



Teaching and Learning Policy

Learning is a change in capability or understanding

At Callow End we are committed to providing our children with high quality learning experiences that lead to a consistently high level of pupil achievement. We believe through guiding children to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, they will achieve their true potential.

Aims and Objectives

- To enable all children to learn and develop their skills to the best of their ability
- To promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning
- Help children to understand what learning is, recognise when they have made progress and take responsibility for their own learning
- To enable children to develop a range of Personal Learning skills
- To enable children to be positive citizens in society

There is no set format for improving teaching and learning in a school. However this policy sets out the teaching principles and key features we believe should be in place at Callow End. They not should not be used as a 'tick list' to guarantee outstanding teaching but rather rely on teachers using their professional judgment and knowledge of the children they work with to employ them in the most appropriate and effective way.

REMEMBER - they do not preclude

fun, spontaneity, creativity, imagination and individuality

Principles of Learning

Create a Positive Learning Climate

Clarity

Lesson Objectives and Success Criteria that are clearly understood and referred throughout the lesson.

Order

Established classroom routines and positive behaviour management supported with clear rewards and sanctions.

High expectations

A belief that all children are capable of making progress and with appropriate support are capable of taking responsibility for their own learning.

Equity

Ensuring equality of opportunity by accommodating the diverse needs of all the learners.

Engagement

Engagement in learning is mainly driven by two factors: curiosity and satisfaction. Tasks that present curriculum content as a puzzle to be solved are more likely to secure interest. Engagement is also likely to be high when the learners have confidence in their ability to succeed.

Partnership

Promote opportunities for children to interact with teachers and peers ie questions which develop understanding rather than test knowledge, feedback which consolidates knowledge and identifies the next learning steps and facilitating the exchanges of ideas and mutual support between learners.

Safety

Ensuring classrooms are safe eg free from factors that may induce or stress or fear and in particular children are protected from humiliation and emotional and physical hostility.

Challenge

Provide an appropriate level of challenge that is pitched at the right level to make progress.

Environment

Provide a stimulating classroom which is broadened through visits and opportunities to work outdoors. Ensure a supportive emotional climate with adults whom children trust and respect and who understand their needs.

Flexibility

A flexible learning climate which is a negotiated process (as opposed to directed) in learners have choices and a voice in determining the directions and focus of their studies. Eg deciding on topics to study, what they would like to learn and the types of activities they might do.

What do we need to consider when enabling learning? (Planning)**Activate prior learning**

Link new learning to what the learner already knows and understands. If no connections are made new learning does not take place.

Engage all learners

Learners are motivated by extrinsic factors (eg a positive response in order to seek some form kind of external reward – merits, approval from teachers etc) and intrinsic factors (learners internal reward system – satisfying curiosity or personally rewarding). Engaging learner's internal reward system is more likely to have a longer lasting effect and will enable learners to cope with higher levels of challenge and with more sustained learning opportunities.

Agree purpose and success criteria

It is important to provide an overview of the learning experience, explaining its purpose and how it fits in with previous and future experiences. A shared understanding of success criteria is also important. Learners should be helped to identify how they will judge whether or not they have been successful on

their learning. These success criteria will inform the dialogue between teachers and learners during the learning experience and will also inform the monitoring of their learning.

Enable and monitor learning

When planning and delivering learning experiences, teachers should take into account:

- What we know about the nature of learning.
In order to deepen understanding, learners need to have frequent opportunities to reflect, to discuss, to try out their ideas and to receive feedback. Learning opportunities should therefore provide opportunities to receive and recall information, process it, to enquire, to reason, to create, to evaluate, to apply and to communicate. Learning is also a social process – a product of quality interactions with others. These interactions can be maximised through effective questioning skills, effective explanations and effective support of pair and group talk.
- The particular characteristics and needs of the learners in their group:
Organise learning across a range of learning styles in order to provide a more conducive context for learning for all learners. (eg visual, auditory, kinaesthetic; concrete or abstract thinkers; left brain and right brain learners, Multiple intelligences.)
- The learners' prior attainment:
The focus of learning (the learning objective) will be determined by the learners' current level of development. We know that challenge lies at the heart of learning and that learners are more likely to make progress when they consistently work in advance of their developmental levels. If the tasks are too easy and pitched at the actual developmental level of the pupil, motivation is likely to be poor and learning gains minimal. The skill of the teacher is to use the knowledge they have about prior attainment to set demanding but achievable differentiated learning tasks. Learners and teachers should also share an understanding of how well they are doing, what they need to do to improve and an understanding of how to get there. Marking, starters, plenaries, and responses to questions are all important sources of this information. Equally important is the monitoring of progress; to what degree is the learner meeting the success criteria for the task, and how successful are the strategies they are using? Interventions will prompt pupils to explore the reasons for their misconceptions and correct them; they will encourage pupils to reflect upon how much they have learnt and the progress they have made; they will support them to reflect upon adjustments or alternatives to the strategies they are using; and they will help learners to identify, preferably for themselves, the next steps for learning.
- The focus of the learning:
This will depend on the characteristics and needs of the learners. This may be skills and processes, attitudes, attributes, knowledge and understanding. There are three pedagogic approaches appropriate for different types of learning:

The direct, which typically involves significant input from the teacher, explaining, modelling or demonstrating, and is most effective when the objectives of the lesson are concerned with the acquisition of knowledge or skills.

