

AB KETTLEBY SCHOOL



MOWBRAY
Education Trust

Teaching and Learning Policy

This policy was reviewed and agreed by the Local Governing Body of Ab Kettleby School in May 2016

Signed:

Headteacher

Chair of Governors



POLICY DOCUMENT: TEACHING AND LEARNING

Rationale

Our policy is to ensure that the children at our school are provided with a high quality, stimulating, exciting, creative, engaging and motivating learning experiences, within an enriched curriculum, that leads to a high level of personal pupil achievement according to their individual abilities. It is our belief that children learn through their **total** experience in a caring, creative enriching and positive environment.

This policy guides what children do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does to create an effective and well-managed learning environment in which the individual needs of each child can be met.

Teaching and Learning

Learning

Learning is a response to teaching and other stimuli encountered in the school, and most importantly the environment. It includes the motivation, energy and effort that pupils put into their work, and their productivity, as well as the gains they make in their knowledge, skills and understanding as a result of the teaching.

At Ab Kettleby School we believe that children learn best when they:

- [] are happy, confident and enabled to develop their own informed opinions;
- [] develop strategies to promote independence in their learning and personal routines;
- [] experience memorable learning through enjoyment;
- [] are interested, motivated, engaged and excited by the teaching and learning;
- [] achieve success and gain approval;
- [] develop a positive attitude towards risk-taking;
- [] are able to self-reflect upon and self-assess their learning;
- [] are given tasks which match their ability and that enable them to learn in different ways;

- [] clearly understand the task;
- [] are confident, feel secure and are aware of boundaries;
- [] are aware of a variety of learning styles and multiple intelligences – their own and those of others;
- [] are able to develop their thinking and research skills;
- [] are able to display their learning in a range of creative ways;
- [] have personal learning targets which individualise their learning;
- [] are challenged and stimulated

Teaching

Teaching is a process that brings about learning. The quality of teaching is judged in terms of its effect upon learning

As such, teaching should:

- [] be well paced and interesting
- [] engage pupils in productive and challenging activities
- [] be meaningful and ensure new learning is connected to prior learning
- [] impact positively on pupils' attitudes and behaviour, in order to prepare them for adult life.
- [] be delivered enthusiastically
- [] cater for the needs of different learning styles
- [] incorporate 'mind maps' as a mechanism for accelerating learning
- [] incorporate 'lots of starts' approach
- [] start at where the children are at in their learning
- [] create and make full use of a stimulating learning environment
- [] be clearly differentiated to provide challenge for pupils of all ability levels
- [] ensure children are engrossed in their work
- [] develop positive, caring attitudes
- [] provide a range of opportunities for children to work independently and collaboratively
- [] incorporate effective use of learning intervention when appropriate (see attached guidance)
- [] teachers should plan for opportunities for children to work with experts from outside of school.

The quality of teaching and learning at Ab Kettleby School is monitored and evaluated according to pupils' standards of attainment and on pupil achievement using the OFSTED criteria:

Making Judgements About The Quality of Teaching and Learning

Outstanding (1)

Teachers demonstrate deep knowledge and understanding of the subjects they teach.

They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.

Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.

Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.

Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.

Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.

Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.

Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.

Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.

Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.

Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.

Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.

Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

Good (2)

Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.

In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.

Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.

Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.

Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.

Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.

Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.

Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.

Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.

The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.

Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

Requires improvement (3)

Teaching, learning and assessment are not yet good.

Inadequate (4)

Teaching, learning and assessment are likely to be inadequate if one or more of the following applies.

Teaching is poorly planned.

Weak assessment practice means that teaching fails to meet pupils' needs.

Pupils or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently.

Pupils cannot communicate, read, write or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills because they are unable to access the curriculum.

Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.

