



## 3A: TEACHING AND LEARNING POLICY

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### 1. INTRODUCTION

At Cameron Vale, 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. Inspirational and dynamic teaching will encourage life-long learners who embrace and seek out new knowledge and skills. We aim to instil in our children a sense of collaboration, curiosity, creativity, critical thinking and courage. Our Teaching and Learning Policy outlines what constitutes effective teaching and how this contributes to the provision of high-quality learning experiences. 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.

### 2. AIMS

The aims of this policy are:

- To promote effective, quality learning and teaching across the whole curriculum.
- To provide a set of guide lines through which we can provide a challenging curriculum that is accessible to all and contributes to the development of effective, flexible and independent learners.
- To develop the academic, social, moral, spiritual and cultural understanding and skills that will equip each pupil for their current and future learning.
- To provide guidance on how children may be taught to become better learners.

### 3. EFFECTIVE TEACHING

We believe effective teaching happens when:

- Teachers are well prepared and have developed sets of plans which are informed by children's progress
- The lesson has a clear learning objective which is clearly understood by learners and targets set through success criteria
- All adults show good subject knowledge- **what** is being taught and **how** children learn
- 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.

### 4. 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 are appropriately challenged
- Children are willing to experience new skills and take risks without the fear of making mistakes or failure

## 5. LEARNING FRAMEWORK

This framework provides the basic structure for all lessons [in Key Stage 1 and 2](#) . This can be adapted to suit the objectives of a particular lesson or sequence of lessons.

### Start of the Lesson:

- The start of the lesson has a clear focus, using activities which immediately engage the learner
- The expected learning objectives are shared with children, in the context of prior learning, to ensure they understand what they are doing and why
- Prior knowledge and understanding are established
- The success criteria by which the learning will be evaluated are made explicit
- The teacher establishes and communicates clear expectations for behaviour at all times

### Lesson Development

The teacher should:

- Have strong subject knowledge in order to pre-empt difficulties and talk around subjects
- Present lessons with clarity, enthusiasm and pace
- Make learning active by providing tasks which enable children to make meaning, construct knowledge and develop understanding and skills
- Model activities and processes, making thinking and decision-making explicit to children
- Provide exemplar work so that children are aware of the sophistication of response expected
- Provide appropriate levels of scaffolding to support children's learning
- Use a variety of questioning techniques to probe and develop pupil understanding
- Include opportunities for reading, communication and writing skills in all lessons
- Promote active listening, inviting a range of different responses and building in time for reflection
- Involve all learners through the use of no hands up and talk partners (learning partners) etc. when appropriate
- Give constructive, positive feedback on work in progress (books and in lessons)
- Provide opportunities for success for every pupil and seek frequent opportunities for praise
- Provide opportunities for progression which increase the level of conceptual challenge, the depth of understanding and the breadth of application of skills
- Vary groupings and seating arrangements according to the task
- Demonstrate flexibility in their approach and be prepared to deviate from the lesson plan where appropriate
- Set a variety of homework tasks to consolidate, deepen, extend, or initiate learning

Children should:

- Display the right behaviours for learning to indicate they are alert and on task



- Work effectively and purposefully in a range of contexts
- Come fully equipped and prepared to maximise the learning opportunity
- Be prepared to share their learning and ideas in an atmosphere of trust
- Ask questions of each other and the teacher where appropriate
- Support one another, working collaboratively, recognising that the contributions of all are valuable
- Undertake self-assessment or peer assessment with some confidence, becoming increasingly able to apply the criteria for success and to set appropriate targets for improvement
- Know where to go for help and recognise that further progress can always be made
- Be able to select appropriate learning resources to develop their own learning
- Work with increasing independence, developing the skills to become life-long learners
- Make increasing use of ICT to develop learning, accessing a wide variety of sources and using appropriate methods to present their work

#### End of the Lesson:

- The teacher creates the time to review lesson objectives and success criteria
- Children have the opportunity to identify their own progress and set themselves appropriate targets
- Children receive supportive feedback from the teacher or their peers where appropriate
- Opportunities are provided to celebrate success
- The end of the lesson is prompt and orderly, allowing for efficient transitions

## 6. LEARNING OBJECTIVES AND SUCCESS CRITERIA

All lessons [in Key Stage 1 and 2](#) will have:

