



# Teaching and Learning Policy

**September 2022**

H.Bentley

Approved by Chair \_\_\_\_\_

Review Date \_\_\_\_\_

## **Rationale**

At Villiers Primary School we believe effective learning takes place when children are motivated and develop positive, independent, learning behaviours. Effective learning depends upon effective teaching. Effective teaching is provided through carefully planned lessons where pupils know the objective of their learning and how to be successful and where tasks are stimulating and appeal to the pupils' interests as well as matching their individual abilities.

## **Aims**

It is our aim to equip our teachers with the skills through continued professional development and the feedback from internal monitoring to enable them to become outstanding practitioners.

It is our aim to equip our children with the skills to be effective learners and a curriculum which ignites their thirst for knowledge.

## **Our School Vision**

At Villiers Primary School, our curriculum is designed to:

- Recognise, embed and build-on children's prior learning.
- Provide first-hand learning experiences which develop curiosity and allow the children to apply their learning.
- Give opportunities to discover hidden talents, skills and new passions.
- Create independent thinkers who are aspirational, confident and excited to challenge low expectations.
- Develop the attitudes and values which will support children to grow as happy and successful individuals
- Promote positive choices, asking children to 'choose to listen, learn, look after and lead'.

## **Effective Learning**

Where learning is effective, pupils ...

1. Are motivated to:

- Take an active interest in their studies through encouragement, support and involvement from their parents/carers.
- Improve their performance and are willing to learn from their identified areas for development as well as their strengths.
- Enjoy lessons and readily respond to the challenge of the tasks set.
- Try their best at all times so that they achieve their full potential.
- Care about the presentation of their work and look after resources.
- Lead their own learning.

2. Take responsibility for:

- Evaluating their achievement of learning objectives/outcomes.
- Concentrating on tasks set and listening attentively.

- Developing the confidence to raise questions, to try to find answers and asking for help when needed.
- Helping each other and working collaboratively, as well as independently.

3. Have developed or are developing the following learning behaviours:

- Perseverance with all tasks.
- Responding positively to opportunities given to extend their learning.
- The ability to modify and redraft work.
- Use appropriate knowledge and skills and apply them in a range of contexts, making connections where possible.
- A positive response to skills-based teaching.
- Being prepared to be flexible in response to the needs of the 21st Century, e.g., using problem solving skills and thinking 'outside the box'.
- Being able to adapt easily to different ways of working.
- Evaluating their own work and how to improve it.
- Being able to decide the best approach to a task and the resources/support needed.
- Communicating information and ideas, offering comments and explanations.
- Feeling that they are valued by the school community and that their achievements are being recognised.

## **Effective Teaching:**

1. Where teaching is effective, teachers:

Will aim to provide high quality learning opportunities:

- Through carefully planned, well-structured and paced lessons.
- By making aims and objectives explicit to pupils at the beginning of each lesson, i.e., Lesson Objective (L.O.) on the board and recorded in the child's work, where possible.

2. Will have high lesson expectations:

- L.O. should be clear and on display for all classroom-based lessons.
- Each L.O. is differentiated on a number of levels gradually developing skills, understanding and application of knowledge.
- L.O. and differentiated levels are shared with children and recorded in books.
- Tasks must reinforce the L.O.
- Children are encouraged to take control of their own learning and challenge themselves.
- Support staff are used effectively to work with groups or individual children, supporting SEND targets where required.

3. Will evaluate their lessons and ask:

- What did the children learn?
- Is that enough? Did enough children learn?
- Was it worth learning in the first place?

## Conditions for Effective Teaching and Learning

In order to provide the right climate for fostering effective teaching and learning ALL STAFF at Villiers Primary School will contribute to:

- Creating a positive learning environment where children feel valued and inspired to be 'the best that they can be'.
- Developing positive relationships between adults and pupils.
- Devising imaginative/creative approaches to the development of knowledge and skills to ensure lessons are interesting and stimulating.
- Varying teaching styles, learning activities and the learning environment, including role-play, to maintain pupils' interest and take account of learning styles.
- Using praise and positive reinforcement to foster self-esteem, motivation and confidence.
- Ensuring classrooms are bright, vibrant and alive with learning.
- Displaying self-help working walls to promote independence and perseverance.
- Regularly displaying examples of high-quality pupils' work.
- Encouraging pupils to demonstrate their learning in a variety of forms.
- Effective use of ICT to enhance the learning experience, making strong cross-curricular links when appropriate.
- Setting and achieving high standards of behaviour and achievement.
- Using Assessment for Learning (AfL) following the relevant policy to make ongoing judgements throughout a lesson and be flexible in response to children's needs.
- Using assessment data and target setting to identify differentiated requirements, e.g., tasks and appropriate groupings.
- Explicitly share targets with children, building on prior learning.
- Engaging parents in their child(ren)'s learning through, termly parent curriculum leaflets, contributions to the Website and termly Parents' meetings.

