Corringham Primary School

(Including: Corringham Primary Pre-School and Speech and Language Enhanced Provision)

Teaching and Learning Policy
2017/2018

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TEACHING AND LEARNING POLICY

The vision and challenge to raise standards in our school must be focused 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. Across our school the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement. We expect every teacher to be at least good. No child deserves less.

By adopting a whole school approach to teaching and learning across our school, we aim:

- to provide consistency of teaching and learning across our school.
- to enable teachers to teach as effectively as possible.
- to enable children to learn as efficiently as possible.
- to give children the skills they require to become effective lifelong learners.
- to provide an inclusive education for all children.
- to learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared.

Introduction

At Corringham Primary School (CPS) we are committed to the provision of a broad and balanced learning experience for our children, with opportunities for everyone to feel successful in their own way. We are built on the traditional values of high expectations of learning and behaviour. Our children will receive high quality learning experiences, punctuated by breaks in the normal lessons to add interest and excitement.

The purpose of this policy is to provide a practical document which will facilitate successful, varied and consistent teaching and learning across the school. It will be the first document given to new teachers joining the school and will reference them to other policies. Teacher feedback will play an important part in reviewing the success of this policy and making improvements.

Teaching and learning is not the same thing. Encountering information is not the same as understanding it. While the stages are inextricably linked, they are separate processes. This must be reflected in the lesson.

Teaching staff directed time

The STPC document states that full time teachers must be available for work for 1265 hours a year. This equates to 32.5 hours a week.

Directed time budget calculator	1265 hours		2 days	3 days
Activity	Hours per week	Hours per year FT	Hours per year 40%	Hours per year 60%
Teaching	20	760	304	456
Staff meetings	1	38	15	23
Breaks (if included in directed time)	1.75	66.5	27	40
Directed duties - before school	2.5	95	38	57
School Prep After School	2.5	95	38	57
Registration	1.25	47.5	19	28.5
Assembly	0.5	19	8	11
Key Stage Meetings	0.25	9.5	4	6
Planning, preparation and assessment time	2	76	30	46
INSET days - 5 days		25	10	15
Parents' evenings and open evening		13	5.2	7.8
Events e.g. performances, workshops, CPD, Twilights, etc.		10	4	6
Performance management meetings		2	0.8	1.2
Contingency time		5	2	3
	Time used	1261.5	505	757
	Time left over	3.5	1.4	2.1
Standard Day 8:15am to 4.00pm	20	760	304	456

Teaching time for curriculum subjects.

DfE Recommended Time allocation 2013 – this is only for guidance						
	Key Stage 1			Key Stage 2		
Subject	Hours per week	Approx % of Teaching time	Approx hours per year	Hours per week	Approx % of Teaching time	Approx hours per year
Numeracy	5.0	23.8	180	5.0	21.2	180
Literacy	5.0 + 2.5	35.7	270	5.0 + 2.5	32.1	270
R.E	0.6	2.9	22	1.0	4.2	36
Science	1.5	7.1	54	1.8	7.8	65
ICT	1.0	4.8	36	1.6	6.8	58
PE	1.4	6.6	50	1.4	6.0	50
Art / DT	1.0	4.8	36	1.0	4.2	36
Geog / Hist	1.4	6.6	50	1.0	4.2	36
Music	0.6	2.9	22	0.7	3.0	25
MFL / PSHE	0.3	1.5	11	0.5	2.1	28

Children's breaks

All children will have a 15 minute break in the morning and 60 minutes lunch break however Year 6 will have 45 minutes lunch break in preparation for Secondary school.

Effective teaching

We believe effective teaching happens when:

- Teachers are well prepared and have developed sets of assessment led plans
- The lesson has a clear learning objective and targets set
- All adults show good subject knowledge - what is being taught and how children learn
- Teaching is based on empirical evidence
- Lessons are well resourced
- There is a purpose to the learning
- Teachers understand where children are in their learning journey, what their next steps are and how to challenge/support them
- There is good communication between all adults involved in the year group

Effective learning

We believe effective learning happens when:

- Children are motivated and inspired
- Children feel safe- physically and emotionally
- Children are offered a calm, organised and stimulating learning environment
- Children are involved in their own learning
- Children demonstarte positive behaviours for learning
- Children are engaged

Learning styles and opportunities

- Visual
- Auditory
- Kinasthetic learning styles need to be catered for throughout each lesson and series of lessons.
- Wherever possible teaching and learning should be embedded in first hand experiences for the children.