Responsibilities of Staff

- [] School ethos creates a 'can-do' classroom and school culture
- [] Teachers value children and encourage positivity – self-belief and self-esteem
- [] Teachers create the 'wow' and buzz factor and celebrate **all** achievement
- [] There are performance opportunities and success is celebrated
- [] Records of achievement help children to focus on their successes and recognise progress, however small.
- [] Accelerated learning is in process of being embedded into teaching and learning
- [] Teachers focus on **process** as well as content and outcomes
- [] Motivated, confident and enthusiastic staff who prioritise and do fewer things, but do them better
- [] Staff specialisms and strengths are used to best advantage.
- [] Teachers and support staff have opportunities to use and develop their talents
- [] Teachers have high expectations, and raise the children's expectations of themselves
- [] Staff use questioning effectively for a range of purposes
- [] Staff model and positively reinforce learning, skills and behaviour
- [] Staff use incorrect responses as an opportunity to make a teaching point
- [] Staff take an holistic view of the children, knowing their strengths and weaknesses, their different learning styles and multiple intelligences
- [] Focus on the big picture and tap into children's values and basic needs which may vary from day to day
- [] Teachers plan and teach to meet the needs of all children – knowing what is important to the school
- [] Appropriate teaching is matched with individual programmes and personalised learning
- [] Teachers encourage peer marking/ working/ peer teaching and learning
- [] Staff make no assumptions, and are open to new ideas, strategies and techniques
- [] Assessment for learning is used to accelerate learning
- [] Promote the academy's teaching methods
- [] Show initiative
- [] Actively participate in academy life and decisions
- [] Use their specialisms
- [] Enhance teaching and learning
- [] Have opportunities to use and develop their talents
- [] Ensure learning is meaningful and that new learning is connected to prior learning

- [] adopt a co-coaching approach to professional development

CLASSROOM MANAGEMENT

Approaches to Teaching

There must be a good balance of individual, paired, group and whole-class teaching. Teachers must choose carefully the style of teaching which is the most effective and groups will differ in composition and size for different activities. There may be several different activities in progress and at these times the teacher will be helping mainly one group or individual whilst the remainder will be involved in planned activities that do not require teacher input. It is important that while this is in progress children stay on task.

This can be helped by:

- [] having well organised and labelled resources;
- [] taking time to train children in procedures;
- [] making sure that children are aware of what they must do when they have completed an activity;
- [] making children aware that the teacher does not always have to be first in the line of contact. Other children, student teachers and parent helpers can be used.

To maximise learning opportunities, a thematic approach to planning is adopted, which focuses specifically on the teaching of key skills as identified in the school's curriculum policy.

Time Management

It is important that activities are well planned so that each child is working at their correct level, that they begin promptly and that the initial pace is maintained. All children should know what to do as soon as they enter the classroom and after they have completed an activity. A reminder list of tasks for individuals who have completed work ahead of the group is often helpful. Efficient planning and classroom organisation will significantly reduce time-wasting activities.

Routines and Rules

Routines and rules in the classroom contribute to a happy and healthy learning environment. To be effective they should be:

- [] agreed by the children and clearly understood;

- fair and consistent;
- realistic and positive;
- kept to a minimum but enforced regularly;
- daily activities with which the children are familiar.
- All rules should result in the children knowing the boundaries of behaviour and should be set within the terms of the Behaviour Policy.

Assessment

Assessment for Learning is valued by all members of staff and is seen as a means of engaging pupils by personalising their learning. It is also viewed as enabling pupils to take ownership of their learning and participate in the process of moving it forward to the best of their ability.

Assessment that enables pupils to play a very strong part in making and recognising improvement in their work is likely to be excellent.

Information from assessments of pupils' learning is used directly in planning teaching. Pupils' work receives well-focused, diagnostic comments that help them to see how to improve. Pupils are helped to judge the success of their work and to set targets for improvement. Their understanding of new ideas is checked, for example, by asking them how to apply their learning in new situations. Information about the children's needs and achievements is shared regularly between parents and staff. A thorough programme of assessment and review is used consistently in all subjects throughout the academy. The outcomes of assessment are used regularly to set realistic targets.

The Learning Environment

This should be organised to ensure that children have the opportunity to:

- work individually, in groups and as a class (both inside the classroom and outside);
- make decisions;
- work co-operatively;
- solve problems;
- be creative;
- discuss their ideas;
- develop social skills;
- develop independence;
- use initiative;

- receive support;
- achieve academically.

