

Lakeside Primary School
Learning and Teaching Policy



Reviewed September 2017

Aims

To secure effective teaching and learning requires careful planning. This document sets out the characteristics of quality practice, which we believe underpin excellent provision and the best possible achievement for our pupils. It details the generic key principles that provide a benchmark for monitoring and evaluation of teaching and learning across the school. Its purpose is to: -

- Establish an agreed range of practice for teaching and learning
- Enable staff to identify aspects of practice which they wish to develop and with which they would welcome support
- To continually improve the quality of learning experiences offered to pupils
- To provide an agreed focus for monitoring.
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This policy should be read in conjunction with the School Aims, the Assessment for Learning Policy, the Marking and Feedback Policy, Home Learning and curriculum policies.

Our key principles which underpin the 'non-negotiables' are:-

- **Pitch** (concerned with accurately differentiated provision based on high expectation and appropriate challenge)
- **Purpose** (concerned with clarity of success criteria and intentions within an engaging and relevant curriculum)
- **Participation** (concerned with all pupils' active and reflective involvement and ownership of learning and assessment)
- **Persistence** (concerned with risk taking, 'stickability' and resilience to challenge)
- **Pace** (concerned with pace of the learning within lessons, units of work and over time to maximise progress)
- **Place** (concerned with well organised and resourced environment to facilitate high quality collaborative learning)
- **Pleasure** (concerned with enjoyment and engagement in learning)

These 7 elements are interdependent and critical in determining good and better progress to raise attainment of all pupils and groups. This policy recognises the importance and value of effective quality first teaching to promote first language as well as enhancing additional language development.

Agreed Key Elements for Effective Teaching and Learning

Accurate 'Assessment for Learning' and precise use of assessment information to plan for appropriately differentiated next step experiences underpins practice.

Planning and Preparation

- Properly pitched lesson planning is clearly linked to children's prior knowledge and also to next step targets
- Children know and understand where they are and what they need to do to move on to next level, with frequent reference to this planned into the teaching session.
- Learning Objectives are properly devised, precise, context independent and shared, supported by success criteria that effectively scaffold and support children in achieving the intentions/outcomes.
- Where activities are differentiated, they are clear and purposeful
- Planning addresses both concept and language development.
- Planning ensures that learning is purposeful for children.

Provision

- Learning Objectives are clearly shared and written. They are pitched to ensure new learning, or to extend or deepen understanding and skills. They are frequently referred to in the session.
- Key vocabulary is introduced at the start of every teaching and learning session and explicitly reinforced throughout the session. Academic language is taught explicitly and modelled by adults.
- Grammatical accuracy is explicitly taught and standard English is modelled.
- Oracy is promoted and includes high expectations that children express themselves in full sentences.
- Success Criteria/Steps to Success are used routinely to structure effective teaching and learning. These are modelled to re-inforce the learning pathway. They are also used to support review of learning.
- Adult explanations and modelling are clear, precise and relevant.
- All adults in the learning session are actively engaged in promoting learning at all times.
- Children are reminded of current learning and also next steps
- Misconceptions and errors are addressed immediately and used as a 'learning opportunity' to be valued by all, positively. We believe the classroom must be a safe space where mistakes are seen as positive learning opportunities.
- Effective questions ensure high levels of active participation in the learning. The quality and range of questioning (planned and in response to ongoing assessment in the lesson) encourages thinking and reflection. Questioning extends and deepens understanding and exploration of ideas.

Reflecting on learning

- Planning reflects evaluation of the learning session.
- Working walls are used effectively to support and develop learning.
- Children are supported to self and/or peer review their learning against clearly understood success criteria
- Marking is clearly linked to learning intentions and success criteria. It is relevant and purposeful, rather than secretarial or sentimental. Marking and feedback are key to moving the learning on.

Vulnerable Groups

- We believe that well-judged teaching strategies and provision must promote and ensure the development of resilience, confidence and independence of all learners
- This policy reflects the essential importance of belief in children's potential and high expectations through appropriate and ambitious challenge for all groups of learners, including our clearly identified vulnerable groups.