The planning cycle

- An annual curriculum overview states which topics are being taught in each year group
- This annual review is then broken down into six half termly planners
- Each half termly planner is used to develop weekly plans for literacy, numeracy, guided reading, phonics and foundation subjects.
- Cross curricular links are developed whenever meaningful learning links can be made.
- Refer to the Curriculum Policy

Lesson structure at CPS

Whilst every lesson will be different, there will be distinct phases to every session (Good to Great structure):

Phase 1: set the scene, place learning in a wider context, link to prior learning; review previous lesson; provide the 'big picture', share learning intentions.

Phase 2: pupils receive new information; instruction/exposition; (teaching) No more than 10 minutes in one go.

Phase 3: pupils make sense of information; processing;understanding(learning)

Phase 4: review information (plenary).

Precise interpretation of the four phase structure may be different in different situations; age, ability, timing of the lesson, subject area and the particular focus for the lesson will all have a significant impact.

The boundaries between the phases will almost certainly be blurred.

Teachers may well scroll through the phases more than once during the lesson. For example, after a short period of exposition, pupils may be engaged in an activity designed to help them make sense of new material. This may be followed by another period of exposition and an appropriate exercise. (mini plenaries)

The phases are not always sequential. Review, for example, is not confined to the end of the lessons. Good teachers weave review through the entire lesson and know that success criteria are only successfully when repeated and referred to throughout the lesson.

Good to Great – Teaching and Learning Check List
(Please ensure that all these actions describe your practice at Corringham Primary School)

Start of Lessons	All Teachers Must:	How often?
	All teachers must be in their classrooms, to meet, greet and welcome pupils. Check uniform is correct	Every lesson
	Teachers have learning ready for children on entry to classroom	Every lesson
	Take a register at the start of the day while students are at work	Every lesson
	Know by heart which pupils in their class are G&T/SEN/EAL/PP and show differentiation in planning, teaching and support for these pupils	Every lesson
	Ensure planning includes LSA input for learning in advance of every lesson. Break down learning tasks for LSA	Every lesson as applies
	Ensure the LSA works with individuals and / or groups of pupils explaining and supporting progress	Every lesson as applies
All Practice	**All Lessons Must:**	
	Have Learning Objectives which are clear, child friendly and visible throughout the lesson	Every lesson
	Success Criteria are visible to all learners throughout the lesson.	Every lesson
	Check pupils understanding of Learning Objectives and Success Criteria at least twice during the lesson	Every lesson
	Pupils know where learning is heading.	Every lesson
	Prior Learning is referred using pupils	Every lesson
	Teacher models everything the children are expected to do. Differentiation supports groups of learners in order to mark visible progress	Every lesson
	Pupils are moved to other groups as assessment progresses in the lesson. (Prior assessment in focus grouping)	As applies
	The lesson moves with pace all pupils are engaged in their learning throughout the lesson, 80% active learning, 20% Teacher input	Every lesson
	No learning time is lost	
	The six footsteps of Assessment for Learning are used	
	Pupils assess each other's work against criteria	Every lesson as applies
	Pupils assess and comment on own work	As applies
	Pupils used as a resource for learning	Every lessons as applies
	Teacher gives oral and written feedback	Every lesson
	Lessons must start with the end point clear. End points must be	

	pitched above targets	
`	Books are marked daily	Every day
	Next steps are clear and discuss with pupils	Every lesson
	Mini plenaries, check understanding and misconceptions throughout lesson and move learning on to areas of challenge	Every lesson
	All books Must:	
	Have next step target stickers at front of books	In Every Literacy, Numeracy and Reading Book
	Follow the Tickled Pink Green for Growth Marking Policy	Each piece of work
	Pink pen marking for success comments	Check marking
	Green pen marking reflects Next steps for Learning	Check marking
	Evidence that pupils are actively working, responding on next steps for learning – using Purple Pen of Progress	As applies

Use of support staff (LSA)

Additional adults in a classroom can aid learning by:

- Being proactive in their approaches to develop learning
- Having a clear understanding of planning and progression
- Having an awareness of classroom protocols eg sitting so as not to obstruct the view of the board for children, not speaking over the teacher, not allowing overdependance.
- Offering feedback on progress and attainment to the class teacher

Marking and Feedback

- Refer to Marking and Feedback Policy

Assessment

- Refer to Assessment Policy
- APP will be used to mark core subjects,with national curriculum level descriptors supporting the assessment of foundation subjects.

