available, classroom rules and codes displayed and agreed
- Visits and visitors arranged that support the children learning and stimulate their enquiry

- Local community and environments used to support and encourage the children's learning
- A global international perspective to the children's learning
- ICT and technology being used confidently and integrated into the planning to support the children's learning wherever possible and appropriate
- Adults giving clear and explicit instructions at all times and check that these are understood
- All children engaged in purposeful learning and are provided with the tools and environments which enable them to learn best i.e. music, sound mufflers, light distribution, cushions, clipboards etc.

➤ They have the right environment to work in- calm, quiet and productive with minimal distraction

This means that we will see:

- Children working quietly, with a noise level matched to the activity in hand, but never too loud to cause distress to other children or to disrupt the learning of others
- Children who can work in a sustained manner
- Appropriate music being used as a background to the children's learning
- A starter activity at the beginning of each day and after lunch
- Children given time to relax, reflect and think!

➤ They are constantly surrounded and inspired by examples of excellence

This means we will see:

- Classrooms that are literacy rich
- Learning walls of a high standard which should reflect the learning objectives and learning outcomes for children
- Teachers that are using excellent examples of writing, oratory, presentation
- High standards in display and quality resources
- An absence of mess, disorganisation or clutter
- A corridor where our IPC topic weeks are very evident
- Children eagerly sharing and celebrating each others successes, including whole school assemblies
- Opportunities for children to learn from different sources, visitors and in their visits

➤ They are actively involved in their own learning

This means that we will see:

- Children being shown and taught how to learn
- Children being encouraged to answer and ask good quality questions
- Children having an active part in the planning of their topic study
- Classrooms are organised in a way which encourages independence
- Classrooms which are very well organised for routines
- Children actively involved in their own self-assessments and target setting to improve their learning
- Teachers using questions that are open and research to encourage problem solving skills
- Children given time to express their own opinions, and they are listened to
- Extended school activities and homework for the children to further develop their learning

➤ Their learning is relevant and practical, drawing from their own interests and rooted in first-hand experiences

This means that we will see:

- Children actively engaged in work from first hand experiences
- Children who are able to explain clearly why they are learning something
- Children having an opportunity to work in the outdoors throughout the year i.e. visits for Topic Week, enrichment days and community cohesion work
- Teachers modelling learning
- A whole range of resources used including pictures, posters, software, artefacts, models, books to interest and inspire.
- Children working for a real audience and for an authentic purpose wherever possible
- Wide range of extra-curricular clubs where children can extend learning or enjoy new learning
- Children and adults learning together i.e. Parent workshops etc

➤ Their learning is carefully planned and structured

This means we will see:

- Teachers planning carefully structured lessons with a heavy emphasis on the teaching of basic skills. Planning must be based on previous learning and informed by previous evaluations and assessments
- Teachers planning which is carefully differentiated for all groups of children.
- Teachers systematically assessing and tracking children's progress
- Teachers planning underpinned by the teaching of skills and the progression of those skills
- Teachers annotating planning to allow for changes or to create more fruitful learning opportunities. This should be led by children's questions, enthusiasm and interest

➤ Teachers have high but realistic expectations of them

This means that we will see:

- Children and teachers discussing learning outcomes and expectations
- Challenge for the more able child in every lesson
- A positive 'can do' ethos promoted across the school
- A culture where achieving is expected but also celebrated
- Children developing resilience, stamina and determination in seeing a task through to a successful conclusion (Mind Set)
- Children being held increasingly accountable for the work- both quality and quantity as they progress through the school

➤ They understand how to improve

This means that we will see:

- Children reflecting on their achievements and areas for development in their work, attitudes, behaviour and relationships
- Children who are very clear what they need to do to improve
- Children who are fully involved in the marking process
- Teachers using their marking effectively to indicate to the children how they need to improve their work

➤ There is a strong, supportive partnership with home

This means that we will see:

- Parents and carers who are encouraged to help children at home with their homework and research
- Curriculum maps sent home at the beginning of the year to inform parents of the curriculum that their children will be covering
- Curriculum meetings and Curriculum parent workshops to inform parents and to encourage active participation
- Regular planned meetings with parents to celebrate achievements, agree targets for improvements and areas for development
- Parents encouraged to support the children with their learning through visits, community projects etc.