Attitudes to learning and learning to behave as part of a learning community

- We believe a lifelong desire to learn is dependent on a communicated delight in learning for its own sake and by learning to learn (metacognition). Learning behaviours are actively taught through our Lakeside Learners framework.
- Childrens' linguistic and cultural experience is used to support learning and aid motivation
- Strategies are developed to enable parents/carers to support their children's learning through: a) homework which engages parents/carers, b) opportunities for parents/carers to participate in teaching and learning
- We strongly support ongoing development, learning and continuing professional development for adults as well as children (e.g. parents, staff, governors and the wider community).

Teaching and Learning “Non-negotiables” and Guidance

Non negotiables in bold.

Teaching

- **Be clear what do you want children to learn – what will the outcome of the lesson be?**

Then work backwards to ensure outcomes can be met.

- **Have clear and high expectations of what children can achieve.**

There must be an expectation that quality will be consistent in all subjects.

- **Ensure LOs and activities are sufficiently challenging for all children** (where the activity requires a great deal of challenge for children, make sure children have appropriate steps and guidance to complete work)
- **Ensure your delivery is about learning and not the activity.**
- Consider purpose of the LO and match with planned input and activities. Ensure activities effectively promote the intended learning.
- Consider the purpose, relevance and effectiveness of activities to ensure no learning time is wasted.
- Ensure support staff are also clear about the **learning** as well as the activity.
- **Share and check understanding of learning objectives**

LOs need to be simple and specific (one intention), displayed, written in pupil speak.

Give time to children to discuss the objective.

- **LOs need to be decontextualized and separated from activity.**
- **Ensure children know their targets and how to achieve them. Ensure targets are regularly reviewed and updated.**
- **Ensure learning is purposeful and engaging for pupils.**

Ensure there is an early “hook” in lessons to engage children in the learning.

- **Share/develop success criteria with children so that they know how they will achieve the objective**

Dated Learning objectives/success criteria to be printed and stuck into books.

- **Revisit prior learning and explain to children how today’s learning fits into the big picture (e.g. end of week, end of unit work)**
- **Ensure quality modelling of activities.**

Ensure writing is modelled frequently with teachers sharing writing thought processes with the children in line with T4W.

- **Share good examples (WAGOLLS)** are shared so children have a clear understanding of expectation and what quality outcomes look like.
- **Ensure lessons are well paced** and introductions to lessons are generally no more than **15 minutes.**

Ensure that lessons move along at a brisk pace so children are kept motivated – but ensure this pace is not at the expense of losing real learning

- **Ensure lessons allow sufficient time for sustained independent activity with high expectations for productivity within lessons**
 - **Ensure all children are actively engaged during input, for example through talk partner discussion or whiteboard activities etc.**
 - **Ensure the role of support staff is carefully planned and focused to maximise learning at all points in the lesson – make it clear on the planning.** Support staff should have their eyes on the children during any whole class teaching and not on the teacher
 - **Ensure that lessons are well prepared with appropriate and quality resources.**
- **Teaching of mathematics will be supported by used of concrete apparatus**
- **Avoid worksheets as this can restrict learning**

- **Use assessment to ascertain exactly where the children are in their learning to plan well matched and suitably challenging activities**

- Be quick to pick up if the set work is either too easy or too difficult and adapt the task promptly
- Be flexible with your planning and adapt the lesson for the week if needed
- Understand the needs and abilities of all pupils, so differentiated questioning and explanation happens throughout the lesson
- Ensure that warm up activities are linked to the main learning where possible and that they are carefully differentiated to challenge all children
- Plan for the more-able first and then differentiate downwards as this will ensure that the more able are appropriately challenged.
- Provide children with some opportunities for self chosen challenges and monitor to ensure choices are appropriate.
- Model Standard English and expect children to respond similarly using complete sentences. Ensure this happens during group work as well – all staff must speak in standard English in all lessons