Further Information to Support Teaching and Learning

Classroom organisation

All classrooms should be clean, tidy, inviting, well organised, safe and encourage independence. Tables should be positioned to enable all children to see the whiteboard. Tables should be positioned to allow for flexiblity of groupings and to allow individual, paired and team work. Resources: should be age appropriate, in good working order and embody the high expectations we expect. They should be stored safely when not in use. Refer to Learning Environment check list:

Corringham Primary School- Learning Environment Checklist

Seating ensures all children can see the board	
Table layout caters for different learning styles (independent, different sizes of groups)	
Class library/book corner with display which promotes reading. Books organised into different sections according to author, genre or type.	
Age appropriate dictionaries and thesauruses and atlases	
Working clock	
FS and KS1 – outside area set up to facilitate learning	
Light! (windows not totally covered with displays, blinds and curtains open)	
Fresh air – windows open, fresh smells!	
Writing equipment easily accessible for children, or systems in place to ensure access and avoid classroom disruption – pens, pencils, rulers, sharpeners, rubbers	
Colouring pencils, scissors, glue and other creative equipment is easily found and accessible	
Numeracy resource area with clearly labelled, age appropriate resources.	
Children's exercise books labelled and easily accessible	
Book bags, coats and pegs all tidy and organised	
Wet playtime/lunchtime games and activities (with instructions/expectations)	
Literacy learning board (provides examples of features of the **current text type** being taught)	
Literacy display of children's work (this does not only need to be published work but could show the process of writing)	
Age appropriate spellings, punctuation and grammatical words to aid the writing process (connectives, high-frequency words, verbs, adverbs, adjectives, etc.)	
Numeracy Reference board - useful facts, shapes, properties, calculation strategies for year group (based on calculation policy)	
Numeracy learning board – **relevant to current topic**. Unit learning outcomes, key vocabulary, key facts and useful steps to success established during lessons.	
Display of children's maths work (showing stages of working out and completed work)	
ICT reference area - how to log in, labels, logins, useful sites, e-safety agreement – age	

appropriate) – If appropriate.	
Science display (including clearly labelled resources)	
Interactive display for current curriculum topic	
Class rules or expectations on display	
Key vocabulary for all areas of the curriculum	
Visual aids for SEN and EAL children	
Pupil notice board (timetables, letters home, medium term plans etc.)	
Visual timetable of the day	
Clearly labelled pupil trays	

Storage of plans

All plans and electronic resources can be found in
- Shared Drive
- Planning Year
- Year group
- Term
- Week plans/week resources.

Health and Safety in the classroom

Class teachers are responsible for the Health and Safety of themselves, their children and any other adults in their rooms

- making sure fire exits are clear
- explaining fire drill procedures
- ensuring there is no storage above head height and that the classroom is uncluttered
- calling the Site Services to deal with sick/urine/blood
- making sure spillages are cleared up (e.g. of drinks)
- reporting damaged furniture, flooring etc. to the Site Services/ Office
- completing risk assessment for trips and getting them signed off by the Visits Coordinator
- making sure important medical information about a child is shared with supply teachers and teaching assistants and that they are clear where emergency medicines are stored
- teaching children to hold/carry scissors correctly
- teaching children about electrical safety
- making sure that children who have wet or soiled themselves are dealt with sensitively and promptly
- explaining the safe use of PE or outdoor play equipment
- make sure children use classroom equipment safely

Class expectations and routines

For children to feel safe and secure they need to understand the routines and expectations of their teacher. As a new teacher gets to know a new class these routines will need to be reinforced Routines: Agreed behaviour charter for the class, agreed system for asking and answering questions, moving around the room, leaving the room, moving around the school building. Refer to the Whole School Behaviour Policy

Timekeeping

All staff are expected to be on time each day. This means being ready to work at the start of the day, being on time to collect children from the playground, attending assembly, attending meetings etc.
Staff absence- planned and unplanned – refer to the Staff Handbook

School visits

- At CPS, we value educational visits and visitors as a way of enriching children's experiences and enjoyment, their knowledge of the world and their sense of responsibility.
- Each class should go on one school trip (or have a visitor in school) each term that complements one of the topics being covered.

