

John 15:12: This is **my commandment**, that you **love one another**, even as I have **loved** you.

# Farnsfield St Michael's C of E Primary School



FARNSFIELD ST MICHAEL'S C OF E PRIMARY SCHOOL

## Teaching and Learning (T&L) Policy

Policy Agreed:

Policy to be reviewed:

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## **Aims**

This policy aims to set out and explain how quality teaching and learning practices are embedded within our broad and balanced curriculum at Farnsfield St Michael's. We strive to create an inclusive environment, in which every child can be the best they can be. We believe that all children are entitled to educational excellence and this can be achieved through quality teaching and learning delivery in practice. This is all underpinned by our school Rainbow Values and our school motto, '*learn to love, love to learn*'.

This policy will summarise expectations to ensure staff have clarity and understanding about what excellent teaching and learning looks like across the school and within their own subject specialism.

## **Responsibilities**

Everyone in our school community has a part to play in ensuring the highest quality of teaching and learning across school. The Teaching and Learning lead, under the guidance of the Head Teacher, is responsible for the continual improvement of teaching and learning and quality of education at Farnsfield St Michael's.

### ***Senior Leaders at our school will –***

- ✓ Have a clear and ambitious vision for providing the highest quality of education for all children.
- ✓ Support with the development of and implementation of the School Improvement Plan (SIP).
- ✓ Hold staff to account through the performance management and appraisal process.
- ✓ Manage resources to support high-quality teaching and learning.
- ✓ Model and have high expectations of both children and staff across school.
- ✓ Provide support and guidance to colleagues through coaching and mentoring.
- ✓ Promote a cohesive and supporting ethos across school, underpinned by the school values.

### ***Teachers at our school will –***

- ✓ Follow the expectations and professional conduct, as set out in the Teachers' Standards.
- ✓ Actively and positively promote our school rules and values.
- ✓ Follow the guidance set out in this and other school policies.
- ✓ Attend relevant CPD associated with teaching and learning.
- ✓ Deliver quality lessons under the direction of subject leaders' implementation guidance.
- ✓ Update parents/carers on children's progress through parents'/carer evenings and end of year reports.

### ***Subject Leaders at our school will –***

- ✓ Create a well-sequenced, broad and balanced curriculum that build knowledge and skills.
- ✓ Ensure their subject is well-resourced, working within the budget to provide colleagues with necessary resources for learning.
- ✓ Create and share clear implementation guides for the delivery of their subject.
- ✓ Monitor their subject to identify areas of strength and areas for development.
- ✓ Support staff where appropriate through good quality CPD sessions.

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***Support Staff at our school will –***

- ✓ Use positive relationships and teaching and learning strategies to meet children's individual needs.
- ✓ Actively and positively promote our school rules and values.
- ✓ Support teaching and learning with flexibility and resourcefulness.
- ✓ Follow the guidance set out in this and other school policies.
- ✓ Attend relevant CPD associated with teaching and learning.

***Children at our school will –***

- ✓ Follow our school Rainbow rules and values:
  - Be kind, be polite and be brave
  - Show respect, happiness and forgiveness; take responsibility; demonstrate acceptance, forgiveness, perseverance and honesty.
- ✓ Be excited by being at school.
- ✓ Feel a valued and significant member of the school community.
- ✓ Develop a love of learning.
- ✓ Have a positive self-image and feel secure and happy in a friendly atmosphere.
- ✓ Strive for excellence in all areas of learning.
- ✓ Experience learning in a wide variety of contexts.

***Parents at our school will –***

- ✓ Value learning and encourage their child as a learner.
- ✓ Support in the promotion of the school Rainbow rules and values.
- ✓ Support good attendance.
- ✓ Participate in discussions about their child's progress and attainment.
- ✓ Communicate with the school to share information promptly.
- ✓ Encourage their child to take responsibility for their own learning.
- ✓ Support and give importance to home learning.

***Governors at our school will –***

- ✓ Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning.
- ✓ Monitor the impact of teaching and learning strategies on children's progress.
- ✓ Monitor the effectiveness of this policy and hold the Head Teacher to account for its implementation.

**Planning**

The planning process should be well-thought out, sequential and build on prior knowledge. When planning sequences of learning, teachers should consider where the children are starting from, where they need to get to and how best to enable children to get there. Teachers should be clear and concise about what learning, skills and knowledge they want children to learn and design appropriate and well-matched learning activities to facilitate this.