➤ Monitoring and Review

The Headteacher, Deputy and Assistant Head will monitor the effectiveness of this policy throughout the academic year. The Headteacher and assigned Link Governor will report to the governing body on the effectiveness of the policy annually and, if necessary, make recommendations for further improvements.



## **Appendix 1**

### **Good Lesson**

#### Planning should include:

- Subject specific vocabulary
- Vocabulary and questions to be emphasised
- Differentiated activities
- Groupings/ independence/challenge
- Skills identified
- Opportunities for P.S.H.E. development
- A.F.L. identified
- Time for evaluation and questioning built in
- Core objectives identified
- Hook at the beginning of lesson
- Indicator of previous learning

### **Guiding Principles of good teaching and learning**

- Working with smaller amounts of children leads to improved progress
- Children working independently are given quality skills based learning challenges that are well resourced
- Key vocabulary is taught and used
- Regular response marking (verbal and written) leads more rapid progress.
- Learning is retained when delivered through meaningful contexts.
- Reducing teacher talk increases pupil involvement.
- All learning groups are fluid.

### **What is a good lesson?**

At Warren Farm Primary School we believe that a good lesson should comprise of the following elements;

- Planning – Before the lesson
- Introduction to the lesson
- Main teaching
- Group teaching and independent activities
- End of the lesson; plenaries and/or mini plenaries within the lesson
- Use of assessment and evaluation – before, during and after the lesson.

### **Planning - Before the lesson teachers will:**

- Use formal and on-going assessments in order to determine where the children are in their learning and their next steps;
- Establish a clear learning goal 'I am learning to/about' in 'child friendly' language arising from this assessment, the steps to success that will enable the children to achieve the learning and opportunities for both children and the teacher to assess progress against these;
- Establish an initial 'hook' that will motivate and engage the children;
- Contextualise the learning either by making it relevant to the lives and/or interests of the children, and where appropriate making cross curricular links e.g. within the IPC unit – The Big Idea being studied;
- Plan an appropriate structure of differentiated activities that will enable the children to engage in their learning and meet the learning; including the use of other adults and the timings of the lesson; ensuring maximum learning opportunities and catering for all learning styles.

**Introduction to the lesson – A good introduction to a lesson will include:**

- Recapping on prior learning, allowing time for the children to look at their feedback from the previous lesson;
- Sharing the learning with the children and referring to at different stages throughout the lesson to keep learning focused; (There may be circumstances when the 'I am learning to/about' is developed later in the lesson e.g. arising from an investigative activity.)
- Sharing the learning goal and lesson's steps to success with the children so that they know exactly what they need to do in order to achieve the learning and where appropriate enabling the children to develop own steps to success through clear modelling;
- Introducing subject specific language which is modelled by the teacher during the session with an expectation that the children will use the vocabulary in their verbal and written responses;
- Putting the learning into context; explaining to the children why they are learning what they are learning;
- Using appropriate resources, including ICT and other adults, in order to support children's learning;
- Ensuring there is a good balance between teacher and child talk and that all children are actively involved, engaged and challenged in meaningful activities;
- A wide range of assessment strategies are used by both the children and the teacher in order to ascertain progress made and assessed in line with the National standard from the assessment performance descriptors for Reading, Writing and Mathematics;
- Evidence of positive relationships between children, their teacher and the other adults in the room; everyone displaying good social and learning behaviours.

**Main teaching - The main teaching part of the lesson will include:**

- Informing the children of the learning, steps to success and specific language to be used;
- Teacher modelling the process and task which is expected of the children;
- Using resources which stimulate, sustain and support children's learning;
- Appropriately differentiated questioning;
- Good pace to the lesson; ensuring that it is not too quick that children are not understanding their work and are being left behind; but pacy enough that children remain engaged;
- Secure subject knowledge demonstrated by the class teacher;
- All children actively involved and engaged in their learning;
- High expectations of children both in terms of their work and their learning and social behaviours;
- Praise for the children when they do the right thing, achieve well and make progress;
- A wide range of assessment strategies which are used by both the children and the teacher;
- Evidence of positive relationships between children, their teacher and the other adults in the room; everyone displaying good social and learning behaviours.