Presentation of work

Children need to take a pride in their work. They need to be taught to:
- Leave the front and back covers of their books unmarked
- Follow the school handwriting scheme. When a child's handwriting is consistently good they will awarded a pen licence and handwriting pen in a Key Stage assembly. The expectation is that by the end of Yr 4 all children will be writing with pen.
- Only use felt pens on display materials/ sugar paper.
- Refer to the Handwriting and Presentation Policy

All adults involved in the learning process need to show how much they value the child's work through the care and attention they take over the marking of the work. All staff must model the schools chosen handwriting font.

Displays

Displays should be an emphasis on valuing and giving meaning to children's work - a celebration of achievement and a means of facilitating achievement. Displays may also act as a stimulus for a topic or an interactive learning wall to support the learning process.
To ensure a consistent approach to displays throughout the school, all staff will ensure the following:
- Displays within classrooms are changed to reflect the topics being taught
- Displays in shared areas are changed termly
- All displays have a title and key questions. Shared displays have class names and individual names attached to work
- Class displays should develop learning and shared area displays should celebrate learning outcomes
- All new displays will have new backing paper and borders - creative design and fabric choices will enhance displays
- All work on display must be error free
- Displays, and the whole school environment are everybody's responsibility. All staff need to be proactive to ensure the school reflects our high expectations
- Refer to the Display Policy

Pedagogy Statement

Teaching and Learning

As part of every lesson teachers will consider the following features of teaching and learning.

Structuring Learning

- Have a clear understanding about the nature and use of learning objectives and how they inform choice of teaching model, strategy or technique.
- Have a good knowledge of teaching repertoire and are able to select appropriately to meet learning objectives.
- Make a clear distinction between objective and outcome and are able to share this effectively with pupils so that they understand what is expected of them.
- Are clear about the purpose of starters and plenaries and separate starters from the introduction in a clear way.
- Divide lessons into clear 'episodes', each of which has a clear outcome.
- Sequence episodes to make logical sense and to enable pupils to sustain concentration and to structure learning.
- Have a good understanding of the three teaching models: direct, inductive and enquiry, and are able to employ them appropriately.

Teaching models

- Have an overview of a range of teaching models, e.g. inductive, deductive, metaphor, concept attainment and constructing meaning.
- Understand the episode sequence in each model.
- Match the teaching model to learning.
- Objectives so that the teaching is efficient and effective.
- Make meta-cognition explicit to pupils as part of the teaching.
- Make opportunities for sharing approaches to teaching with colleagues.

Lesson design for lower attainers

- Involve pupils in identifying what helps them learn.
- Design lessons that support lower-attaining pupils through structures that allow progress in small steps.
- Help pupils connect ideas in every lesson so that they see the 'big picture' and concentrate on, and constantly reinforce, the key concepts.
- Include techniques to develop recall in every lesson.
- Pay attention to the key skills of literacy and numeracy (data handling) in every lesson.
- Make sure the examples given to illustrate key points relate to the reality of pupils' life experiences, and do not make assumptions that pupils see abstract ideas in the way that the teacher does.
- Use a high proportion of interactive teaching, including clear demonstrations and modelling of skills and procedures.
- Use assessment for learning regularly in every lesson.

Lesson design for inclusion

- Know and understand the data about particular individuals and groups in classes, and their specific learning needs.

- Plan lessons with specific groups in mind, and plan in advance how to include them in each episode (e.g. starter, plenary).
- Include other adults, when available, not only as support in class, but also to plan in advance what each adult will do.
- Know strategies and techniques to include various groups in each part of the lesson.
- Know and understand the considerations that Ofsted and others have offered about particular groups.