The inductive which is a process scaffolded by the teacher, in which learners follow a set of pre-determined steps either to practise a process or to arrive at objective-related conclusions or generalisations. This approach is particularly appropriate when lesson objectives focus on the understanding of concepts or processes.

The exploratory which is a more open approach in which learners take more responsibility for their learning. Exploratory tasks may require learners to test a prediction or hypothesis. It is the learners, and not the teacher, who decide on the approach: what data they will collect; how they will collect it; and how they will analyse it. In doing so, they apply their emerging understanding. This approach is best suited to objectives, which deal with the consolidation or refining of skills and understanding, or when the focus is upon the development of attitudes.

- Indicators of Progress

Progression can be characterised in the following ways:

Increasing independence: learners are able to do something on their own that they could previously only accomplish with help from teachers or peers

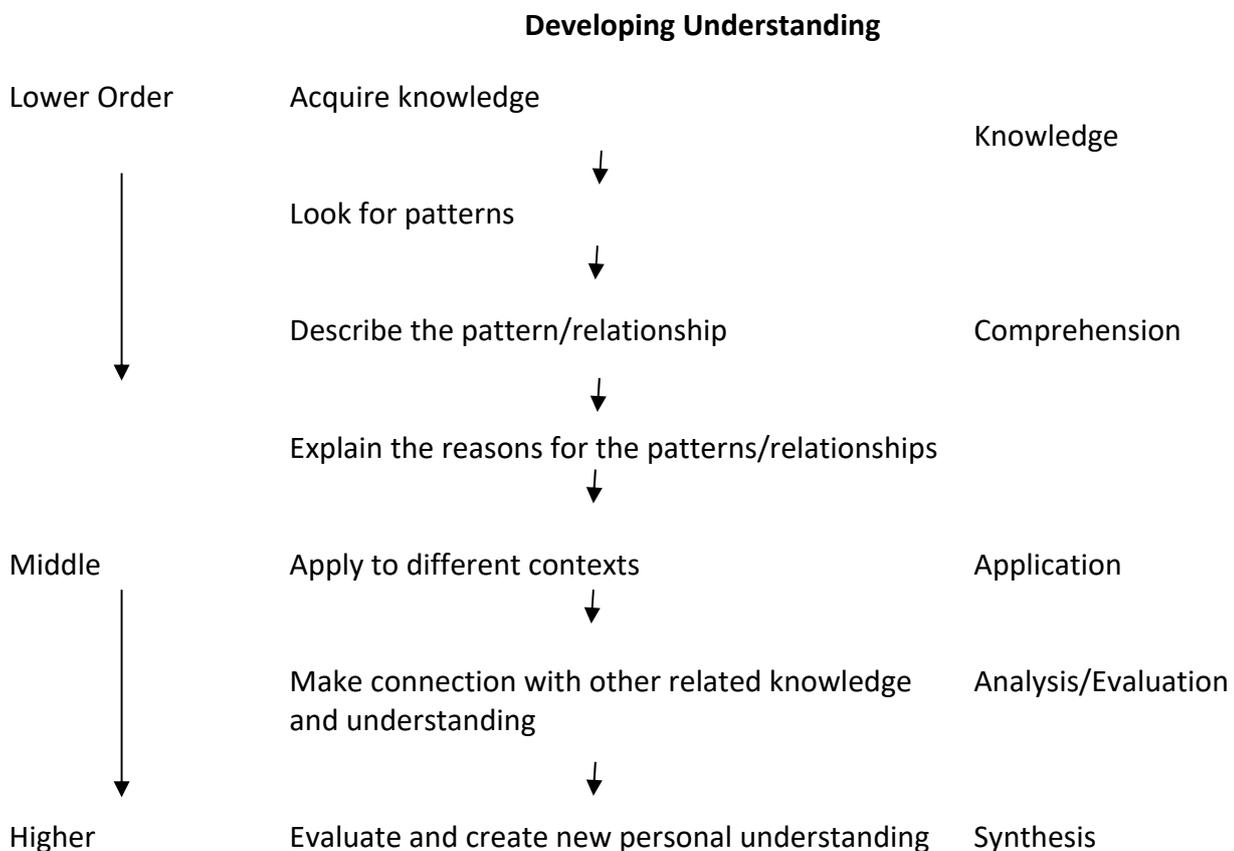
Transfer: learners move from applying skills or understanding acquired in a familiar context to new and unfamiliar contexts.

