

Teaching
and
Learning
At
Granby
Primary
school 2015

Granby Teaching and Learning Policy 2015

Introduction

At Granby Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims and objectives

At Granby, the ECM agenda is central to our practice. (see app 1)

We aim to provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential, irrespective of socio-economic background, ethnicity, gender or creed.

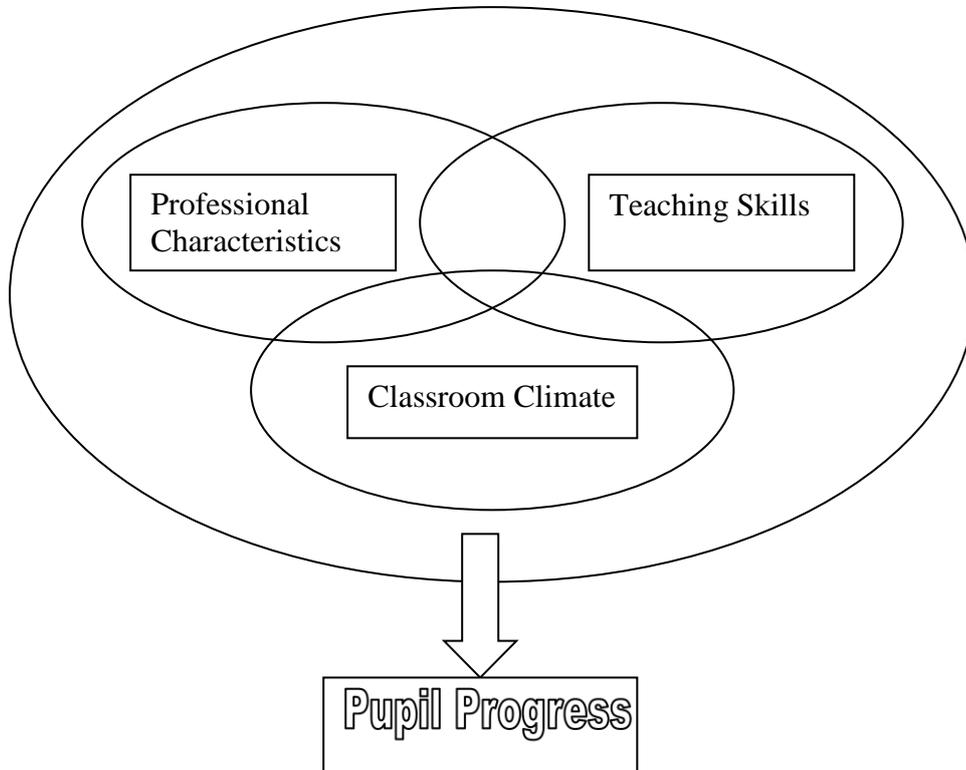
Through our teaching we aim to enable children to become confident, resourceful, enquiring, independent and reflective learners:

- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community, and to make a contribution to this community;
- enable children to grow into reliable, independent and positive citizens.

What is effective teaching

We believe that effective teaching is dependent on three key elements as shown in this diagram taken from the research into effective teaching by Hay McBer Associates:

A model for effective teaching.



The first key element of effective teaching is an effective classroom climate:

- Order discipline and structure in the classroom.
- Safety, an absence of threat or fear.
- Support and encouragement to try new things and learn from mistakes.
- Standards and expectations of achievement and encouragement to improve.
- Participation and active involvement of pupils in learning.
- Clarity, the transparency and explicit relevance of what goes on in class.
- Fairness, justice and equality in the classroom.
- Interest stimulation and fascination in class.
- Environment, the comfort and attractiveness of the physical environment.

The second key element of effective teaching is teaching skills:

Effective teachers:

- Have high expectations for pupils and communicate them.
- Use a structured and planned approach for all lessons and units of work
- Employs highly effective strategies to inspire and motivate learners.
- Employ flexible teaching strategies.
- Have a clear strategy for pupil management.
- Manage time and resources wisely.
- Use a range of assessment techniques.

