

# Teaching and Learning Policy



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## St Michael's Primary School

Approved by Governors 2017 March : Commended Ofsted Nov 2019 : Reviewed 2022

## **Teaching and Learning Policy St Michael's Primary School**

At St Michael's Primary School, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners who reach their full potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens.

### **Principles**

- To develop a community of learners where learning is valued, enjoyed, supportive and lifelong
- To enable children to become confident, resourceful, enquiring and independent learners
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others regardless of race and culture
- To encourage children to take pride in their work and the work of others
- Resilient and understand that achievement can involve overcoming difficulties through hard work and dedication.

### **Learning Culture**

- Feel safe – respect, value and support for each other as learners
- Take risks
- Recognise mistakes and errors as a learning opportunity
- High expectations – learning behaviour, progress in learning, presentation etc
- 'Can do' attitude
- Adults establish positive working relationships with all children in the class
- All adults model learning and expected behaviour for the children.
- Children are treated fairly and with kindness and respect with encouragement, praise and rewards for all

NB: The above need to be actively taught and quickly established (in September), then further developed and reinforced, throughout the year, involving the children at every stage.

## Effective Learning

People learn in different ways. Learning opportunities should incorporate a range of strategies in order to engage children in learning and meet the needs of all learners.

These could include:

Investigation and problem solving

Research

Whole-class work

Group work (in groups selected for different reasons)

Paired work

Individual work

Independent work, which is child directed

Collaborative work

Selecting and using relevant resources to support learning

Asking and answering questions

Use of IT including visual images, film, interactive teaching resources etc

Fieldwork and visits to places of educational interest

Guest visitors and performances

Creative activities

Debates, discussions, oral presentations and other speaking and listening strategies

Drama techniques

Designing and making things

Participation in athletic or physical activity

Setting challenges for themselves

Children should be taught to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning

## Effective Teaching

Effective teaching is effective teaching for all students. Assessment for learning will be evident in planning and lessons to ensure lessons are well paced and all pupils make progress in learning. We aim towards creating 'Learning without limits' and moving away from pre-determined assumptions about the abilities and knowledge of the children within a class. (Hart, 2003)

## Learning Objectives

**Learning objectives are there to ensure children know what skill or concept is the priority for the lesson. The objective will be clear and focused and based on learning rather than task.**

- Displayed on the white board.
- Either is typed and stuck into the book, written in full by the teacher or child, or a shortened version may copy into an exercise book by the child.
- Discussed and explained to the children, and key words are underlined where necessary to clarify the language of learning in the lesson
- Based on prior attainment, knowledge and understanding
- Used as a basis to mark the work or support self-evaluation

## Differentiation

May occur through adult support; range and level of resources; time; task; different outcomes

- Takes place throughout the lesson. Each Teacher is supported by a TA for the Core Subjects. TA's take sharply focused interventions in the afternoons.
- As far as possible all children are supported to achieve Age Related expectations, with only the SEN, very low achievers being offered different work. Where possible barriers to learning are identified or the steps to achieving age related expectations are broken down to enable all children to access and achieve age related expectations.
- When planning work for children with Special Educational Needs information and targets are based the PK stages which became statutory in September 2021.

## Adult Input

- Engages children in the learning
- Is active and interactive
- Has appropriate pace to ensure maximum learning takes place
- Responds to, and is adapted to, ongoing assessment during the lesson
- Clearly models successful learning/the learning activity
- Generates success criteria
- Is flexible according to the learning taking place eg.
- Different inputs for different groups
- Different start times for different groups
- Input – activity – input – activity
- Guided groups etc

## Questioning

- Questions will be asked to assess learning, challenge and deepen thinking and understanding
  - The range will include open/closed; higher and lower order (eg. Bloom's Taxonomy) There is a question display in every classroom to support staff and pupils to ask high quality questions.
  - Will be differentiated.
  - Opportunities will be planned for children to develop their own questions and questioning
- Questioning is a development objective on SDP 2022

## Growth Mindset

### *Growth vs Fixed Mindset*

*Simply put, a growth mindset is **believing that your brain can grow and you can learn many new things**. You are not born smart; you become smart. A fixed mindset is quite the opposite. It is believing that you cannot learn new things. A growth mindset can encourage a passion for learning and an ease in facing new challenges. Children with a growth mindset outperform those with a fixed mindset and are more likely to bounce back from failures (Schroder et al., 2017).*

- The 2022 SDP revisits Growth Mind-set as defined by Carol Dweck. We aim at St Michael's to teach children that mistakes are not failure but a stage in learning. We aim to ensure our staff now how to put the growth mind-set theory into practice in the classroom.
- It is also important to teach children that kids with a growth mindset have a "can do" attitude. They often see challenges as an opportunity to learn and grow. Phrases like,

"I can't do it," "I'm just not good at this," and "This is too hard" are not a part of their vernacular. Instead, children with a growth mindset say, "I may not be able to do it, yet," "This is hard, but I will try," and "I can learn how to do this!"

- It's also critical to praise children for their effort rather than their ability or intelligence (Andersen & Nielsen, 2016; O'Rourke, Haimovitz, Ballweber, Dweck, & Popović, 2014). Parents who praise their child's effort instead of their performance have a significantly positive effect on their children's academic potential (Andersen & Nielsen, 2016; O'Rourke et al., 2014).
- It is critical that adults focus on the process children take to obtain a skill, not the end result.

The following questions can be used to begin conversations about growth mindset strategies.