A Broadening Understanding

Learners add to their repertoire of skills or processes and add to their knowledge.

A deepening understanding:

As understanding develops learners move through stages



Communicate learning

When learners demonstrate or communicate their learning it helps them to organise and consolidate

their thoughts and leads to deeper understanding. Therefore teachers need to provide frequent opportunities for them to do so.

Evaluate learning

Pupils need to receive feedback on their learning based on the degree to which they have achieved the intended outcomes. They need to know what they have done well and what they need to do to make further progress (i.e. areas for development) and what they need to do to get there. The success criteria, which have been introduced or created with the teacher earlier in the learning experience, will inform this process.

What are the key activities for learners?

In order for learning to be effective pupils need to engage in certain key activities. The type of activity undertaken will depend on the focus of learning and its intended outcome.

Receive and Recall Information

After information is received and understood, if it is not subsequently used or recalled on a regular basis, it is likely to be forgotten. Revisiting therefore is essential to remembering. This means planning programmes of work that require learners to return at regular intervals to ideas covered in previous lessons. It is also the case that when there is an emotional connection with the learning experience, or where there is a strong personal significance of what has been understood, it is more memorable. Lessons, therefore, which are emotionally engaging or in which learners experience a strong sense of personal relevance, are more likely to result in understanding that passes into the long-term memory.

Process

Whilst new information is retained in the short-term memory the learners must process it in order for it to be understood. This ability can be developed by regular activities that require them to do so. This would include tasks that require them to group or categorise pieces of information; that require them to put information in an appropriate order or sequence; that require them to identify similarities and differences; that necessitate the transformation or summary of information and that require them to take apart or put together.

Enquire

This involves the systematic, planned gathering and analysis of data and consists of a set of related activities integrated into a strategy that most learners will need to be taught. Such activities include asking pertinent questions, identifying and defining problem, planning an approach to address those questions and problems, speculating, testing hypotheses and drawing conclusions.

Reason

Understanding is the product of making connections between pieces of information and then explaining the nature of those connections. Reasoning is an essential element of this process as it is through reasoning that the nature of relationships between ideas and concepts is both identified and made explicit. To develop reasoning, learners need to be prompted to provide evidence to support views and opinions, to make deductions, to draw inferences and to justify their thinking, choices and decisions. When engaged in such activities they needed to be challenged to probe and extend their responses through 'why?' and 'what if?' questions.

Create

When learners create, they generate and develop ideas that are new and that solve a problem or achieve some recognisable goal. This involves a number of different phases including investigating and understanding the nature of the task, research into and generation of appropriate ideas, the selection and development of the best idea; careful monitoring of outcomes so that appropriate adjustments are made, if required; and the evaluation of the final outcome.

Evaluate

Evaluation is the act of making judgments about value, quality or significance. It involves thinking critically, generating appropriate criteria, gathering the evidence and applying those criteria in a logical, objective manner. These processes are essential to learning as new information will be evaluated to see if it confirms current understanding or whether it challenges it and adjustments need to be made.

Apply

The application of learning is critical to securing understanding and skills acquisition. It refers to the process of using understanding and skills in new situations with minimal support. If the learner is successful in the application task, it can reinforce skills, cement understanding and aid recall. If unsuccessful, it can make explicit what the learner does not understand or cannot do and provides a valuable context for feedback to correct the misconception or refine the skill. The quality of the feedback and how the learner responds to the feedback will impact upon the progress made. When feedback is specific, when it identifies successes as well as failures and when it identifies what the learner needs to do to improve it is more likely to have an impact. It will be greater still if it is relevant to the immediate context and when the learner has an opportunity to act upon it straight away.

Communicate

It is sometimes mistakenly thought that communication is merely the act of conveying thoughts, ideas and concepts that have already been shaped by the learner. However, through talking, learners do more than articulate their current level of understanding. The very act of talking forces us to organise our thought and so deepens understanding.

Key Elements of Lessons.

It is expected that the following key elements will be present in all lessons across the school.