The third key element of effective teaching is professional characteristics:

There are 16 key characteristics that can be identified. No one teacher can ever be perfect in all of them but all good teachers aim to develop their characteristics over time. These characteristics are:

- Respect for others
- Creating trust
- Challenge and support
- Confidence
- Analytical thinking
- Conceptual thinking
- Drive for improvement
- Initiative
- Information seeking
- Managing pupils
- Passion for learning
- Holding people accountable
- Flexibility
- Understanding others
- Influencing
- Team working

Planning - We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum and Primary Strategy. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future.

Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with

kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school Care and Management of Children Policy. All teachers have to teach in partnership with colleagues to plan, deliver and evaluate work. We deploy specialist teachers, learning assistants and other adult helpers as effectively as possible

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all.

1. 'Quality first' teaching and learning

This is characterised by:

- Highly focused lessons, designed with sharp objectives and differentiated to challenge the full range of learners
 - High expectations of pupil involvement and engagement with their learning
 - High levels of interaction for all pupils
 - Teacher questioning, modelling and explaining
 - An emphasis on learning through dialogue, with regular opportunities for pupils to talk individually and in groups “Talk for writing especially with respect to non-fiction writing
 - An expectation that pupils will accept responsibility for their own learning and work independently
 - Praise and encouragement strategies to motivate pupils further

Practical ways to ensure lessons encourage effective and productive learning:

- assessment information is used to set the appropriate level of our lessons.

- Peer tutoring and assessment features in the children's learning, an extremely effective learning strategy which raises attainment of both the supporter and the supported.
- Shared learning objectives/success criteria.
- The class is organised into learning partners or "Buzz Groups".
- Individual questioning is avoided during whole class teaching, where whole class/group answering is encouraged.
- Differentiated levels of questioning set out to extend the learning of all pupils
- Whiteboards are used regularly and systems are in place to ensure they are given out and handed in with minimal fuss and disruption.
- Mini-plenaries are used to demonstrate the learning and to establish next steps.

{ use the large Lollipop sticks labelled with children's names so there is truly a random approach to question asking (Dylan Williams-The Classroom Experiment).}

Accommodating the range of learning needs in your class:

We encourage the more able pupils to leave the carpet session to start the next stage of the lesson sooner, allowing the teacher to reinforce the teaching points to the remaining children. Once the class are all involved in the next stage of the lesson the more able pupils can be brought back for an extension to their learning.

Avoid more able pupils sitting through teaching sessions of subject areas they are already familiar with.

[Further opportunities are given to the more able pupils in accordance with the School's Gifted and talented Policy]

- Investigative practical activities are key to enjoyable and effective learning, particularly in maths.
- children to return to their targets and the next steps advice in their books on daily basis in literacy and maths.
- Peer tutoring employed as a model throughout all phases in the School
- include mini plenaries reinforcing the steps towards the overall learning objective, continually refocusing the children's learning.
- we always identify and work with a target group (in addition to the more able/extended learning group.
- every lesson must offer an opportunity for the more able children's learning to be extended: bring able children back to the carpet for a modelled activity, extension exercises on cards for the children to follow, maths problem book.

- Lessons always conclude with a clear Plenary where the children leave the lesson with a thorough understanding of the “intended learning”.

Marking

Marking is carried out in accordance with our marking policy. The marking gives the children clear next steps advice. There are always short cuts to this and does not require reams of information to record in every book. We use marking ladders and shared targets for this purpose (Outlined in the policy). The key element of marking is the quality of the feedback to the pupils, we endeavour to give clear guidelines as to the next steps for each child.

The Secret Student

*The Secret Student - where a teacher chooses a student each day who is the “secret student”, this name is **not** disclosed to the individual or the class. Throughout the day there is an expectation that the Secret Student aspires to achieving 5 good marks out of 8 (Behaviour and effort targets). If the threshold for good work is achieved the class achieve a reward point to working towards an overall reward. The success or failure of the secret student is relayed to the children at the beginning of each day. **The secret student’s name is only disclosed if they achieve the class point**, where the student fails to achieve the behaviour and effort target the name of the student is withheld.*

The strategy aims to develop corporate responsibility encouraging all the children to reflect on their behaviour throughout the day.