**Group teaching and independent activities – This part of the lesson will include:**

- Differentiated activities through prescribed outcome, support, resources, etc which match the learning and steps to success;
- Opportunities provided for the children to talk about learning, experimenting with concepts, asking questions and learning in preferred learning style;
- The teacher normally teaching a focus group; moving that group's learning forward and maximising all opportunities for learning;
- Effective use of other adults both class based TAs and Learning Support, in order to support learning and/or move it forward;
- Mini plenaries, where appropriate, to either move learning on, consolidate learning or address misconceptions;
- Children receiving positive and diagnostic feedback about their effort and their learning;
- Time reminders to indicate to the children how long they have left to complete activities;
- A purposeful learning atmosphere dependent on the task the children are completing.

**End of the lesson – A good plenary or series of mini plenaries will include:**

- Reference to the learning that has taken place and steps to success;
- Teachers and increasingly children making assessments which will inform future learning;
- The use of a range of assessment strategies; allowing children time to reflect on their learning, checking to see if they have met the lesson's learning using the lesson's steps to success;
- Children receiving positive and diagnostic feedback about their effort and work;
- Consolidation on the lesson's learning, reflecting on whether the steps to success have been achieved, moving learning forward, addressing misconceptions, further peer or teacher modelling of work, making links to future learning.

**Assessment and evaluation – after the lesson good assessments made by the teacher will include:**

- Evaluating whether all the children or groups of children achieved the learning and met the lesson's steps to success, and whether the children's learning moved on and if it didn't, why not?
- Reflecting on which parts of the lesson went well, which parts were the children most engaged in; and which parts of the lesson did not go so well and why;
- Reflecting on whether the work needs to be revisited at the start of the next lesson or does the learning objective need to be completely revisited again;
- Diagnostically marking the children's work, clearly stating what they have done well and what the next stages in their learning are (using the School's marking codes);
- Using assessment to inform future planning and next steps in learning and the assessment performances descriptors for Reading, Writing and Mathematics to regularly moderate and ascertain whether the child is at national standard and what is needed in order for them to achieve this.

**The Role of TA's**

We have a number of support staff who play a central and specialized role in our learning processes. Key elements of their role are:

- To support the teaching either through direct delivery or by enabling access for identified children.
- Supporting a small group within the classroom.
- Delivering intervention groups
- Carrying out assessments
- Preparing resources
- Supporting children with ITPs / IBPs / EHC plans.

## Appendix 2

### Classroom Environment Checklist

| No | Item                                                                      | Done |
|----|---------------------------------------------------------------------------|------|
| 1  | Literacy Board / Magpie Wall                                              |      |
| 2  | Spelling Board (KS2) / Phonics Board (KS1)                                |      |
| 3  | Numeracy Board e.g. Vocabulary, Roman Numerals, Clocks 24hr and digital   |      |
| 4  | Golden Time Display – Sun/Cloud                                           |      |
| 5  | Class Rules                                                               |      |
| 6  | Circle Time                                                               |      |
| 7  | Birthdays (KS1), Months of the year (KS2)                                 |      |
| 8  | Computer Charter / Internet Safe Use (by computers)                       |      |
| 9  | Presentation / Wow Wall – Please use your children's work from your class |      |
| 10 | Effort Chart                                                              |      |
| 11 | Monitors                                                                  |      |
| 12 | Group Names                                                               |      |
| 13 | Planning – must be current to assist monitoring visits                    |      |
| 14 | Visual Timetable e.g. pictures, 24hr clock and digital time               |      |
| 15 | Attendance Rules                                                          |      |
| 16 | Mindset Board (Introduced September 2017)                                 |      |
| 17 | School Aims                                                               |      |
| 18 | Route to Outstanding (this is a summary SDP)                              |      |
| 19 | Marvellous Me Board                                                       |      |
| 20 | Topic Board (outside classroom)                                           |      |



## Warren Farm Primary School Aims



Together Everyone Achieves More

At Warren Farm Primary School we aim to:-

- Create a happy, safe, friendly, caring and welcoming school that provides for the needs of all of our pupils and parents.
- Provide a curriculum, which is enjoyable, enriching and matched to the ability of our children enabling them to fulfil their potential. It will also promote the importance of basic skills and life-long learning.
- Foster a school ethos which safeguards the physical, emotional and psychological well-being of all members of our school community.
- Prepare our pupils for their future place in the community as responsible and caring citizens.
- Nurture values that are morally, spiritually and culturally appropriate which empower the pupils to make positive choices in their lives.
- Promote a Healthy Lifestyle through knowledge, experience and activity.

**WARREN FARM TEAM**

Together Everyone Achieves More