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### ***Learning Objectives***

Each lesson should have a clear learning intention in the form of a WALT ('We are learning to...') This should always be shared with children in either written or verbal form. Learning activities should be well-matched to the learning objective/s of the lesson. Children should be able to explain what they are learning about in each lesson.

### ***Short-Term Planning***

Staff are expected to adhere to planning expectations set out by the Head Teacher and curriculum lead. This includes completing appropriate planning grids which outline a coherent and sequential learning journey for each subject. This also supports subject leaders in the monitoring of their subject area to ensure progression within and across year groups. Planning should be saved on SharePoint and easily accessible.

### ***Long-Term Planning***

As above, staff are expected to adhere to planning expectations set out by the Head Teacher and curriculum lead. Long-term planning grids should be completed prior to each term for maths, English and 'Discover, Create and Explore' planning cycles. Planning should be saved on SharePoint and easily accessible.

### ***Adapting Planning***

Teachers should have a clear overview of the specific needs of children in their class. In light of this, where appropriate, planning should be adapted and the necessary changes made in order for **all** children to access the intended learning. When planning, teachers should consider the most appropriate pedagogical approaches to engage, motivate and challenge all learners.

For more information regarding planning, please see our expectations documentation.

## **Teaching**

Teachers must be explicit in lessons about the key skills, knowledge and vocabulary that children must engage with. These need to be clearly modelled and taught. Children need to be aware of the knowledge and skills they are expected to use/learn and the language they are expected to use and understand. **Teachers are all teachers of literacy.** High quality language should be used by teachers at all times, including through the processes of modelling and questioning.

Through appropriate adaptations and scaffolding, all children should be able to access the intended learning. A "typical lesson" will vary between subjects and individual teachers. Teachers at Farnsfield St Michael's, under the direction of subject leaders' implementation guidance, use their professional judgement to utilise a range of teaching strategies which suit the intended learning outcomes. It is expected that the following high-quality teaching principles are used consistently and effectively in the majority of lessons (Rosenshine, 2012):

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### **Rosenshine's Principles of Instruction:**

- ✓ Daily, weekly and monthly review of learning
- ✓ Present new material using small steps
- ✓ Ask questions
- ✓ Provide models
- ✓ Guide student practice
- ✓ Check for student understanding
- ✓ Obtain a high success rate
- ✓ Provide scaffolds for difficult tasks
- ✓ Allow independent practice

### **Marking and Feedback**

At Farnsfield St Michael's, marking and feedback has two purposes:

1. It provides children with timely feedback to move their learning forwards.
2. It informs teachers' future planning and teaching decisions.

Please see the **Marking and Feedback** policy for more details.

### **Learning Environment**

At Farnsfield St Michael's, having a safe and secure learning environment in which children feel supported and valued is of the upmost importance. Teachers should strive to create a positive atmosphere within their classrooms in which children feel challenged but have the scope to be brave, take risks and make mistakes.

Teachers and support staff should contribute to a positive learning environment by promoting a growth mindset culture, valuing mistakes as learning opportunities and children not being able to do things, "yet".

All staff should build positive relationships with children through positive behaviour management. This includes meaningful praise and rewards, linked to our school Rainbow rules and values. The use of house points should be used as a reward mechanism for praising expected and desirable behaviour. Staff should routinely remind children of expectations both inside and outside the classroom and establish consistent routines. Where necessary, when undesirable behaviour is demonstrated, teachers should use restorative approaches to remind children of expectations. For more information, please refer to the school's Relationships (Behaviour) Policy.

The learning environment in class including working walls should be used effectively to support and enhance learning. Teachers should regularly update their working walls to best support current practice and children's learning.

### **Monitoring and Evaluation of Teaching and Learning**

The Head Teacher, T&L lead and members of SLT will monitor teaching and learning across the school to make sure that all our children make the best possible progress.

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**Aims of monitoring and evaluation:**

- ✓ To make secure judgements of teaching and learning across the school.
- ✓ To monitor and evaluate the progress of children.
- ✓ To evaluate the quality of education being delivered by individual teachers against the Teacher Standards and check that high standards of professional performance are consistently maintained.
- ✓ To identify training needs across the teaching and support staff and facilitate any CPD required.

**Links to other policies:**

- Curriculum
- SEND
- Equality
- Relationships
- Feedback