2. Target setting and tracking

At Granby we track individual pupil, specific groups and overall year cohorts. Assessment information is collected and compared against in Target Tracker where progress and attainment in consideration of Age Related Expectations, where children are judged to be “below”, “within” or “secure”. Particular attention is paid to progress; children with progress concerns are highlighted, parents informed and a strategy is developed to “reduce the gap”

Data is collected on a regular basis and is shared with the staff and pupils October, December, February and June.

Pupil progress is managed through whole-school monitoring program, where teachers meet with the leadership team –pupil progress meetings. These meetings identify strategies to be employed with the class, groups and individual pupils. A key feature of the meeting identifies the allocation of resources and interventions to be used in each class: ECAR, BRWP, additional TA support, meetings with parents, 1:1, booster, nurture, setting groups, behaviour management support for the family.

The leadership team monitors children's work through a programme of regular work scrutiny and pupil conferencing.

Pupil voice is central to target setting and the review of pupil performance and target setting.

How do we involve the children in the setting of their targets and how do we share these targets with parents?

Parents/carers receive termly updates on their child's progress so that they can provide support/encouragement as appropriate: Parents' Evenings are held in October and February, the parents receiving an annual report in July. Parents will also receive their child's targets in December.

3. Focused assessment

Secure knowledge of each pupil's current progress is a core element of teaching and learning at Granby. Lesson planning is based on prior learning and throughout the learning process active assessment is required to ensure that the expected rate of progress is being made.

A range of strategies are used in Granby's classrooms:-

Learning objectives/success criteria are made explicit and shared with the pupils.

Success criteria are agreed by the pupils and teacher.

Self and peer assessment is employed against agreed success criteria.

Pupils are engaged in their learning and receive quick and effective feedback on their progress.

Summative assessment opportunities are detailed in the assessment calendar. These include optional and end of KS tests, standardised tests in spelling and reading. Regular continuous assessment is central to teaching and learning practice.

4. Intervention

It is expected that the great majority of pupils at Granby will make at least the expected rate of progress through first quality, class based teaching. However, for some pupils this approach may not be sufficient and these pupils, at various stages, may benefit from additional small group or 1:1 intervention programmes.

Central to the effective planning of an intervention programme is the knowledge the teacher has of a particular pupil or groups of pupils. When considering pupils for either Wave 2 or Wave 3 interventions, a wide range of assessment evidence is drawn upon including advice from the SENCo. The pupil progress meetings are key source of information in the allocation of pupil interventions strategies at Granby.

5. Pupil Premium

Pupil Premium is money additional to main school funding, paid to school to address inequalities between children eligible for FSM and their peers. At the heart of the Pupil Premium Policy is the closing of the achievement gap which affects some of the most disadvantaged children in the school community. This money may be used to support targeted intervention schemes such as ECAR, BRP, SALT, First Class in Number, Springboard Maths, 123 Magic which are proven to accelerate progress.

We use regular, systematic, whole school tracking of pupils' progress to identify the strengths and weaknesses of individual pupils and groups, assign intervention and then monitor its effectiveness.

6. Pupil Grouping

All classes are mixed ability. In order to meet the learning objectives and learning needs and provide appropriate challenge and support for all pupils, teachers use a range of grouping options across the year group and within their classes.

- ability groups/setting across the year (maths, phonics)
- skills based grouping (guided reading/writing)
- paired work (response partners) to facilitate discussion
- individual work
- pupil choice
- whole class groups

6. The Learning Environment

ICT is now an integral part of the tools teachers now use to deliver the learning programmes at Granby. The white boards have exciting and visually stimulating resources which can enhance the enthusiasm of even the most reluctant learner. Teaching and learning is at its best where there is a good range of learning resources, where there is not an over emphasis on any one type.

Our classrooms are attractive learning environments. Displays are changed regularly, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. Highly visual and interactive displays, for example, 'learning/working walls', are used to engage pupils and encourage self-help strategies.

