William Austin Junior School

Policy for Teaching & Learning

Rationale and Purpose

Any attempt to raise standards at William Austin Junior School must be focussed on the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis.

Throughout our school the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement whatever their background or previous achievements.

WE EXPECT EVERY TEACHER TO BE A GOOD TEACHER
- NO CHILD DESERVES LESS

Our Aims
By adopting a whole school approach to teaching and learning across William Austin Junior School, we aim:
- To provide consistency of teaching and learning
- To enable teachers to teach as effectively as possible
- To enable pupils to learn as efficiently as possible
- To give pupils the skills they require to become lifelong learners
- To provide an inclusive curriculum for all, ensuring breadth and balance
- To have high expectations for all

There is no single recipe for improving teaching and learning in schools. However, this policy outlines some of the elements which are key to raising standards in teaching and learning.

Also, we must remember that spontaneity, creativity, imagination and individuality are all key elements in creating rich learning opportunities. We aim to embrace these aspects of teaching to enhance pupils' learning experiences and value the partnership approach with parents/carers, the local, wider and global community.

Our Procedures
All lessons should include the following elements to ensure high quality teaching and learning.
New teachers will be made aware of these and receive training to ensure they fully understand these key elements.

These key elements should be:
- *Specifically taught*
- *Used consistently throughout the day, across the school.*
- *Positively reinforced*
- *Continually reviewed.*

All lessons have… Clear Learning Intentions
- Learning intentions are shared orally and displayed
- All learning intentions start: To …
- All learning intentions are in child friendly language and explained/shared with the pupils
- Learning intentions are not muddled up with the context of the lesson
- Pupils write the learning intentions into books when they are developmentally ready
- The learning intention is clear for each lesson in pupils' books
- When marking and giving feedback the main focus is on meeting the learning intention

All lessons have… Well Planned Success Criteria
- o All pupils are clear about how they will achieve the learning intention
- o Success criteria are shared with the pupils during the lesson and displayed during the activity (on the task screen or flipchart)
- o Success criteria can be created with the children in lessons; however, planning includes success criteria that have been thought about prior to the lesson
- o Success criteria is a STEPS to SUCCESS, the steps the pupils need to do or include to achieve the Learning Intention
- o Success criteria will be recorded as 'remember to'…

All lessons have… A Review of Prior Learning (Retrieval Practice)
- o Retrieval practice will be used in each lesson to help the children try and remember the things they have learnt previously
- o Children should be made aware of why they are using retrieval practice strategies
- o Retrieval practice should be low stakes (it is not a test)
- o Children should not have anything to prompt them when completing retrieval activities
- o Retrieval practice focussing on specific information or topics should be spaced out over gradually increasing intervals
- o Retrieval practice may take many different forms in the classroom ('Gimme 5', quizzes, flash cards etc)

Learning is enhanced through … The use of Talking
- o All pupils will experience all the strands of Talking: Speaking, listening, drama, role-play and Standard English
- o Key subject specific vocabulary is modelled in context and children have opportunities to practise and use it regularly during lessons. This may include the use of stem sentences during 'I say, we say, you say' to support understanding
- o Stem sentences are planned for use in lessons to help children remember key information, make connections, learn key language and communicate ideas
- o Key vocabulary may be displayed around the room, on washing lines or displays
- o Tier 2 vocabulary is identified and discussed in detail.
- o Talking activities are included in planning & lessons as key opportunities to ensure all pupils are engaged and involved, for example using the Talk For Writing strategies
- o The variety of Talking activities needs to be wide and interesting across the curriculum
- o Talking opportunities can be used to support the engagement of all learners
- o Encouraging pupils to voice their opinions (circle time, JLT meetings/feedback, etc).

All lessons have… Precise Questioning
- o All lessons will contain a variety of questions
- o Higher order and open-ended questions are encouraged to challenge and extend pupils
- o Blooms Taxonomy or 'Reframing question skills' may be used to support questioning delivered in class
- o Planning should contain some of these higher-order or open-ended questions
- o Teachers will adopt a 'no hands up' approach where necessary when asking pupils questions. Teachers will carefully direct questions to individuals for a variety of reasons:
    - o To gain feedback for assessment purposes
    - o To maintain focus
    - o To challenge and extend thinking
    - o To stimulate discussion
- o All pupils should have adequate thinking time and/or a chance to discuss with a peer before being expected to answer. Teachers should use the pose, pause, pounce, bounce approach
- o Pupils will have opportunities to ask/answer each other's questions.

All pupils are appropriately challenged
- o Learning intentions are the same for all pupils in the class. Therefore, pupils will receive whole-class teaching with a 'keep up, not catch up' philosophy.
- o In a mastery approach to teaching, appropriate support and challenge may be provided through:
    - o Questioning
    - o level of adult support
    - o Guided practice before independent practice as confidence develops
    - o Scaffolding of tasks and activities
    - o Low threshold, high ceiling tasks

All pupils receive … Regular and Clear Feedback
- o AfL and effective marking is embedded in everyday practice in English & Maths and is used to inform teaching and learning
- o Teachers know that the most important feedback given is that which happens at the point of learning. For this reason, teachers aim to give 'live' feedback to pupils during the lesson (verbal or written)
- o Teachers circulate the room during independent work to assess learning and give feedback to those who need it, or the whole class if necessary
- o Visualisers are used as a tool to support whole-class feedback when sharing pupil work
- o All pupils are clear about how they need to improve. If children need to respond to issues or make corrections after the teacher has marked their work, they will do so using their green polishing pens
- o Teachers ensure pupils are responding appropriately
- o Marking and verbal feedback is linked to the learning intention, success criteria, or individual pupil targets and identifies next steps and challenges where appropriate.