Learning

- **Consider purpose and relevance of activities and ensure no time in learning is wasted**
- **Maintain the pace of a lesson and pupil engagement** by using talk partners as and when appropriate (ensure quality talk takes place) as well as other active learning strategies e.g. use of whiteboards, interactive tasks
- **Give children thinking time to enable them to answer questions**
- **Ensure learning is differentiated** and make it clear work for the more able children is extension and not the same as other children
- **Ensure there is sufficient time for children to extend and consolidate their learning**
 - Ensure children have sufficient time to complete independent work (therefore avoid excessive teacher talk and let children get on with their work)
 - Plenty of time is given for independent tasks which are used to build upon taught skills and deepen understanding even further
 - Have high expectations of pupils working independently
- **Ensure all pupils are challenged at the right level, are fully engaged and stay on task through:-**
 - well pitched and relevant activities
 - clear modelling and explanations
 - good preparation
- Children encouraged to share and explain ideas and work well with each other supporting learning

Assessment for Learning

- **Ensure ongoing checking that all pupils are fully engaged and on track with their learning**
 - Balance the teacher focus on a specific group with ongoing checking and feedback of the class. Use other adults to facilitate this.
 - Use mini plenaries part way through the lesson to remind children of learning, share and celebrate good work and identify next steps (ask children how far are we towards achieving our learning objective?)
- **Ensure lessons include a plenary to:-**
 - review learning objectives and success criteria
 - allow children to explain and evaluate what they have learned
 - ask key questions or address aspects of learning which need reinforcing in response to ongoing assessment in the lesson
 - identify next steps for learning
- **Target questions** at specific children as this will ensure that everyone is kept on their toes (or use random selection rather than hands up)
- **Ask open ended probing questions** to challenge thinking and generate pupil enthusiasm
- **Ensure marking in books is constructive, linked to success criteria and identifies next steps**
- **Children respond to marking prompts and these are marked by staff**
- **Pupils who still have errors or misconceptions to be addressed during pick up sessions or same day intervention in maths.**
- **Through marking and feedback, teachers give pupils precise information about what they need**

to do to improve

- **Feedback is personalized and closely tied to children's individual learning needs and targets**
- **Ensure children look at marking in books and respond to teacher comments**
- **Ensure lessons include strategies to indicate and assess where the children are in their learning at different parts of the lesson – e.g. "Show me", questioning, observation, "eavesdropping"**
- **Extend questioning to deepen learning by asking children to justify their thoughts or "Tell me more..."**
- **Pupils self-assess their work against success criteria and the learning objective**
- Pupils peer assess learning where this is appropriate and they have the depth of understanding to offer one another constructive feedback.
- Some pupils are able to identify their own next steps, where appropriate based on teacher judgement.
- **Have regular discussions with pupils so they know how to improve their work.**

Behaviour and Attitudes

- **Use Lakeside Learners language and targets to develop children's learning behaviours and attitudes**
- **Teachers ensure learning is enjoyable and purposeful** so that children are **enthusiastic** with a positive attitude to learning
- **Adults model and promote a "growth mindset" and ensure classrooms are safe places to make mistakes.** Children respond well to challenge and understand that mistakes are positive learning opportunities.
- **All adults reinforce the belief that children who are "not there...yet" can and will achieve with effort.**
- **Effective behaviour management strategies are in place.**
 - Calm and purposeful learning environments support children's learning
- **Appropriate and specific praise is given throughout the lesson in recognition of children's learning**
 - Praise and acknowledgement, stickers, house points and "Good to be Green" incentives reward and promote good behavior in line with the Behaviour Policy.
- **Children have well established routines**
 - Children quickly move from input to task with little fuss to maximize learning time.

Lastly and most importantly

Ask yourself the question, 'what do the children know now which they did not know at the start of the lesson?' – asking this question will enable you to decide what progress children have made.

