



THE WINDMILL PRIMARY FEDERATION

TEACHING AND LEARNING POLICY

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Chair of Governors:-	L Cousins
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1. Aim

To make a continued and sustained improvement on the teaching and learning that is taking place for all children in the primary schools daily.

Our aim is to enable every child to fulfil their potential.

2. Purpose

The purpose of this policy is to:

- Ensure Teaching and Learning is at the heart of all that we do
- Provide consistency of understanding and approach to teaching and learning throughout the primary schools
- Provide a learning environment that is stimulating, interactive and celebratory
- Provide an inclusive education for all children
- Enable teachers to teach as effectively as possible
- Enable children to learn as efficiently as possible
- Give children the skills they require to continue to be effective learners who relate new concepts to previous experiences

3. Ready to Teach

Classroom environments will be conducive to learning by;

- Table positions so that all children can see the main learning boards without having to turn their bodies, this may be in lines, horseshoe or a variety of angled tables. In Year 1 grouped tables may be used to facilitate adult led activities, occasionally this may take place in other year groups for a small group of children.
- Tables will be labelled with P1 and P2 in preparation for partner work
- The interactive screen will have a Maths learning and English learning wall next to it ensuring that these are developed daily but are also easily accessible for all children.
- Learning walls will show key vocabulary of what has been learnt so far and new learning as it happens.
- The principles of schemes will be followed for instance Talk for writing maps will be on display around the classroom. T4W photographs will be displayed so the actions are used.
- Equipment will be supplied for children and in a position where it doesn't reduce the PACE of the lesson.
- The daily timetable is clearly displayed and referred to as part of the daily routine.

- The classroom is tidy and purposeful, displays relate to the learning currently taking place There is not too much on the walls so as not to inhibit the focus of learning.
- Evidence of good handwriting will be on display.
- Marvellous mistakes shared on all working walls.
- A learning wall relating to the subjects will be in every classroom.
- Resources are prepared before the start of the lesson so as to not reduce lesson time.

4. Lessons

- All lessons to start promptly
- All children to be engaged as soon as the lesson begins with an appropriate starter activity or the reflection of previous learning through next steps.
- Teachers ensure that the children know next steps for the subject and how to relate these to their current learning
- Clear build on previous learning
- Learning objectives/lesson focus should be on the board
- Objectives should be clearly linked to the scheme of work and concise in order to support live marking (Blooms)
- There should be a high expectation of all children in all lessons
- There should be a challenging range of differentiated strategies/learning opportunities that meets the needs of every pupil
- Effective questioning that challenges all children to make rapid progress in their learning
- Effective live marking and feedback during lessons allows children to understand how to improve their work (following the live marking policy)
- Individual assessments are carried out during live marking and children are identified for pre-teaching or interventions. Where this is not possible during lessons, assessment is carried out as soon as possible.
- Visualisers will be used in lessons for teachers to demonstrate using an exercise book their high expectations and to celebrate marvellous mistakes and high standards of work.
- Opportunities to 'Think, pair, share' and discussions with a 'Talk Partner' are regular features in lessons.
- Individual whiteboards are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
- Deadlines are given for particular activities to ensure there is a PACE to the learning e.g. you have minutes to complete...
- Visuals, artefacts, hot seating, auditory input are all used creatively as a way to enhance learning.

5. Behaviour for Learning

It is important to remember that every lesson counts for every child and no time should be wasted due to behaviour.

Behaviour strategies will be used to support the learning for all children within the lesson and to ensure that PACE is consistent.

Strategies may include;

- No hands up – use of other tools for instance lollipop sticks with names on, beach ball (that you and the children pass to others, pre-deciding who you will ask), round robin
- 1,2,3 eyes on me (children say '1, 2 eyes on you' back)
- Silent stop signal, wait for all eyes to be on you
- Clap a short pattern the children repeat
- Silent movements of hands that the children copy
- Focus on the children carrying out the actions that you have requested and give positive praise
- Everyone BBC (back, bottom, chair) and TNT (tummy near table) – this supports posture for writing

Please refer to the behaviour policy.

6. Use of Teaching Assistants and Additional Adults

- Have clear direction in how to support learning, what the expectations are, how best to support and why
- Be fully engaged with the children at all times during the lesson including live marking.
- Teachers should share planning in advance and where appropriate be involved
- Be involved in assessing pupil's understanding, recording observations and feeding assessments to the teacher.

7. Marking

- Books are marked using the Marking policy

8. Exercise Books

The exercise book is the key vehicle in detailing a pupils' learning journey and for showing the progress that is made.