All pupils are … Actively Engaged in Learning
- o All pupils are actively engaged on learning during all parts of the lesson
- o Opportunities for talking partners are regular features in lesson; pupils are productive and involved in these partnerships
- o Mini white boards are used for short bursts of activity, to develop understanding and/or to ensure pupils are active and engaged during the lesson. Jotters in maths may be used as an alternative
- o Visual, artefacts, auditory inputs and educational visits are all used creatively as a way to enhance learning
- o Pupils may spend time on the carpet and at their desks throughout the lesson.

Learning is enhanced through … The use of ICT
- o All teachers have use of a visualiser; it may be used for modelling, explanations or sharing pupil work when giving whole-class feedback
- o All pupils have access to modern interactive technology
- o All pupils are comfortable with a variety of different ICT technologies
- o ICT is used as a learning tool
- o ICT is used by teachers to emphasise, promote and engage pupils in learning
- o Teachers identify opportunities in planning for ICT where appropriate

Learning is enhanced through … Independent Learning
- o All pupils are given the opportunities and encouraged to work independently, taking account of their own needs and abilities
- o Activities used in starters/plenaries allow pupils to apply their knowledge and reflect on their own learning and knowledge
- o Units of work are planned to provide opportunities for pupils to undertake their own learning, develop their research skills and present their findings where appropriate
- o Teachers scaffold pupils' work to ensure they can continue with their learning and develop accordingly
- o Pupils are given the opportunity through homework tasks to reinforce/extend what is learnt in school.

Learning is enhanced through … Co-operative Learning
- o Pupils are taught about the importance of co-operation in learning and in life

- Pupils are able to work effectively and successfully in small and larger groups
- Pupils follow our shared values, SMSCD and fundamental British Values through their learning, understanding and valuing different cultures
- Pupils sharing their learning with parents/carers at home
- Teachers share information about learning with parents/carers during open evenings and annual reports.

Learning is enhanced through … Effective use of Teaching Assistants and/or Additional Adults
- All teaching assistants are clearly directed to support learning (with a range of pupils)
- Teaching assistants support pupils to achieve the learning intention for the lesson
- Teaching assistants are fully engaged with the pupils on the carpet and tables during lesson times
- Teaching assistants are clear who they are supporting and why
- Teaching assistants provide feedback to the teacher about the pupils they have been working with
- Planning is shared in advance with teaching assistants.
- Teaching assistants may carry out same day 'immediate' interventions to help pupils keep up where they have struggled to grasp a concept.

All lessons are… Planned thoroughly
- All lessons taught during the week should be planned thoroughly
- Thorough planning for lessons may be evidenced in different ways:
    - Medium term plans containing details of starters, retrieval activities, main teaching sections, tasks/activities and plenaries.
    - Smartboard/PowerPoint screens
    - Learning journeys in English
    - When planning lessons teachers will consider:, teacher & teaching assistant roles and specific children (SEND, EAL, PP etc.)

Learning is enhanced through … Consistent Classroom Management Systems
All pupils should be aware and follow the classroom systems used.
- Teachers should provide clear and precise details about their management systems
- Teachers will use a whole-school approach as necessary to ensure children transition to and from the carpet/tables/assembly in an orderly fashion
- During explanations/instructions all children should be facing the teacher
- During independent work, noise should be kept to a minimum so that children can concentrate
- All pupils and staff to enforce and follow the identified school rules
- School rules are displayed in all rooms/environments that the pupils visit.

Learning is enhanced through … Interactive and Interesting Classroom/Outside Environments
- All classrooms will provide English, Science and topic displays. Size may differ and vary from topic to topic
- All pupils have access to essential vocabulary for English, Maths via working walls
- All displays are bright, colourful and inviting and are changed regularly
- All classrooms will provide interactive displays that promote pupil questioning and thinking
- All pupils have access to a reading corner, containing age appropriate books, topic related books and books of interest
- All pupils have the right to have their best work displayed
- Key information will be displayed on washing lines to act as a memory anchor in maths and English
- The outside classroom to be used when appropriate (Willow Garden, playground, field, Wardown Park etc).

- For specific guidance on the teaching of mathematics please refer to the Mathematics Policy.

- For specific guidance on the teaching of reading and writing please refer to the English Policy

Monitoring and Review

Monitoring of teaching and learning will take place during the whole school monitoring cycle in the following ways:
- o Lesson visits and coaching conversations will be used to promote high standards of teaching and learning
- o Teaching WalkThrus (Tom Sherrington) five-step guides to instructional coaching will be used to improve identified areas of pedagogy (to improve pupils' learning).
- o Regular informal "learning walks" will inform whole school, year group and individual training needs
- o SMT/Achievement/Subject leaders will monitor and provide feedback on the quality of teaching and learning by:
    - o Looking through pupil books
    - o Learning walks
    - o Talking to pupils about their learning
    - o Observing the classroom environment.
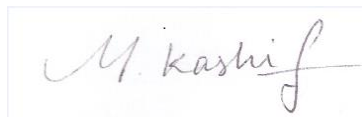
This policy will be monitored and reviewed by the head teacher on an annual basis.

Policy updated: December 2023

Staff responsible: Andy McMulkin

This policy was ratified by the Governing Body on: 13th December 2023

Signed on behalf of the Governing Body: (signature)

M. Kashif - Chair of Governors

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