Learning takes place in an environment which:

- is challenging and stimulating;
- is peaceful and calm;
- is happy and caring;
- is organised;
- is well resourced;
- makes learning accessible;
- is encouraging and appreciative;
- welcoming;
- provides equal opportunities;
- provides a working atmosphere.
- the children feel they have ownership of and responsibility for
- promotes respect and a sense of pride

Display

Display in the school should be used to create an attractive and stimulating environment. The work displayed should be of a high standard and use both 2D and 3D in a variety of media and be changed frequently. It should include work on different aspects of the curriculum and reflect the individual child's efforts as well as ability. Displays will often show the process of how something has been learnt as well as the final product. Ideally, Mathematics and Science displays should stimulate discussion and be accompanied by children's questions and answers. Sometimes they can be 'interactive'. Displays should:

- Have a title clearly indicating the content of the display
- Have a balance between key questions, important information, key vocabulary and children's work.
- Incorporate mind maps and other techniques where appropriate
- engage children from the outset of a new topic (central interactive display)

One display board in each classroom should be an **Information Board**. The content of this board should include:

- [] School Code of Conduct
- [] Classroom Rules
- [] Weekly Timetable

Equal Opportunities

All children have the right to equal opportunities. Teachers' expectations of behaviour and performance by all children should be the same. Particular care should be taken in the areas of Science, Mathematics, Technology and Physical activities. Through a life skill approach teachers must ensure that pupils turn take and share the equipment that is provided for them. All activities, including extra curricular activities are open to all children, numbers permitting.

Gifted and Talented Pupils

Some pupils may demonstrate exceptional performance within certain areas of their schooling. Ab Kettleby School is committed to developing a school ethos that supports and celebrates the learning needs of all children. Provision for more able children is an integral part of the whole school teaching programme. Children identified as being exceptionally able in certain areas have Individual Challenge Plans (ICPs) which are reviewed on a termly basis with the child's class teacher, the school's Gifted and Talented Coordinator and the parent. The aim of the ICPs is to ensure that very able children are provided with an educational experience appropriate to their needs, and which aids the development of their strengths and focus areas.

Record Keeping

All teachers should keep detailed records of their work with the class and of individual children's activities and progress. The school has a policy for planning, assessment, recording and reporting of National Curriculum subjects that must be adhered to. Other records are left to the teacher's professional discretion.

Policy Last Reviewed : May 2016

SIGNATURES AND DATES

Chair of Governors.....

Head teacher

Review date.....

Guided Learning

A Guide for Staff at Ab Kettleby School



What is Guided Learning?

Guided Learning is an instructional sequence for small groups which is integrated into lessons to provide a bridge between whole-class teaching and independent work. It is direct teaching and works best when pupils are acquiring and developing concepts or skills in a subject. It can also be used to consolidate and refine skills and understanding. Guided sessions are flexible and can last from 10 minutes to 40 minutes depending on the nature of the task and the objectives. It is not a discrete or separate programme, but one part of a rich, challenging and coherent curriculum.

Guided learning enables teachers to support and challenge pupils by meeting the needs of individual pupils. It does this by grouping pupils to provide structured support and challenge inside or outside normal lessons to address aspects of progress and specific need.

In guided learning groups, the teacher does more than 'listen in' or 'join in'. It is a place where you continue to **teach**, but are much closer to the pupils – you can monitor their responses and adjust what *you* say or do, and what you ask *them* to do or say, accordingly. It is assessment for learning in action. The teacher is helping the pupils make sense of the learning material or stimulus and the learning experience. In this sense, the teacher can be magnifying and sharpening the learning outcome. It should be added that, if presented effectively, guided learning provides an excellent opportunity to model behaviours of effective learning, teaching pupils behaviours of lifelong learning.

The Learning Climate

For guided work to take place, an effective learning climate needs to be established including high standards of behaviour, positive relationships, clear expectations in standards of work, routines and a well presented environment. The teacher needs to therefore praise and reward appropriate behaviour and outcomes. Guided learning is therefore as much about positive orientation in the learner as about teaching skills or strategies the learner might use.

The Guided Group Sequence

This sequence provides a generic framework which can be used in guided sessions to develop knowledge, skills and understanding in subject areas across the Curriculum. It can be tailored further to suit the needs of individual subjects and pupils.