EYFS Teaching and Learning Non Negotiables and Guidance

Teaching

- **Teaching is consistently challenging and inspiring for all groups of children**
- **The activities are well matched to children's needs and interests**
- **Excellent use of time and resources is used to support children's learning**
- **Clear roles and expectations of other adults**
- **Indoor and outdoor learning connected to the theme – make learning explicit**
- **Good use of language** e.g. adults modelling language to extend children's speaking skills
- **Clear learning intentions, success criteria, vocabulary, key questions and outcomes displayed in each area**
- **There are writing opportunities to promote mark making in all areas of provision.**
- **Reading is actively promoted indoors and outdoors through quality resources and adult encouragement.**
- **Adults actively engage in children's independent learning with well-timed interventions to extend language development and learning.**

Learning	<ul style="list-style-type: none"> • Well planned and purposeful activities that engage and interest the children • Children have time to explore ideas and interests in depth hence developing concentration and ability to see activities through • Balance of child and adult directed learning • Encouraging independence rather than doing things for children • Children feel secure enabling them to become confident learners • Creative and imaginative play that promotes the development and use of language • Children demonstrate a good understanding of what they are learning, can take responsibility for choosing activities, justifying choices and explain what they are doing • Children develop their knowledge, skills and understanding across all areas of learning (make these areas explicit in the classroom and shared area)
Assessment	<ul style="list-style-type: none"> • Assessment is rigorous and the information gained is used effectively to guide planning • Practitioners know their children well, making careful observations which identify next steps and which are used to inform planning • Children are motivated by the teaching so they are engrossed in their learning and make rapid progress
Behaviour	<ul style="list-style-type: none"> • Relationships are excellent • Well established routines and expectations, including expectations for putting equipment away • High expectations of behaviour demonstrated by all staff • Calm and purposeful learning environment which supports children to make good learning • All children fully engaged in the provision knowing exactly the expectations for each area
Environment	<ul style="list-style-type: none"> • The environment clearly reflects the current theme • All areas are well labelled and are print rich • Welcoming and bright reflecting the children's culture and background so all children feel part of the classroom and the school • Display emergent writing as a means of celebrating and motivating children to write • Display current Talk for Writing.

Learning Environment

Expectation	What it looks like in the classroom:
<p>General Expectations:</p> <ul style="list-style-type: none"> • Displays are bold, vibrant and titled, • Displays reflect current work (giving children a sense of pride), • Displays are labelled and backed (using quality paper), • Drawers and resources are labelled with labels of consistent size and font. • All children’s work is at least single mounted and double mounted on shared area displays. • Displays include interactive questions, • Titles – Cut out letters with correct use of upper and lower case. • Learning objectives and success criteria are displayed, • Children’s work is acknowledged with their name (consistent labels - size 18 font - Sassoon), • School handwriting style used in adult modelling by all adults • Where possible try not to date work, • A mix of typed and handwritten work (not all typed) • Photocopied work acceptable as long as looks as good as original and is backed. • Tidy work environment free of clutter • Displays must have clear purpose –Remove parts of displays which aren’t needed. • Laminated resources on walls will be limited and must support current learning - particularly “Sparklebox” or similar. • All classes will have a very visible “Perfect Presentation” display which will include Presentation Guidelines , handwriting style and an example of a child’s work. • All shared areas will have a Homework display reflecting recent work. • Displays across the school must reflect all curriculum subjects – including Science, MFL, Computing, PSHCE, PE, D &T, Music. 	
KS1 and KS2	
<p>English Display</p> <p>Consistent naming of display - English</p>	<ul style="list-style-type: none"> • LO and success criteria and key vocabulary (one at a time) are displayed at the front of the classroom, • Examples of children’s work displayed, • Phonics/High Frequency words (age appropriate), • Spelling rules, • SPaG – e.g. synonyms/homophones/explanations/punctuation (age appropriate), • Basic skills on the tables where appropriate (e.g. grapheme mats, vocabulary) • Exemplifications of at and above end of year standards for selected pieces of work (from Exemplifications materials)
<p>English Working Wall – T4W Washing Line</p>	<ul style="list-style-type: none"> • English Working Wall/Washing Line displays the T4W learning journey, • The WW reflects the current English genre being studied, • Magpie is displayed on the English WW to ‘steal’ phrases, language and structures, • End of unit WAGOLL (What A Good One Looks Like) is displayed which highlights work the children should be aiming for in the current unit. • Success criteria are written in black and in bullet points, • Displays reflect SPAG focii currently being covered - word classes, punctuation, spelling rules etc

