Teaching and Learning Policy

FOREST VIEW SCHOOL

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Rationale

We aim to maximise children's potential, give them high aspirations and to embed a series of skills that will equip our pupils for life. We seek to develop a love of learning and strategies to cope with new situations that will enable **all** children to develop during their time with us and continue to do so throughout their lives. The quality of teaching and learning is of fundamental importance to this. A high quality education requires high quality, well-trained staff and suitable resources.

Aim

We aim to provide high quality learning opportunities, which will foster enthusiasm and interest. Lessons will be relevant and appropriate to the children's needs allowing them to access the curriculum in an effective and progressive manner.

This policy will provide a framework for monitoring the quality of teaching and learning; it will help teachers and other adults to evaluate their practice. It will provide a calm, safe learning environment where everyone feels valued. It identifies our beliefs about what constitutes quality Teaching which will promote Learning and keep standards high throughout the school.

Growth Mindset

At Forest View, we follow growth mindset approaches. Growth mindset refers to a learning theory developed by Dr Carol Dweck. It revolves around the belief that you can improve intelligence, ability and performance. The opposite, a fixed mindset, refers to the belief that a person's talents are set in stone. Years of research have shown that mindset is malleable. This means that by helping pupils to develop a growth mindset, we can help them to learn more effectively and efficiently.

The school recognises that flexible groupings have the biggest impact on pupil progress. Children work with a different learning partner each week and sit in different positions around the classroom. In the classroom, school staff constantly monitor children who provide children with immediate, in the moment feedback on their learning. This is focused around moving learning on, ensuring the children are suitably challenged and providing extra support/scaffolding to those that need it. The combination of praise, high expectations, challenge for all and the positive language for all enables all children to make progress through all areas of their learning. Children learn to accept that making mistakes is an important part of their learning journey that enables us to learn more successfully.

Teaching and Learning

The teaching and learning in Forest View is underpinned by quality first teaching together with targeted intervention to ensure all pupils are learning and making sufficient progress.

At Forest View we believe children learn best when:

- They feel safe.
- They are positive, are self-motivated, happy and have the confidence to take risks.
- They feel that they are all treated as equals.
- They are spoken to appropriately.
- They acquire mutual respect and value the work of others.
- They have clear expectations of work and behaviour.
- Lessons are stimulating, exciting and engaging – having purpose and pace.
- Work is challenging, but achievable.

- The learning environment is stimulating, calm and secure with accessible resources.
- They are encouraged and praised.
- They are given meaningful feedback on what they are doing and how they can improve - verbally and through the marking (refer to the school's marking policy).
- They engage in self-evaluation, making choices where appropriate and play an increasing role in organising their learning.
- They are given the opportunity to talk about and discuss their learning.
- ~~T~~hey are able to behave responsibly and appropriately in all settings.
- Teaching is focussed on their individual needs.
- Parents are involved and supportive.

To allow this to happen in our school the classroom climate needs to be embedded with the belief that all pupils can learn and improve. Successful learning occurs when children understand the goals they are aiming for and when they are motivated and have the skills to achieve these goals. To ensure that this happens and to raise standards in our school **high quality teaching** must take place consistently in all our classrooms. Forest View is built around positive relationships between children and adults and it is important that all adults consistently work on building and modelling these positive relationships. Belittling, sarcasm and negative comments about children have no place in our school community and are challenged by other adults if heard. High quality teaching can be achieved in many ways and can be judged by the learning that is taking place.

The school uses adaptive teaching processes which enable all children to access and be exposed to age-appropriate content. Through careful scaffolding of tasks all children have the opportunity to make progress and be successful in their learning. Adaptive teaching allows all pupils to be supported and challenged with their learning.

To be successful teachers we need to be able to identify and recognise learning that is taking place within the classrooms. **'Learning can be considered as the process by which skills, attitudes, knowledge and concepts are acquired and understood, applied and used or advanced and extended. It should not be confused with the mere completion of tasks'.** Teaching should focus on the quality of children's work.

