

# YATTON FEDERATED SCHOOLS

## TEACHING AND LEARNING POLICY

Document Information			
<b>Reviewed by:</b>	PQA	<b>Responsibility:</b>	PQA
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<b>Signature (FGB)</b>	Not required	<b>Signature (Head)</b>	Not required

This teaching and learning policy outlines how we work and organise ourselves to ensure that provision in our school meets the Ofsted criteria for outstanding.

### **Our whole school approach: consistency and high expectations**

We believe that children learn best when there is consistency and continuity in our approach. We hold common expectations of our practice and through mutual challenge and support we ensure that it is of a consistently high quality.

We expect each teacher to take a full and determined responsibility for the progress of all of the pupils in their class. We expect teachers to have consistently high expectations of all pupils in all areas of their learning and school-life – learning without limits for all.

### **The purpose of our teaching and learning: pupil progress**

We teach for progress. This means that we work to ensure that all pupils are improving skills, knowledge and understanding across all lessons and activities.

We recognise the need for consolidation and practice, but we are vigilant in our avoidance of tasks that involve unnecessary repetition or low levels of challenge.

### **Six core elements of our provision**

#### **1. Subject knowledge**

We believe that children learn best when teachers are well-informed, knowledgeable and confident about what they are teaching. Our curriculum planning; our use of school development teams; our CPD programme and our staffing patterns ensure that all learning is led by staff with excellent subject knowledge.

#### **2. Planning**

Our planning is based on systematic and accurate assessment of our pupils' prior learning. We plan teaching strategies carefully, creatively and imaginatively, based on our knowledge of our pupils' needs. We choose, design and adapt tasks that will challenge all pupils, whatever the level at which they are working.

### **3. Interventions**

We plan interventions that will support pupils and will move them on in their learning. These are determined by our accurate knowledge of pupils' previous learning and by our high expectations of their progress. We know the impact that we expect these interventions to have and we evaluate them with regard to the difference they have made to pupils' learning.

### **4. Homework**

We recognize 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.

### **5. Assessment for Learning**

We use a range of techniques to systematically check our pupils' understanding throughout each stage of the lesson. We anticipate the most likely areas of misunderstanding and we prepare planned interventions and support that will address these. However, we are also ready to adapt our approach spontaneously when we meet unexpected misconceptions or difficulties.

### **6. Marking and feedback**

We have agreements about our approach to marking: its frequency; content and depth. We plan regular routines for pupils to respond to marking, so that it improves their learning.

We give on-going oral feedback to individuals and to groups of pupils throughout lessons. Our feedback is more often positive than negative. It is sharply focused on the learning and aptitudes that we want to improve.

The purpose of all our feedback, in marking, in target-setting and orally, is to give pupils precise and motivating information about how well they are doing and what they should do next to improve.

### **Outcomes: basic skills, classroom climate, pupil attitudes**

#### **Basic skills**

We recognize the centrality to learning of the core basic skills. We have organised our teaching programmes for reading, writing, communication and maths so that there are clear lines of progression; consistent teaching approaches; high expectations of pupils at every stage and a rigorous assessment of pupils' learning and progress.

We design our whole curriculum to afford every opportunity for pupils to apply and so consolidate these core basic skills. Our expectations of their cross-curricular work are as high as those we hold in subject-specific lessons.

We use time very carefully, minimising waste and taking every opportunity to practise and reinforce core basic skills.

#### **Classroom climate**

Through careful and imaginative planning; our high-quality teaching; good relationships and our high levels of teacher responsibility, we generate high levels of enthusiasm from our

pupils. We expect pupils to be active participants in their learning and we structure routines and rewards to support them. We want our pupils to show commitment to their learning. We give positive feedback when we see examples of this and we take measured and thoughtful action when it is absent.

### **Pupil attitudes**

We are developing the aptitudes of resilience, confidence and independence. We ensure that the tasks we choose give regular opportunities for pupils to develop these aptitudes. We explain their importance to learning. We notice and comment positively when pupils demonstrate these aptitudes and we model them in our own actions. We work with individual pupils to build these aptitudes where they are lacking.

### **NON- NEGOTIABLES**

#### **Curriculum**

- Every year group to produce a mid-term topic plan including Literacy and Numeracy to be put on website.
- To lead a curriculum meeting (held in October) for parents on key aspects of literacy and numeracy in year groups or Key stage groups.
- Every staff member has a subject responsibility that requires them to inspire colleagues and support them in the resourcing and coverage of that subject.

#### **Assessment**

- EYFS – Brick wall assessments must take place in Terms 1 and 6.  
Baseline by end of October.  
Phonic Assessments must take place in Terms 1, 3 and 6 and put on Phonic assessment sheets.
- KS1 – On-going use of Target Tracker in English, Mathematics and Science.  
Assessments will  
be analysed in term 2, 4 and 6.  
Phonic assessments must take place in Terms 1, 3 ,5 and 6.  
Year 1 – Phonic Screening to be done January and June.
- KS2 - On-going use of Target Tracker in English. Mathematics and Science.  
Assessments will  
be analysed in term 2, 4 and 6.

#### **Targets**

- IEP's and Provision Maps must be written and reviewed at least 3 times a year and shared with parents. Parents must contribute towards targets on IEPs.

#### **Marking and Feedback**

- We recognise that the most powerful feedback is verbal.
- All learning must have clear learning objectives/ success criteria against which marking and feedback can be matched.

- All marking must be legible to the reader.
- All marking for response must be highlighted/written in green.
- All marking that shows how objectives have been met must be highlighted in pink.
- Every child must have something to respond to in their books – twice a week in both literacy and numeracy.
- Every class must have a time to turn back/ 'Turn Back time'. All year groups must use this phrase.
- Marking and feedback should happen whenever possible during the teaching session, not after, therefore feedback can have immediate impact and/or children understand fully your marking and what is required in 'Turn back Time.'
- Response to marking must be clearly sign-posted e.g. change of colour pen, under a title 'response to marking' or on the opposite page.

### **Presentation and Handwriting**

- KS1 – all books have a presentation contract that is shared and understood by the children and referred to by teachers/ support staff.
- KS2 – All books to have a signed Presentation contract that is shared and understood by the children and referred to by teachers/ support staff.
- Teachers must remember to stick contracts in new books during the year.
- Handwriting should follow the school's policy. Joined handwriting is to be expected across all subjects from Year 3.
- Children should edit and improve their learning in a different colour, agreed in each year group.

### **Planning**

- Plans should be dynamic documents with AFL and changes annotated.
- Planning must result in both differentiation and challenge for all, both of which must be evident in children's books/learning. (Learning Without Limits)
- Your timetable is your own. Planning must cover the requirements of the National Curriculum for the year group. It is suggested 4 literacy and mathematics lessons per week; however effective literacy and numeracy can and should be taught in a cross-curricular way.

### **Class Files**

- Class Files must have up-to date information on Safeguarding, timetables, planning, groups and key routines in each class.

### **Homework**

**The expectations that each year group provide the following weekly so that each class within a year group have the same:**

- EYFS – Reading, Phonics sheets and sight words.
- Y1 and Y2 – Spellings weekly and reading x3 per week.
- Y3 – Spellings, times tables and reading.
- Y4 – spellings, times tables and reading.

- Y5 –maths facts, spellings and reading challenge.
- Y6 – Maths, literacy and reading challenge
- All year groups may have additional projects during the school year matched to topics.
- **There must be a consistency between classes in each year group on the marking of homework. This must be shared with parents at the 'Meet the teacher' meeting.**