- A **clear learning objective which will be shared with the children**, underpinned by discussion and dialogue. Learning objectives will usually begin with the phrase, **'To be able to...'** or **'To know...'** or **'To understand...'** This ensures that learning objectives are focussed to improving knowledge, skills or understanding.
- **Learning objectives will be shared with the children and remain visible to them**, but only at the stage of the lesson where this will have the most impact: this is not always at the beginning. This will ensure children understand the learning journey that will take, or has taken place during their lessons.
- **Success Criteria**, which may also be called 'steps to success', are the key processes or skills that the children will need to demonstrate in order to achieve the overarching learning objective. These may be decided by the teacher however, usually teachers will be able to involve the children in deciding what the success criteria for a particular lesson will be. In most lessons, the success criteria should be visible and constantly referred to by both staff and children as they strive to achieve the learning objective of the lesson. Teachers may plan mid-lesson learning stops in order ascertain how successful children have been in achieving the success criteria.

## 7. Learning objective and success criteria slips (*see appendix 1*)

- Pre-prepared learning objective slips are used to maximise learning time, scaffold the task appropriately and to enable all children to meet the learning objective and further challenge. These should be de-contextualised – focus on the **skill** and **not the content**.

#### Example:

Learning Objective: To understand how to interpret data.

Success Criteria:



- I can read and understand the data.
- I can answer questions based on the data
- I can generate further statements or questions about the data.

## 8. SUPPORT STAFF

Teaching Assistants work alongside Class Teachers and play a vital role in the development of the children within the class. Teaching Assistants will be well-briefed of their role for each lesson and should play an active role in supporting the children in all phases of a lesson, including the input and plenary. Teachers will ensure that all support staff receive a copy of the weekly lesson planning, so that Teaching Assistants are prepared for every lesson and their role within it. Teaching Assistants will use their knowledge of the children in their class along with the direction of the Class Teacher to support specific groups or individual children. They will provide feedback to the Class Teacher about the progress of the children with whom they have worked, including marking the work of these children for the consideration of the Class Teacher.

## 9. LEARNING PARTNERS

Our school believes that collaboration is at the centre of our approaches to teaching and learning. As the ability to collaborate is an important life skill and is one of our core values, we teach our pupils how to collaborate when learning. Collaborative learning approaches are encouraged in the classroom and are part of our approaches to teaching reading and spelling.

Every pupil in our school has a learning partner. Learning partners are organised by the class teacher so that learning is maximised in the classroom. Careful consideration is given to the partnerships and they are reviewed as part of pupil progress meetings. Pupils are taught how to be an effective learning partner and this is modelled within the classroom. Pupils are encouraged to reflect on the following learning partner prompts. (*see Appendix 2*)

## 10. PLANNING AND ASSESSMENT

At Cameron Vale, planning and assessment are intrinsically linked. High quality planning reflects the needs identified by regular and accurate assessment, thereby ensuring that lesson content is matched to the starting point of the learners. Planning takes place in three stages: long, medium and short term. Short term plans are planned on weekly basis and are tailored to the needs of their children.

### Long Term Planning (EYFS, KS1, KS2):

- provide an overview of each year group's objectives by subject
- detail each year group's objectives by subject and across the school year

### Medium Term Planning:

- details an overview of skills and objectives taught across each term in a range of subjects
- medium term plans are facilitated using *Curriculum Maestro (KS1 & KS2)*

### Short Term Planning:

- for English and Maths with specification of detailed learning objectives, success criteria, differentiated group activities, starters, challenges, key questions, provision for SEN, below age related attainers, those making below expected progress and challenge for gifted and talented pupils. (*see Appendix 3*)
- English and Mathematics plans are held centrally to be monitored by subject leaders and the leadership team



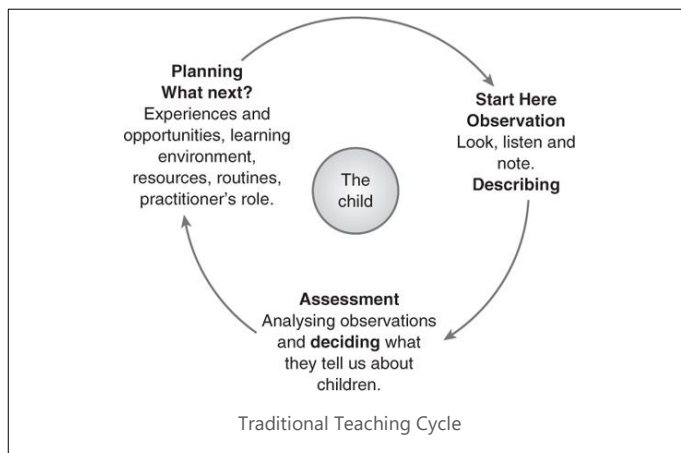
- weekly plans for the enquiry-led curriculum are facilitated using *Curriculum Maestro* and detail learning objectives and skills to be taught, resources and learning activities

- for the EYFS, weekly observation records are kept for the whole group, detailing the activity, areas of learning and characteristics of effective learning covered, how learning was extended and any next steps.