Lesson design for higher attainers

- Involve pupils in identifying what helps them learn and challenges them.
- Design lessons that support higher-attaining pupils through structures that allow rapid progress.
- Help pupils connect ideas in every lesson so that they see the 'big picture' and concentrate on, and constantly reinforce, the key concepts.
- Make sure the examples given to illustrate key points relate to the reality of pupils' life experiences, and do not make assumptions that pupils see abstract ideas in the way that the teacher does.
- Use assessment for learning regularly in every lesson.

Starters and plenaries

- Use starters and plenaries as a consistent part of classroom practice.
- Begin lessons with whole-class interactive involvement and make a distinction between the starter and the introduction (sharing of objectives and outcomes).
- Plan starters to accommodate the range of ability levels in classes, ensuring that they are well paced and motivating, and either link to the main part of the lesson or meet longer-term ongoing objectives.
- With clear outcomes in mind, use 'mini-plenaries' during lessons and review learning within an episode.
- Allocate sufficient time in lessons for plenaries to take place and plan to finish early.
- Involve pupils fully in each plenary, making sure they occupy more time talking than the teacher does.

Modelling

- Have a good knowledge of the principles of modelling as a strategy.
- Understand when it can be used to address learning objectives related to skill, process and procedure acquisition, particularly when these are new.
- Make sure the thinking is explained as the process is gone through and it does not become merely a demonstration.
- Support first attempts with scaffolds, which are gradually withdrawn to encourage independence.
- Share success criteria effectively with pupils.

Questioning

- Know when to use questioning to meet specific learning objectives and develop understanding.
- Use a wide range of questions for different purposes, effectively including closed and open questions in a balanced manner.
- Use techniques that encourage pupils to respond effectively, such as using 'wait time' and a 'no-hands' rule.

- Plan to use questioning to encourage extended responses from pupils by adopting appropriate techniques such as asking, 'Can you add to that?' or 'Who else could add a comment?'
- Plan and use sequences of questions that encourage higher-order thinking.
- Use Bloom's taxonomy to plan questions for whole classes and groups in advance.

Explaining

- Use explanations effectively to explore the purpose of a lesson.
- Use the different logical structures of explanations to address processes, cause and effect, relationships, concepts, and attitudes and values.
- Use the characteristics of a good explanation, particularly a dynamic opening, clarity, signposts, models and analogies, props, questions, and connections to experience.
- Use models and analogies when needed to support abstract ideas.
- Define any key terminology and words in advance of any explanation.
- Know and understand how to support pupils to develop their own explanations through scaffolding.

Guided Learning

- Understand and use the principles of guided learning and how to apply them in subjects.
- Use guided learning when the particular lesson or stage of learning requires it, organise groups so that their point of need and stage of progress are appropriate.
- Adjust what is said and done in response to pupils' progress.
- Pitch work at a challenging level, using the group to enable pupils to access learning beyond their individual stage of development.
- Make good use of teaching assistants to support the rest of the class.

Group work

- Establish clear rules and procedures for group work.
- Know and understand a range of techniques that can be used to manage group work, such as snowballs or jigsaws.
- Allocate roles in groups and set group targets.
- Set clear expectations of groups in terms of outcomes.
- Regularly set time limits for aspects of group activity that make sense and are related to the outcome expected.
- Organise seating arrangements and mixture of pupils to enable effective groupings.
- Intervene effectively in group work to enable groups to make progress, by using appropriate questioning techniques to maintain momentum.

Active engagement techniques

- Establish good relationships with pupils so that they feel supported, valued and respected.
- Ensure pupils understand what they are to do in the lesson and how this links with previous learning.
- Use starter activities that engage and stimulate pupils' interest challenge pupils to consider apparently conflicting ideas.
- Support literacy, when appropriate, with engaging activities that are effective (DARTs).
- Use techniques for stimulating pupils' thinking in a range of tasks.
- Encourage pupils to engage in collaborative work, such as writing, problem solving and presentations.

