



Lord Street C.P. School

Teaching & Learning Policy

This policy was reviewed in October 2016

The policy was ratified in November 2016

Headteacher: _____ Date: _____

Chair of Governors: _____ Date: _____

This policy is reviewed by the Raising Standards Committee.

Rationale

At Lord Street C.P. School it is expected that all of the pupils at Lord Street Primary School will make at least the expected rate of progress through quality first class based teaching. We believe that every child has the right to receive the very best quality of teaching to enable them to fulfil their potential. Through precise, quality first teaching, we equip our children with the necessary skills, knowledge, understanding, values and attitudes to become successful learners.

Aims

- To ensure that every teacher understands the elements of high quality teaching;
- To ensure that the quality of teaching directly impacts on high quality learning for all children;
- To instil within children the values, attitudes and behaviours commensurate with those of lifelong learners;

There are eight main areas outlined in the school's teaching and learning policy.

1. Working Walls

- Each classroom must have a working wall that supports learning in English and mathematics;
- Working walls should be situated where they can be seen easily by children (preferably the front of the classroom);
- Both working walls must contain whole class targets (with tally chart), current learning objective and success criteria;
- The English working wall must contain spellings, vocabulary and an annotated WAGOLL for writing;
- The mathematics working wall must contain a section on making connections in maths (language, symbols, images and real life contexts), a section for mastery (fluency, reasoning and problem solving) and clear modelled images to support learning;
- The contexts of the working wall must be changed on a weekly basis.

2. Use of Assessment

- Assessment information (Key Performance Indicators, EYFSP, testing and KS1 tasks) is used to establish what children already understand and to identify the next steps in their learning;
- Assessment information is used to organise classes, sets or groups according to their particular learning needs;
- These identified learning needs inform medium term plans and intervention plans which are produced on a half termly basis;
- At the end of every half term children in all classes are tested to ascertain the learning that children have retained, update the school tracking system, shape MTPs and intervention plans;
- Each assessment point is followed by a pupil progress meeting which ensures assessment is accurate and *precisely* informs the next steps in learning for all children;
- Staff in Years 1-6 are expected to produce a question analysis of tests in order to prioritise key learning needs.

3. Medium Term Plans & Intervention Plans

- Each teacher will use question analyses and assessment information to identify key learning needs in each class and shape WAVE 1 provision;
- At the same assessment point (i.e. each half term assessment) each teacher will identify children who are not making the requisite progress and their precise learning needs (targets) in order to shape WAVE 2 provision;

- These plans will be discussed at pupil progress meetings to ensure that all interventions are fit for purpose (e.g. precision teach, IDL, letters and sounds, Sounds Write);
- At the end of the following half term assessments, medium term plans and interventions plans are reviewed;
- If identified children do not make sufficient progress then action may be taken under the school's SEN policy.

4. Target Setting

- Each medium term plan (half a term's learning) identifies a specific whole class target for a half term;
- This target should be known and understood by children and should be recorded on the working wall;
- Each teacher should ensure that this target is the focus for short 5 minute interventions in maths, spag and writing;
- Children identified on an intervention plan will have one additional target which is known, understood and recorded on the working wall;
- Each teacher will ensure that this target is the focus for interventions taking place in class while other children are working, or occur outside the lesson at another designated time;
- All targets must be specific, in language children understand, and achievable;
- Each teacher monitors the progress towards these targets using a tally on the working wall;
- Once children have shown a competence in the skill (5 tally marks) the teacher then sets problem solving or reasoning activities;
- Targets are reported to parents once per term and are discussed at parents' evening.

5. Lesson Planning

- It is not school policy to use standard planning formats across school although these are available for teachers;
- The headteacher retains the discretion to negotiate with consistent and successful practitioners the amount of planning that they will need to undertake;
- It is, however, an expectation that within lessons learning objectives are shared with children, as are success criteria (although these eventually should be generated by children).

6. Lesson Delivery

- Within all lessons the following elements must be evident:
 - A clear learning objective with success criteria that children know, understand and use;
 - A teaching input with a clear four part structure:
 - A review of prior learning which may be used to address prior misconceptions;
 - A modelled teacher exposition using out loud thinking, and appropriate use of VAK methods to engage and motivate children;
 - A shared phase between teacher and pupils using a range of strategies e.g. think-pair-share (talking partners), whiteboards and effective teacher questioning;
 - A final independent phase to check readiness for independent learning;
- Children showing readiness for independent learning can then proceed to differentiated tasks which are pitched appropriately – IEP objectives, working towards ARE, working at ARE and working at greater depth (applying skills in a variety of contexts);
- Children not yet ready continue to work with the class teacher until they achieve that readiness;
- Whilst children work independently each teacher will assess the progress of children with regular 'walkabouts', marking work where appropriate;

- Lessons will end with short target work for the majority and teaching for pupils requiring intervention.
- Throughout the lesson the pace of teaching will be brisk.

7. Marking

- All work is marked daily in the following way:
 - Green highlights areas the child has achieved against the success criteria;
 - Pink indicates areas for improvement;
 - At the end of the work the teacher's comment frequently identifies a star (green) and a wish (pink);
 - Children must respond to the wish before they begin new tasks.
- Children should use self-assessment (and peer assessment) to improve their own learning following the following system:
 - A green highlighter/pencil used to indicate positive achievements against the success criteria;
 - A pink highlighter/pencil used to indicate an area for improvement;
 - A polishing pen/pencil used to show the immediate improvement;
- The impact of marking will be demonstrated in the quality of the child's future work.

8. Presentation

Handwriting

- All classes should have at least one discrete handwriting session per week;
- From Reception onwards children are taught how to form letters in accordance with the school scheme;
- All children are encouraged to join their handwriting from the outset;
- By the end of Y2 all children must be joining their letters independently in most of their writing;
- By the end of Y3 all children must be joining their letters independently in all of their writing;
- By the end of Y4 all children will be writing with either blue or black pen.

Presentation

- It is expected that all children will demonstrate a pride in the presentation of their own learning;
- All children should strive to present work using the guidelines below at the earliest opportunity. It is expected that children from Year 2 upwards will present their work following all of the guidelines;
- Guidelines for presentation are:
 - Date on the second line of the exercise book which is then underlined neatly;
 - A line is then missed;
 - The learning objective is written on the next line which is also underlined;
 - A line is then missed before work commences;
 - Both the date and the objective start immediately beside the margin in the exercise book;
 - Writing will be joined using the school style.