## Monitoring and Review

This policy will be reviewed on an annual basis by the English Lead.

The next scheduled review date for this policy is September 2023.

Any changes to this policy will be communicated to all staff members and, where appropriate, parents.

## Specific requirements for teaching and learning at Villiers Primary School

Planning will be shared on the server a week in advance before the lessons are taught so that adaptations can be made by all teachers in that year group for specific children.

All lessons will be **differentiated** using Sammy snake/Stepping stones for support and Tiger challenge/Ladder challenges for further challenge.

Further resources and adaptations to planning of all subjects will ensure inclusivity and access for all children. E.g. SEND, EAL, PP.

All lessons will start with a **speedy starter**:

In maths, this will be **Flashback Four** from White Rose. These will be displayed on the Smart at the start of every maths lesson. Any consistent errors/misconceptions will be addressed in Arithmetic slots where necessary.

In English, this will be a **SPaG** speedy starter. This can be questions taken from SPaG tests or particular skills that staff have noticed misconceptions with during the lesson. E.g. the use of apostrophes is an issue so it will be covered and taught in the SPaG starter.

In Science, **Flashback Four** will be followed but the first question will be broken down into an expected question and a greater depth question. E.g:

### Flashback Four

- Previous lesson misconceptions/errors expected
- Previous lesson misconceptions/errors greater depth
- Previous topic
- Previous year topic recap

In History, Geography, PSHE, RE, Languages this will be a **Flashback** question chosen at the teacher's discretion. Consisting of one task/question based on learning from, previous lesson, previous topic and/or previous year/topic.

To be displayed and completed every other lesson in non-core subjects.

In Art, DT, Computing, one recap question every other lesson or where necessary.

**Key vocabulary** shared and displayed for each lesson on the IWB, working walls/displays and on learning ladders. There should be a minimum of 2 words up to a maximum of 5.

For English and non-core lessons, learning ladders will have a **GD objective** in addition to the three other objectives.

Input of lessons need to focus on **active participation, questioning, modelling** from the teacher and my turn/your turn activities to maximise participation of the children at all times. This will be achieved through the pedagogical teaching approach of, 'I do, we do, you do'.

\*Subject leaders will share more specific non-negotiables in their own subject policies/non-negotiables documents.

## **Teaching strategies for students with dyslexia**

Everybody has an individual learning style. Students with dyslexia process information differently. Understanding how they learn best, and being flexible enough to adapt teaching approaches are vital factors in enabling students to learn effectively in the classroom. Therefore we employ the following teaching strategies:

- Have high expectations for intellectual stimulation, but reasonable expectations for written responses.

- We promote a 'can do' culture.
- Use multi-sensory methods of learning - VAK learning styles.
- Be prepared to explain things many times, in a variety of ways.
- Give guidance about how to do tasks systematically.
- Promote positive self-esteem at every opportunity.
- Be aware of signs of tiredness and fatigue, implementing Take 10 to allow children opportunity for a break within their learning.
- Enable all children including dyslexic children to show their interest, knowledge and skills, despite their difficulties in writing.
- Marking identifies success and improvement points (next steps).
- Use of ICT (Education City, sound recorders and digital cameras for example.)
- Use adult or 'Buddy' support where appropriate.

## **Dyslexia Friendly Classrooms**

We recognise that the correct working environment is vital for all learners. For a student with dyslexia, already they may be having difficulties with listening, hearing, concentrating, sitting still, writing and finding the things they need. If their classroom environment works against them, no matter how hard they try it will be more difficult for them to succeed. Therefore classrooms are:

- Arranged so that during lessons, students with dyslexia can sit near the front of the class.
- Equipped with clearly labelled and neatly arranged resources so that they can be accessed easily.
- Adapted so that students have opportunity to sit alongside well motivated children or a work partner who can clarify instructions for them.
- Information and displays are accessible e.g. using non-white paper and picture clues.