Commented [CD1]: Added in for EYFS

### The Early Years Foundation Stage - The Cycle of Observation, Planning and Assessment

In the EYFS we use the concept of 'in the moment planning' which is a child-led approach to teaching and learning. 'In the moment' planning is a very simple idea, the adults observe and interact with children as they pursue their own interests, whilst also assessing and moving the learning on in that moment. When children are playing and selecting what to do themselves, they become deeply engaged. While this is happening, the adults will be observing and **waiting** for a moment in which they feel they can make a difference. They should then interact to **'teach'** the 'next step' as appropriate for that unique child at that precise moment. Each time they interact with a child, they are observing, assessing, **planning for**, and responding to, that individual child (shown in the 'traditional' teaching cycle below). The whole teaching cycle is completed with a child 'in the moment' and will happen numerous times each day. Such interactions are the most important and powerful teaching moments. The written account of some of these interactions becomes a learning journey recorded in the 'Tapestry/Family' online system. This approach leads to deep level learning and outstanding progress.



Teaching children in the EYFS, should involve teachers interacting with children through:

- showing
- explaining
- encouraging
- recalling
- facilitating and setting challenges
- providing a narrative
- questioning
- demonstrating



- communicating and modelling language
- exploring ideas

In the EYFS at Cameron Vale School, we hold the individual child at the centre of our planning. This is achieved through recording observations (on the 'Tapestry/Family' system) and assessment (using Development Matters and ELG tracking). Staff achieve this through:

- Observing children as they act and interact in their play, everyday activities, child-initiated activities and planned activities, and learning from and sharing with parents about what the child does at home.
- Considering the examples of development as stated in the unique theme: observing what children can do, and identifying the stage on their developmental pathway.
- Considering ways to support the child to strengthen and deepen their current learning and development.
- Considering the individual needs, interests, and stage of development of each child in their care. This information is then effectively used to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

At Cameron Vale School we use a system called 'Tapestry/Family' to create an online learning journey for each child. Observations and assessments are recorded through the use of photographs, videos and annotations and are uploaded to the online learning journey in order to track children's progress and achievements. We encourage all practitioners who work with the children to regularly contribute to their learning journeys to create a holistic view of each child.

When recording observations teachers should:

- Aim to record children's observations individually, not as whole groups
- State clearly what the child achieved or the progress made during the observation, avoid a commentary of their day/activity
- Include the 'teaching' - it is essential that the observations contain an element of teaching
- When recording your observation remember to follow 'OBSERVATION - TEACHING – OUTCOME' process
- Carefully choose areas of learning in EYFS to support assessment
- Select just two or three pictures/videos per observation

## 11. TARGET SETTING – PUPIL CONFERENCING

**Pupil conferencing** is a one-to-one discussion between a teacher and a pupil that takes place regularly to discuss learning, progress and attainment.

Carried out effectively, pupil conferencing can be essential in allowing teachers a concentrated period of high-quality teaching time with individual children. During this period, teachers can discuss with their pupils not just their progress as regards their assessments but their progress in learning itself.

The value of teacher feedback in this setting can prove invaluable in helping children to summarise and judge their own shortcomings. It may even allow them the space to self-develop and determine, by themselves, the trajectory of their learning. It is especially useful with struggling students as it can provide teacher and child with an opportunity to discuss the barriers that are preventing them from learning to the best of their ability.

Targets personal to each pupil in **maths** and **writing** are set through the process of pupil conferencing

**Process**

**Writing**



- Explain to children that pupil-conferencing is an opportunity to meet with the teacher, *writer-to-writer*, to discuss how writing is going.
- They can either share something they think is working really well, or ask for some advice if they find themselves in a bit of a 'sticky' place.
- Explain that you will always leave them with a piece of advice, a strategy or technique they can try that would help them before moving onto the next conference.

#### **Frequency**

- 1 to 1 conferencing following each piece of planned unaided writing following a unit of work.
- Targets should be in child speak and recorded on the target sheet at the front of the child's book.