A Step by step guide to guided group work	What this involves	How to do this/strategies with a group
1. Clearly Establish the Focus for the session	Clearly introduce the objective, task and content of the session.	<ul style="list-style-type: none"> • Display this on the board clearly • Ask the group to generate this with you.
2. Review Prior Knowledge (Assessment for learning)	Briefly review prior knowledge in the subject area and any learning which has taken place in the stage before. e.g. if pupils are about to learn connectives, can they write a basic sentence with a capital letter and full stop?	<p><u>Pupils may demonstrate what they already know</u></p> <p>:</p> <ul style="list-style-type: none"> • on a whiteboard • quick hands up • using talking partner and then feeding back the outcomes to the group • with apparatus • look in their books at previous learning
3. The Teaching Input (Modelling/Guiding/Demonstrating)	Teach the strategy for learning and Model it.	<p><u>Share the Strategy and Model it by:</u></p> <ul style="list-style-type: none"> • Recording concepts on whiteboard, clearly and in a coherent sequence. • Model the concept on a whiteboard and ask pupils to identify deliberate mistakes. e.g. write a sentence with missing capital letters, can pupils spot what is wrong and improve it? • Using images • Using ICT • Using apparatus • Paired work- pupils share the strategy and teach each other • Talking partners- How many words can you find together? Share findings with a group. • Active learning- can you make an action to remember the concept? • Pupils question each other e.g. can you give your friend a problem to solve? Feedback to the group collectively.
4. Pupils practise the skill/concept Independently (refine, reshape ,revise)	Pupils complete the independent task with support and intervention from the teacher where required. If a majority of the group do not grasp the concept, the teacher should intervene and go back to stage 3 to model the concept further. During this time, the teacher intervenes, supports, challenges and guides pupils through the work . The teacher will also be carrying out a number of active roles including questioning, modelling, listening, observing and assessing to be better informed about subsequent intervention. The teachers time must be divided fairly amongst the pupils when they are working independently to ensure that their learning is maximised and one pupil does not dominate this time.	<p><u>The independent task:</u></p> <ul style="list-style-type: none"> • Pupils complete the independent task identified by the teacher. • This may be strengthened by the outdoor learning space e.g. using chalk on the floor of the playground to practise concepts • The Facilitated Learning strategy may be used in which the pupils research an area of the curriculum themselves and present it. This is guided by questioning from the teacher. • Pupils may use ICT based games to practise a particular skill or concept.
5. Review the Learning (summarise ,share, appraise and extend)	The guided session should end with an input from the teacher. This must include a clear summary of the learning which has taken place , the progress made and the strategies or concepts involved.	<ul style="list-style-type: none"> • Refer to the Learning Target shared at the beginning of the session. • Ask pupils to model the concept to each other. • Provide pupils with the challenge of the next steps in learning if they have

		<p>achieved and understood the Learning Target.</p> <ul style="list-style-type: none"> • Pupils teach a partner how to do the Learning target.
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The Role of Effective Questioning in Guided Group Work

Language, thinking and learning are interrelated. Pupils' progress in language and literacy is affected by their capacity to think and learn. Language is also important in the development of information processing, reasoning, enquiry, creative thinking and evaluation. The teacher needs to use effective questioning to challenge learners to articulate their thoughts and to develop their thinking and learning by justifying and explaining their ideas and opinions.

Challenging the Group

Teaching is about accelerating pupils' development and learning so that they move quickly beyond what they can already do to new learning. The learning needs to be pitched so as to avoid, on the one hand, boring repetitive work, and, on the other, tasks and interventions that are totally beyond pupil capability. All pupils need opportunities to struggle and think through challenging problems and issues. Teacher intervention needs to be skilfully judged so that pupils receive enough support to keep them going, but enough challenge to maintain a fast rate of progress. Guided learning, because it is focused on carefully selected groups, enables teachers to do this more effectively.

Access to Professional Development and Training

At Ab Kettleby School, we value the professional development needs of all staff. Therefore, if any member of staff wishes to access training or development in relation to guided teaching then the opportunity is available to observe this methodology via CPD time.