All lessons have clear learning objectives

- Clear focus on skills and knowledge and/or ideas (as opposed to content) that will be developed through the lesson
- Identify what the children will be learning (We are learning how to ...)
- Shared (and sometime negotiated with the children)
- Presented in a language children can understand

All lesson have well planed success criteria

- Children know
 - what they need to do well to be successful before they begin
 - what they do well and what they need to do improve during the lesson (oral feedback)
 - what they do well and what they need to do to improve after the lesson (written feedback)
- Linked to the lesson objective

- Discussed and agreed with children prior to undertaking the activity
- Provide a scaffold and focus for children engaged in the activity
- Used as the basis for feedback and peer/self assessment
- To create success criteria remember to
 - Unpick the verb (skill) in the objective
 - Use the phrase "Remember to... "
 - Break down how the children will achieve the objective (not the task or the outcome they will produce)

All children receive regular and clear feedback which enhances learning

- The use of Age Related Expectation statements is embedded in everyday practice and is used to inform teaching and learning.
- The Success Criteria is referred to throughout the lesson and in the plenary to give children time to reflect upon the learning objectives using the criteria against which the work will be assessed. It allows the children to
 - Identify their achievements
 - recognise areas for improvement
 - direct their improvement
- Marking is linked to the learning objective and success criteria and identifies next steps. (Good for Green and Pink for Think)
- Children are given regular time to address issues raised
- Children are given targets for numeracy and literacy which are regularly reviewed
- Pupil conferencing is carried out each term

All lessons are clearly differentiated to enable all children to access learning

- All learners are challenged appropriately with tasks matched to prior attainment
- Planning shows clear differentiation

All children are actively engaged in learning

- Children are actively engaged during all parts of the lesson. Teacher take into account children's concentration span and ensure they are not sitting passively for long periods.
- Opportunities to work with a Learning Partner are regular features in all lessons
- Whiteboards, number fans etc are used for short bursts of activity to develop understanding and to ensure children are active and engaged during the lesson particularly carpet time.
- Visuals, artefacts and auditory input are all used creatively as a way to enhance learning.
- Varied teaching and learning activities that are well matched to the needs of the children and appropriate for the focus of learning and it's intended outcome.

Learning is enhanced through the effective use of questioning and dialogue

- Whole class and group dialogue is an integral feature of the lesson.
- Learning partners are used to encourage children to take risks, think aloud, challenge the ideas of others and be challenged.
- Teachers will challenge children's thinking by using middle and higher order questioning and tasks. (ie application, synthesis, analysis and evaluation)
- The teacher will probe answers and will prompt children to justify and develop answers.

Learning is enhanced through the effective use of additional adults

- Additional adults are clearly directed to support learning
- Teaching assistants are fully engaged with children on the carpet and tables during lesson times. They are not photocopying work, sharpening pencils or sticking work in books during learning time!
- They are clear about who they are supporting and why
- Planning is shared in advance with teaching assistants
- They sit next to the child/children they are working with. quietly engaging them explaining the tasks or using other resources, eg number line to facilitate learning
- They are involved assessing children's understanding, recording observations and feeding assessments back to the teacher

Organisation, Planning and Monitoring

Our curriculum is planned in three phases.

Long Term Plans

A two year plan is put in place every 2 years which maps which elements of the curriculum (including the National Curriculum) are to be covered in each class.

Medium Term Plans

Medium term plans are written each half term by class teachers. They give an overview of each topic to be taught including relevant learning objectives and teaching strategies and activities from the National Curriculum. They also include which elements of the school curriculum will be included and any subjects to be taught discretely. Learning outcomes are identified in terms of what children will be able to do and link closely with the age expected elements of the National Curriculum.

Short Term Plans

Short term plans are written on a weekly or daily basis. They set out the learning objectives and success criteria for each lesson, teaching strategies, differentiated learning activities and expected outcomes. They also identify resource that will be used including the use of other adults in the classroom and the use of ICT to support learning.

The Role of the Subject Leader

The role of the subject leader is to

- Provide a strategic lead and direction for their subject
- Support and offer advice to colleagues on issues related to the subject.
- Monitor pupil progress in that subject area
- Provide efficient resource management for the subject
- Subject Leadership and other curriculum responsibilities are
 - Mathematics, PE & Art Ginny Sharp
 - English & MFL Nicky Milton
 - Computing & Music Sarah Beard
 - Science & DT Julie Mitchell
 - RE, History, Geography & PHEC Sarah Wilkinson

Monitoring and Review

Weekly

The Headteacher is responsible for the day to day organisation of the curriculum. She monitors weekly and medium term plans to ensure the full requirements of the curriculum are being met and all classes are receiving quality first teaching and all aspect

Termly

- Lesson observations in core subjects (1 per teacher)
- 3 x Moderation meetings (Reading, Writing, Maths)
- 1 x Pupil Progress meeting per class
- 1 x Topic Sharing

Subject Monitoring

Subject leaders monitor the way their subject is taught throughout the school according to the monitoring schedule produced annually. They examine medium and short term plans and ensure through lesson observations that appropriate teaching strategies are being used. They also carry out work scrutinies, pupil interviews and look at the standards achieved in their subjects. Additional subject monitoring is carried out in topic sharing staff meetings when we look at the progress and standards achieved in the foundation subjects.

This policy should be read in conjunction with the other relevant policies

- Behaviour Management
- Curriculum
- Assessment
- Marking and Feedback

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