#### **Maths**

- Explain to children that pupil-conferencing is an opportunity to meet with the teacher, *mathematician-to-mathematician*, to discuss how maths is going.
- They can either share something they think is working really well, or ask for some advice if they find themselves in a bit of a 'sticky' place.
- Explain that you will always leave them with a piece of advice, a strategy or technique they can try that would help them before moving onto the next conference.

#### **Frequency**

- 1 to 1 conferencing following the teaching of each unit of work
- Targets should be in child speak and recorded on the target sheet at the front of the child's book.



## APPENDIX 1: LO AND SC SLIPS

Learning Objective and Success Criteria assessment slips are used to facilitate children's self-assessment. It is also there to support the teacher in assessing each child against the Learning Objective and Success Criteria. The number of Success Criteria will depend upon the learning outcome.

Learning Objective			
Success Criteria		Teacher	Pupil
I can.....			
I can.....			

Pink and green highlighting should be used in discussion with the child using **green for great** and **pink for think**. Children may also use the same method for self-assessment and will need to be supported to do so.

### Teacher codes

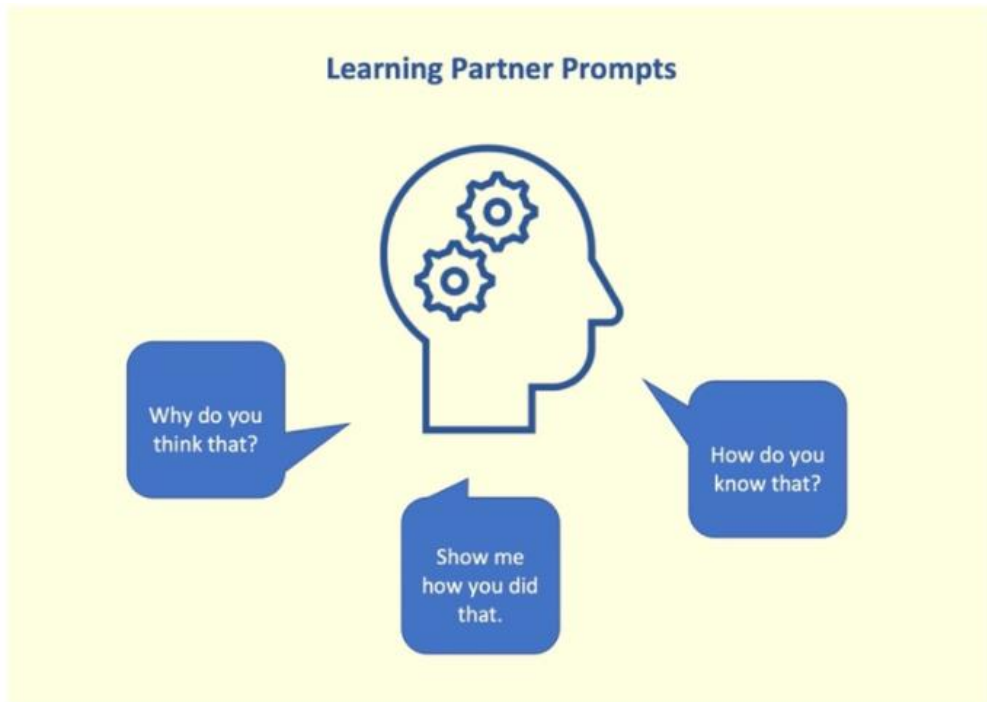
- Apprentice (A) – SC achieved with scaffolding
- Master (M) – SC achieved independently (could include some errors but concept understood)
- Expert (E) – can apply SC in different contexts





## APPENDIX 2: LEARNING PARTNER PROMPTS

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## APPENDIX 3: WEEKLY PLANNING TEMPLATE MATHS AND ENGLISH

Week beginning:		Term:	Year Group	Ability (lowest and highest):	Teacher:	Unit:
<b>Additional provision reminders</b>						
SEND:		Below age related:		Below expected progress:		G&T:
<b>M O N D A Y</b>	<b>Learning Objective and Success criteria</b>	<b>Hook/Starter and Input</b>	<b>Key questions</b>	<b>Activities and differentiation</b>	<b>Final plenary</b>	
	To.....	<i>Stick in LO and SC slip</i>		LA: MA: HA:		
	<b>Role of additional adults:</b>					
	<b>Evaluation:</b>					