Our displays should include:

- A working wall for both maths and literacy. (Recent examples of mathematical strategies currently being taught-learning hints).
- Modelled writing examples highlighting the current writing objectives
- Aide-memoires of eg. Connectives, sentence openers, WOW words to use in writing
- Talk for writing guidance, speech and communication plays a significant part in the children's learning
- Memory prompts for the children and staff
- Number-lines, squares appropriate to the abilities of the in the class group, large enough to be used in class teaching sessions

In Foundation Stage, we provide an 'enabling environment', both indoors and outdoors, that allows access for parents/carers to enter and settle their child. The learning environment is designed to encourage FS children to move freely between areas, both inside and outside - Freeflow. Maths and English are taught through teacher led groups both inside and outside.

7. Curriculum Organisation

We use the National Curriculum 2014 and the Primary Framework to guide our teaching. These set out the aims and objectives and detail what is to be taught in each year group. Our medium and short term lesson plans contain detailed information about the teaching activities and tasks to be set, the resources needed, and the type of assessment

to be used. Planning is a joint activity between teachers in year groups and phases

In personalising the curriculum, we aim to find appropriate challenges for pupils and address their particular needs so that they may all have an equal opportunity to succeed. We try hard to ensure the curriculum is varied suiting the full range of learning styles. Our aim is to provide a stimulating, interesting learning programme to interest and inspire the pupils of the School.

We aim to cater for the needs and interests of a full range of learners including:

- the gifted and talented
- learners with learning difficulties and disabilities
- learners with English as an additional language
- girls and boys
- looked after children
- learners with social, emotional and behavioural difficulties

8. The Extended Curriculum

Helping pupils to discover and/or develop new interests is essential to personalised learning at Granby. During the school year a range of activities are organised to enhance the curriculum:-

- Residential visits
- Homework and extended learning opportunities
- Visits
- Visiting theatre groups
- Visiting speakers

This approach extends beyond school hours. The school hosts a number of community activities:

Granby summer holiday club

- A wide range of Teacher led and bought in extended learning opportunities
- Sports and teams and competitive opportunities: football, netball, basketball, cross country,
- The Granby School Fete

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission. In so doing, we follow the School/LA guidance on trips and visits. We work closely with the local churches in the local area and signpost other extended School providers.

9. Supporting children's wider needs

Schools that are able to identify barriers to learning beyond the classroom and address them, are in a strong position to provide personalised learning for individual pupils. At Granby, we aim to establish good relationships with all our families and to provide a climate open to dialogue. Within school, we can offer advice and support through our school-based services, for example:

- All Granby Staff are trained with regard to Safeguarding and are secure in the knowledge of Granby's Child Protection Policy and Procedures, according to the most up to date guidelines.
- Home-school link worker/mentor
- School nurse
- Speech and language therapy
- Theme Partnership resources
- Parent Partnership
- Behaviour management courses
- Pupil mentoring
- Parent reader training programme

Where additional support from other agencies is required, a 'team around the child' approach may be needed. Granby uses the Common Assessment Framework (CAF) to identify barriers to learning and as a result, TAC meetings, involving a range of multi-agency professionals, are set up by a Lead Professional. September 2015 we transfer to the Early Help Programme to improve the provision for the Safeguarding of pupils across the City.

10. Monitoring and review

We all reflect on our strengths/areas for professional development. We provide internal and external guidance to support staff in developing their skills, knowledge and understanding so that they can continually improve their practice.

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Roles and responsibilities

The role of governors

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

- support the use of appropriate teaching strategies by helping to allocate resources effectively
- ensure that the school buildings and premises promote successful teaching and learning and is a safe environment in which to learn
- ensure that high quality staff are appointed
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment through link visits to the school and in consultation with subject leaders
- ensure that staff development and performance management policies promote good quality teaching and learning

The role of the School

We believe that parents have a fundamental role to play in helping children to learn.

We inform parents about what and how their children are learning by:

- holding curriculum evenings to explain our school strategies for teaching the National Curriculum;
- sending information to parents at the start of each term in which we outline the curriculum that the children will be studying during that term at school;
- sending annual reports to parents in which we explain the progress made by each child and set targets for their improvement.
- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and/or investigative work.
- holding parents' evenings which provide an opportunity to discuss progress children are making.
- Sharing targets to keep parents informed of their child's progress.