<p>Reading Corner</p>	<ul style="list-style-type: none"> • Titled – reading corner, • The corner has good quality books, including a range of texts, comics, newspapers and posters, • It is kept tidy and organised and labelled, • Cushions/rugs where possible are used to engage the children to access the corner, • Many of the books are in boxes appropriate to their stage of difficulty, • Focused questions around class readers e.g.: in which book will you find...characters, • In this class we are reading ..., Pie Corbett reading spine books + authors mentioned • Book reviews... • Our favorite part was... because... • Reading Challenge chart displayed,
<p>Maths Display</p> <p>Consistent naming - Maths</p>	<ul style="list-style-type: none"> • Examples of children’s work are displayed – mounted and labelled with “house style” labels and reference to LOs and context, • Number tracks/lines displayed with Y5 and Y6 including negative numbers, • Place Value TH H T O etc • 100 square with pertinent questions such as ‘what is 10 more than 54?’, ‘find all the prime numbers between 20 and 40’, • Mathematical language and vocabulary, • Times table ladders in KS2 classes • Maths challenge information re recall of number bonds, multiplication and division facts, • Mathematical language • Number line, place value chart, 100 square • The current topic being taught in maths reflected on display • Reasoning prompts/language • Real Life maths – in shared area
<p>Maths Working Wall</p>	<ul style="list-style-type: none"> • Maths WW reflects weekly theme (WAGOLL), • Current maths vocabulary is clearly displayed, • A topical maths challenge could be displayed with post its, • Learning objectives, success criteria and key vocabulary relevant to current teaching are displayed • Reasoning language/prompts linked to current teaching • Concrete, pictorial, abstract examples • Calculation policy posters – aide memoires
<p>Topic displays</p>	<ul style="list-style-type: none"> • Current teaching topic – BIG picture inc. thinking wall/questions and statements, • Interactive questions, topic related books, artefacts included in displays • Age appropriate diagrams/pictures/topic related vocabulary, • Balanced mix of information and examples of high quality pupils work. • Pupils “pre-learning” questions on topic boards as evidence of start of topic.
<p>Perfect Presentation</p>	<ul style="list-style-type: none"> • Presentation guide is regularly highlighted and shared with children as a reminder of good presentation • Examples of what makes a ‘perfect one’ across range of subjects • Handwriting strip included • Mark scheme included
<p>Mark Scheme</p>	<ul style="list-style-type: none"> • Mark scheme is visible and regularly shared and discussed with children (also in front of English and maths books).

<p>IIP and Lakeside Learners display</p> <p>Single Board</p>	<ul style="list-style-type: none"> • School Motto and Values and poster, • Behaviour Expectations – Rewards and Consequences • Behaviour traffic light system • I in P target and Class promise • School rules – aligned to Lakeside Learners • Photographs of children following the school rules, • Attendance certificates – Piggy bank, % attendance for previous week and children in class with 100% attendance on classroom doors - House Captains to update weekly • Growth Mindset – key messages • ICT Acceptable Use Policy, • Housepoints displays – recorded on fresh sheet each week (no rubbing out)
<p>Visual Timetable</p>	<ul style="list-style-type: none"> • Daily visual timetable which is regularly shared with children,
<p>Homework display</p>	<ul style="list-style-type: none"> • Homework display is non negotiable for all shared areas
<p>Making diversity more visible</p>	<ul style="list-style-type: none"> • Whole school World map with location of home countries of all pupils from school marked on with string and pointers • Language of the month – children learn 10 words of a “community” language each month.
<p>Composer of the Term</p>	<ul style="list-style-type: none"> • Composer of the Term to be displayed in class or shared area.
<p>Class Information Board</p>	<ul style="list-style-type: none"> • Class timetable, • Nearest fire exit,
<p>Lakeside Learners</p>	<ul style="list-style-type: none"> • Lakeside Learner display - used to remind children of the qualities needed to be successful learners. • Key terminology taught to whole school • Qualities taught to whole school