Assessment for learning

- Separate learning objectives from learning outcomes and ensure these are shared effectively with pupils.
- Help pupils to recognise the standards they are aiming at so that they can achieve them.
- Provide opportunities for pupils to engage in peer assessment and self-assessment so that they better understand the criteria for success.
- Provide feedback that pupils find helpful and which identifies what they need to do to improve.
- Provide regular opportunities for both pupils and teachers to review and reflect together on progress.
- Use the outcome of assessment of pupils to inform appropriate changes in teaching and ensure that progress and weaknesses are addressed.

Using ICT to enhance learning

- Understand how pupil capability in ICT contributes to their learning in the subject.
- Use ICT confidently as a medium for teaching and learning.
- Aware of what is being taught in discrete ICT lessons.
- Plan for the use of ICT on a regular basis.
- Identify the role of support assistants and technicians in lessons using ICT.
- Use ICT to support planning and administrative tasks.

Leading in learning

- Plan and teach lessons explicitly to improve thinking skills, and include this in schemes of work.
- Help pupils make connections between thinking in classrooms and in everyday contexts through stories, analogies etc.
- Focus plenaries on how tasks have been done, not just on what answers have been produced.

Developing effective learners

- Provide opportunities for pupils to evaluate their work and consider how they might improve.
- Teach pupils how to search for information and seek assistance with their learning.
- Foster a good range of learning skills among the pupils.
- Have a clear understanding of what is meant by an effective learner.
- Help pupils to improve their skills in organising their learning and planning their work with care.
- Have a range of strategies for developing pupils' thinking skills.
- Make opportunities to discuss effective learning at whole-school or departmental level.

Improving the climate for learning

- Have strategies for moving pupils from surface learning to deep learning.
- Create good momentum and pace in lessons.
- Allocate sufficient time at the end of lessons to review learning.
- Create effective displays in classrooms which support pupils' learning.
- Use language positively in the classroom to support learning.
- Foster good interpersonal relationships and mutual respect in the classroom.

Learning styles

- Plan activities where pupils engage well with the material and make good progress.
- Take pupils' preferred learning styles into account when designing lessons.
- Can identify the preferred learning styles of pupils.
- Help pupils to become aware of their own learning preferences.
- Create learning environments to support a range of preferred learning styles.

Classroom management

- Identify and establish the core values and beliefs underpinning classroom practice.
- Use the language of respect and praise avoid confrontation.
- Apply rewards and consequences consistently.
- Develop rules and routines.
- Adopt a solution-focused approach to achieve positive outcomes.

Learning Support

Learning Assistants are used to:

- Work with a small group of children or individuals.
- Assist individuals or small groups of children with activities.
- Model behaviour.
- Make assessments.
- Foster discussion and questioning among small groups.

Resources

A variety of resources are available – the location of these are given in the staff handbook.

SEN

Pupils with Special Needs receive extra support in the classroom from a Learning Assistant. Children who are on School Support or School Support Plus or Educational, Health Care Plans (EHCP) are sometimes withdrawn for extra support.

Homework

Homework can be used to support teaching through a range of tasks. Please refer to Homework Policy for more details.

Celebration of Achievement

Excellence is celebrated in display and performance including:

- Display of work.
- Presentations to the class, whole school or parents.
- Performances.

Marking and Feedback

Feedback to pupils about their own progress is achieved through discussion and the marking of work. Effective marking:

- Aims to help children learn by encouraging them to think critically about what they have achieved.
- Comments aim to be positive and constructive.
- It can be done while a task is being carried out through discussion between child and teacher.
- Is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time – this will vary according to age and ability.

Assessment

Formative Assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage in his/her learning and using focused targets and objectives to help them achieve this. Formative assessment is mostly carried out informally by teachers in the course of their teaching and is supported by communication with Learning Assistants. Suitable tasks for assessment include:

- Small group discussions perhaps in the context of a practical task.
- Short tests in which the teacher gives questions orally and pupils write answers.
- Individual discussions with the teacher in which children are encouraged to appraise their own work and progress.

See Assessment Policy for further details.

Strategies for Reporting

Reporting to parents is done on a termly basis through interviews and a written report.

Formal summative assessment is carried out through the use of QCA, Steps/Bands and SATS tests in core subjects and/or teacher assessment in foundation subjects.