



Norton St Nicholas CofE (VA) Primary



Teaching and Learning Policy

The following policy should be read in conjunction with Appendix A and B; Teachers' Standards and the Ofsted Grade Descriptors for Teaching in the school.

Excellent learning is evident when there is excellence in planning, teaching, marking & feedback and assessment. Excellent teaching inspires learning, encourages children to embrace challenge and, consequently, adopt a growth mindset to all areas of school life.

Excellence in teaching and learning should:

- Encourage pupils to make progress in line with school expectations
- Engage and inspire children
- Enthuse all learners
- Have high expectations
- Have, wherever possible, an element of fun
- Be appropriately planned with, wherever possible, effective cross curricular links
- Be inclusive
- Build on prior learning
- Demonstrate confident subject knowledge
- Give opportunity for high quality speaking and listening – talk for learning
- Lead to happy children with a positive attitude
- Make effective and purposeful use of ICT
- Make effective use of additional practitioners
- Make effective use of differentiation including challenging and extension activities
- Make effective use of success criteria from staff and children
- Make effective use of well-prepared resources
- Be well paced
- Offer a range of teaching strategies including Cooperative learning, VAK and independent learning
- Opportunities to review progress, learning and next steps throughout the lesson (plenary and mini plenaries)
- Set clear and consistently high behaviour expectations applied through a variety of strategies consistent with the school behaviour policy
- Set context free learning objectives
- Use a variety of assessment strategies including teacher assessment, self-assessment and peer assessment
- Use positive praise

Excellence in marking & feedback and assessment should:

- Give regular verbal, pictorial, symbolic or written feedback
- Be purposeful, it must be reflective of the learning objective of the lesson and progress towards achieving this, marking can also reflect general learning achievements and individual targets.
- Make appropriate use of the success criteria
- Have a positive impact on future planning
- Give opportunities for pupils to self and peer assess their work
- Make effective use of formative and summative assessments; carried out consistently with school expectations (see school assessment policy/framework)
- Lead to adaptations in planning in response to marking and assessment outcomes

Excellence in planning should:

- Enable pupils to learn exceptionally well across the curriculum
- Identify learning opportunities for the less able and more able equally
- Lead to well-structured lessons
- Link the school curriculum map (see policy) to the class long term plan, through the medium term scheme of work to the lesson activities
- Make relevant and appropriate use of external news and high profile events

Excellence in the learning environment should:

- Be inclusive (visual timetable, etc.)
- Be stimulating and motivating
- Be welcoming
- Be well presented
- Celebrate pupil's learning through displays of work
- Have a balance of informative/interactive and work-based displays changed termly
- Have a range of accessible resources
- Have an area devoted to collective worship clearly celebrating our church school ethos
- Have clearly organised defined and well used areas
- Have evidence of learning

Written: July 2008

Reviewed: June 2016

Next review Date: June 2018

This policy has been reviewed and has been assessed as being compliant with the requirements of the Equality Act 2010

Appendix 1 – Teachers’ Standards in England from September 2012:

A teacher must:

Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils

Part one – Teaching:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities

Part two - Personal and professional conduct:

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
 - having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

DfE 2012

Appendix 2 – Ofsted Criteria for outstanding and good teaching

Outstanding (1)

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

Good (2)

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.

- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
- The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

Ofsted 2015