- The Book Agreement will be in each pupils' planner. This will be signed at the beginning of the academic year.
- Maths books with squares (reducing in size at year 2) – Colour of book - Blue
- English book with lines (handwriting lines where needed for particular children) – Colour of book – Yellow
- Exercise books for each subject with lines (see the book colour chart) and an Art Sketch book

- Exercise books will be clearly labelled with the child's name, subject, book number. Where appropriate the class name and date of entry to school will be added.
- End of year writing assessment criteria will be placed inside the English book or a folder within the classroom and the teacher/child will mark off together using pupil conferencing once per term.
- Plastic wallets will be used to ensure that books are maintained at a high standard

9. Presentation of work

- All work is dated
- Learning objectives are written or stuck in books neatly (children do not stick the learning objectives into the book, this is pre-prepared so as not to waste valuable teaching time)
- All work has the same high expectation of presentation
- Children will write in pencil or black pen. Black pen will be used from Year 2.
- The teaching of fundamentals will be a priority in EYFS/KS1.
- Joined handwriting will be introduced from year 2 or where appropriate for particular children.
- There is no graffiti, doodling or scribbles
- Worksheets are used to a minimum so as to not cap learning but where they are used, worksheets will be trimmed and fit the page
- Rulers are used for underlining and drawing of diagrams
- The marking policy is followed

10. Timetables

To ensure consistency across the schools for team teaching and moderation all schools follow the same general timetable (see documents). This is adapted depending on the times of the school day and where particular activities have to be timetabled for instance swimming and physical education.

The school day will consist of;

- Morning starter activities including reading/next steps of learning
- RWI
- English (T4W/T4R)
- Maths fluency and mastery maths
- Reading (T4R/individual reading)
- Other subjects – Science, P.E, History, Geography, Art, PSHE, Music

Assemblies will take place at appropriate times of the day and will differ depending on the school.

11. Quality Assurance

Monitoring of Teaching and Learning must occur regularly and take place in four different ways:

- Learning walks – these will vary between general unannounced day to day walks and announced learning walks to focus on a particular aspect of the curriculum
- Book Scrutinies
- Pupil voice
- Data analysis of external and internal data

The monitoring of quality of teaching also includes a comparison of outcomes so as to give a broader picture of the success of teaching over time.

Teaching over time is judged via book scrutinies, data and learning walks.

Book scrutinies take place at least after every assessment point.

A rolling document is kept which highlights strengths and areas for development for each year group/member of staff.

12. Support for Teachers

Staff are supported in improving their teaching through in-house coaching, mentors, team teaching, regular CPD sessions, observations of others across the Trust and Trust subject leads.

13. Learning Walks

These are used to establish a system that allows leaders to monitor and capture typicality in teaching and learning.

- SLT and Middle leaders (subject leads where appropriate who are not SLT or middle leaders) conduct learning walks, other members of staff can accompany them as part of the continuing professional development.
- Evidence is recorded on the rolling notes or learning walk proforma
- During the learning walk, books are considered to determine quality of progress, feedback/marking, development of literacy and numeracy and opportunities for peer and self-assessment.
- No judgement will be made on the teacher/lesson
- Learning walks should be developmental by using findings to inform future CPD sessions
- The duration in each room should be no longer than 15 minutes
- The focus of the learning walk will change in order to respond to the appropriate issues in each school

14. Book Scrutinies

These will take place at least 3 times per year.

Middle leaders (subject leads where appropriate who are not SLT or middle leaders) are expected to support SLT in the completion of the task.

In addition to whole school book scrutinies, leaders will conduct a book scrutiny related to the focus of the school or their subject every half term.

Books should remain in school at all times in order for this to be possible. It is recognised that books may be taken home for marking purposes where live marking has not been possible, but they should be brought into school the following day.

All staff will receive verbal or written feedback which will outline areas of strength, areas for development and any actions required. Where needed staff will receive more detailed information.

15. Data Analysis

Each term leaders will analyse the progress data for each class.

At the beginning of the year targets will be set for individual children with the Senior leadership team and the class teacher.

Each term a pupil progress meeting will be held to review the children on an individual basis and discuss appropriate next steps these may include: pre-teaching, in class support, a meeting with parents, intervention.

16. Quality of teaching over time

Leaders in each school will triangulate the findings from all components of quality assurance and make a judgement for each teacher on their quality of teaching over time.

A key element of this will be considering pupil progress evidence in the books.

All evidence, by all leaders, will be used to collate the Teacher rolling notes.

17. Parents and the community

Parents have a fundamental role to play in helping their children to learn.

We will do all we can to inform parents about what their child is learning by:

- Holding parents' evenings to explain our school strategies for teaching and learning and providing information about their child's progress.
- Sending information to parents via Class Dojo
- Training in regard to particular subjects i.e. RWI
- Sending an annual report at the end of the year, this will explain the progress made by the child and indicate how the child can improve further
- Explain to parents how they can support their child with their home/school learning through cafes, videos on the website, Jigsaw and letters.

We would like parents to:

- Ensure that their child has the best attendance record possible
- Is equipped for school with the correct uniform and PE kit
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school

18. Equal opportunities

All children have equal access to the curriculum regardless of their gender, disability or ability. We are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.