The role of Parents

We believe that parents, as their child's primary educator, have the responsibility to support their children and the school in implementing school policies. Parents have a responsibility to:-

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- ensure that their child is supported with homework activities which consolidate learning
- inform us of their child's interests and capabilities
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement.

The role of the child

We believe that the child has a responsibility to:

- participate as fully as possible in the learning opportunities and help other children to do the same
- work hard and try his/her best
- behave appropriately in school according to the school's behaviour code
- be polite and helpful to other pupils and adults in school
- come to school regularly and be on time
- talk at home about what he/she has learnt at school
- take good care of the school environment
- do the homework regularly and bring it back to school
- wear the correct school uniform
- tell the teacher/Granby Adult or Parent if he/she finds the work difficult or if there are any aspects of School that hold concerns for them.

Appendices

Appendix 1

The Every Child Matters (ECM) green paper identified the five outcomes that are most important to children and young people:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being
- The five outcomes are universal ambitions for every child and young person, whatever their background or circumstances.

Appendix 2

What is effective learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- self-directed learning;
- group collaborative work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- multi-sensory;
- listening;
- use of multimedia;
- first-hand experience, fieldwork, visits and in class;
- building on personal experience
- creative activities;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity;
- structured play;
- challenge and extension.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

Appendix 3

Good to outstanding

The starting point is to adapt the Ofsted definition of a good lesson. In summary, this defines a good lesson as one in which:

- The majority students make at least good progress; some making outstanding progress.
- Most know what they are doing and why.
- Students behave well - little time is lost to behavioural issues.
- The classroom is a friendly and safe place - relationships are good.
- The teacher knows his/her subject and strategies for teaching it well; the teaching methods used are appropriate for the content.
- The teaching is well-matched to the learners' needs; most are stretched by the teaching.
- The teacher encourages and praises frequently.
- Available resources (time, staff etc) are well used.
- Assessment is regular and supports progress - most pupils know what they need to do to improve.

We extended this guidance to include features of an outstanding lesson. This is very personal and subjective, but it's a starting point for discussion with colleagues.

An outstanding lesson is one in which all, or nearly all, of the features of a good lesson are present, plus some of the following:

- A.** All students are challenged and make good progress, especially those at the ends of the ability range and those who lack confidence; some make exceptional progress; a lot of ground is covered in the lesson but stragglers are not left by the wayside.
- B.** Enthusiasm and enjoyment pervade the classroom.
- C.** The teaching is exciting and interesting (for example, through use of stimulating resources or other adults in the lesson); it may be inspired, although it doesn't have to be.
- D.** All the students are involved in the lesson and all contribute in some form.
- E.** Teaching methods are very well matched to the content and to the learners - some may be original or innovative; for example, content

closely linked to students' experiences or to interesting practical situations.

F. The teacher checks progress throughout the lesson; assessment is regular and helpful.

G. Students evaluate their own and others' progress accurately and constructively.

H. All students know how to improve as a result of regular and constructive feedback; where appropriate this is linked to national criteria or examination requirements.

J. The teacher develops students' basic and other cross-curricular skills, for example, literacy, numeracy, independent learning and PSHE.

K. Students have easy access to, and make use of, additional resources which they use independently to support or enhance their learning.

L. Students go out of their way to help each other; they provide mutual support.

M. The classroom is a lively and interesting place; it includes good displays of students' work (representing all abilities), things which give a subject specific flavour to the room, and annotated examples of levelled work used to support learning.

- Outstanding lessons don't need to be perfect, and even with a comprehensive list like this, it can be difficult to gauge where the line is between good and outstanding. When in doubt, the litmus test is whether there is a real relationship between students and the teacher that produces a tangible air of enthusiasm and enjoyment.

OFSTED (2012) Outstanding judgments will consider the following:

- How well all pupils learn, the quality of their work and the progress they have made since joining the school
- How gaps are narrowing between different groups of pupils
- The standards attained by pupils by the time they leave the school
- The progress of disabled pupils and pupils with special educational needs
- In primary schools, pupils' attainment in reading by the age of six and by the time they leave school, and their standards of numeracy