- *What is your brain saying?*  
If it's saying you cannot do something, say, "No thanks, brain. I can do this." Self-talk is very important and can improve self-confidence and self-efficacy (Tod, Hardy, & Oliver, 2011).
- *What is the hard part? How can you overcome that hard part?*  
Having children identify the difficult element of the problem can help them realize that the entire activity is not hard. Perhaps there is only a portion of it that is tricky.
- *What are some challenges you have already overcome?*  
Discussing previous challenges and indicating that they have already overcome them can help empower the child.
- *What are some of your favourite strategies you used to overcome challenges?*  
Bringing attention to all the strategies they have used in the past reminds children that they have the tools to succeed.
- *What is a mistake you made that taught you something?*  
Showing students that mistakes help us to learn can make mistakes seem less scary.
- *What challenge did you face today and what strategy did you use to overcome that challenge?*  
Asking this each day prepares children to anticipate facing challenges every day.
- *"Let's talk about what you've tried, and what you can try next"* (Dweck, 2015, p. 20).  
Dweck (2015) suggested this statement to help children become "unstuck." Instead of an empty phrase, such as, "You'll get it next time," Dweck's phrase helps children to work through the problem.

### **Feedback & Marking**

- Regular feedback will be given to the children
- Identifies success and areas for improvement/next steps learning
- Refers to learning objectives and age related expectations.
- Opportunities are planned for children to regularly respond to feedback and marking
- Children and staff use green pen for 'growth' or progress

### **Self & Peer Assessment**

- Children are trained to self and peer assess SDP 2022
- Guidelines are discussed, agreed and developed with the children
- Is used regularly to enable children to address misconceptions and make improvements to their work

### **Active Learning**

- Children are given opportunities to be involved in the learning throughout the lesson
- A range of strategies are used
- There is an appropriate balance of adult/pupil talk
- Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

### **Learning Environment**

A stimulating environment sets the climate for learning; an exciting, well-organised classroom promotes independent use of resources and supports high quality learning. Teachers and children work together to establish an attractive welcoming and well organised environment engendering respect care and value for all resources. Classrooms should be bright and tidy, and should be word and number rich.

Displays might be used to:

- Celebrate success
- Support class organisation – visual timetables, clearly labelled resources
- Promote Independence by providing prompts – questions, support for when children are stuck
- Support learning – working walls, presentation examples, interactive & challenging
- Displays are changed regularly and reflect the current topic/themes/ learning

### **Teaching Assistants**

Teaching Assistants and other adult helpers are deployed throughout school to support learning as effectively as possible.

They are involved in:

- Supporting learning and children's progress
- Supporting assessments of children's understanding
- Developing children's independence

### **The Role of Curriculum Co-ordinators**

- Monitor progress and attainment in subject areas and action plan to address areas of need
- Support colleagues to develop practice and subject knowledge to maximise progress
- Take the lead in policy development and lead staff development in staff meetings.
- Have responsibility for prioritising the order of resource purchases and organisation of resources
- Keep up to date with developments in their particular subject area are responsible for sharing this with colleagues

### **Role of Parents**

Parents have a fundamental role to play in helping children to learn. They are informed about what and how their children are learning by:

- holding regular consultation evenings in which the progress made by each child, and his/her next steps learning, are explained and discussed

- sending an annual report to parents explaining the progress made by their child and indicating areas for improvement;
- explaining to parents how they can support their children with homework;
- Holding parent workshops to explain the work covered and the strategies and methods taught to the children.
- Providing information to parents at the start of each term via a class parents meeting and the website in which we outline the learning areas and topics that the children will be covering that term;
- Keeping parents informed of a pupil's progress on a more regular basis if appropriate.

### **Role of Governors**

Governors support, monitor and review the school policies on teaching and learning. In particular, they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Head teacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

### **Reflection and Appraisal**

The Head teacher holds three formal pupil progress meetings three times a year following summative testing.

#### **Pupil Progress Meetings**

- Is a key driver of school improvement and ensure that all class teachers and members of the SLT are accountable and take responsibility for children's attainment and progress?
- Help identify children in need of support through interventions. The Senco will monitor the impact of planned interventions half termly. The Deputy is the school interventions manager for underachieving children.
- Provide the opportunity to identify significant common issues that need to be addressed as a whole school.
- As part of the Appraisal process, every member of the teaching staff including the Head teacher has a target for pupil progress.

### **Monitoring & Evaluation**

We aim to ensure that all teaching is good or better.

The quality of teaching is monitored and evaluated in the following ways:

1. Regular learning walks
2. Scrutiny of work and teacher's marking
3. Analysing data on attainment and achievement

4. Analysing pupil progress from the internal tracking system and at pupil progress meetings.

Judgements of teaching are made against

1. Teachers Standards (DfE September 2012)
2. The Ofsted Inspection Framework

Judgements about teaching are only made by the Head and Deputy. Joint lesson observations are carried out to moderate those judgements.

## **Teaching and Assessment**

### **(See Assessment Policy)**

For teaching to be effective, teachers must have an accurate picture of what children have learnt and what they need to know. Assessment is key to a teacher's understanding of where children are and the next steps they need to take. It ensures that teaching is tailored to the cohort's learning needs. All teachers are expected to know the children's Reading Age and stages in reading, writing and maths.

Summative assessment takes place half termly in the three core areas. See Assessment timetable. Assessments are moderated by staff, and alongside other schools through the LA.

### **EYFS**

On going formative assessment is at the heart of all good early years' practice. Children are observed constantly. Observations are analysed to determine where children go next.

This policy will be used to support the monitoring of teaching and learning throughout school.

It will be regularly reviewed with staff and will be discussed with new staff working in school.

Approved by:  
A Drayton- Headteacher  
Last review 2022