What does learning look like in our classrooms?

- Children are motivated to learn and are excited about their learning.
- Children are active rather than passive learners.
- They can talk to you about what they are learning *not* what they are doing.
- They can use their retrieval skills to talk about what they have learnt before.
- Children's learning is scaffolded to ensure all pupils access age appropriate materials and can make progress.
- Learning is broken down into small steps.
- Children have a clear understanding of the TBAT and Toolkit. They know what is expected of them and what the teacher is looking for.
- Children are on task and able to maintain concentration.
- Children listen and are able to follow instructions.
- Children are able to work well in a variety of ways – in pairs, groups, individually.
- Children are independent learners and draw from a range of strategies when needed e.g. know what to do when they are 'stuck'.
- Children use appropriate vocabulary connected with their learning.
- Children ask relevant, appropriate questions and are inquisitive.
- Children are well organised with their time and equipment and are able to select their own

resources when appropriate.
- Children are able to take risks, they are not afraid of making mistakes and recognise that this is part of their learning process.
- Children are able to use success criteria to evaluate their work.
- Children are able to self-assess their work. Children should use a red pen for this.
- Children show pride in their work and the presentation of their work.
- Children are not labelled as being high or low ability, instead all children's strengths and areas for development are identified and built upon in every subject area.
- Children are challenged and expectations are high.
- Children are allowed to be creative.
- Where possible children are given immediate feedback as they are working so that they can move their learning on. Staff recognise that in the moment marking is the most effective form of feedback.
- Computing is integrated into everyday learning where appropriate. Children are taught to use technology safely and responsibly as part of the school's curriculum.

To enable high quality teaching to take place the teacher must be organised and well planned.

Effective planning will be adaptable and change depending on the learning that has taken place in previous lessons:

Yearly planning – Topic overview sheets provide clear information about what skills are being covered and when. A topic overview sheet shows what age-appropriate key aspects will be addressed in each topic and how teaching will be aligned to the school's curriculum drivers. The overview sheets provide an overview of each subject and year group to ensure coverage of the National Curriculum, a progression in skills, continuity and secure a broad and balanced curriculum. As children move through the school they have to meet a higher level of skills. The overview sheets also identify a hook and outcome from each topic.

Termly/weekly topic planning – drawn from the yearly planning and a mind map which is produced with the children when the topic is first introduced to them. Plans include a termly breakdown of objectives/skills to be taught, a brief overview of the activity which identifies skills and the learning outcome. The activities should focus on learning through key experiences and aim to be exciting and engaging. They should identify opportunities for children to carry out investigations, research, engage in discussion and debate, carry out observations and communicate their findings. Opportunities for maths, English, computing and outdoor learning are identified across the curriculum.

Maths and English weekly planning – drawn from the medium term plans which contain TBAT, success criteria, learning activities and organisation, scaffolded activities to meet the needs of the learners in the class, assessment/evaluation opportunities.

Mini-Maths planning – a termly overview plan is produced for each phase. Sessions are focused on developing key skills in mathematics.

Phonic/spelling planning – Phonics and spellings are based on the Read Write Inc scheme. Phonic plans and spelling plans have been adapted from the scheme.

Whole class reading planning – In KS2 this is based on the Ashley Booth WCR resources, separate plans are not produced, detailed power points are used. In the KS1 the bank of high quality texts are used and power points in line with KS2 are produced with focus on vocabulary and the key question areas of predicting, inferring, sequencing, retrieving and vocabulary.

All planning should:

- Be objective driven with clear success criteria and learning outcomes.
- Linked to age-related expectations and have high expectations and challenge for all learners.
  ● Show how learning will be scaffolded.
- Build on children's previous knowledge.
- Provide a variety of teaching styles.
- Provide children with opportunities to write everyday across the curriculum and at length at least once a week
- Identify links with computing.
- Ensure the full participation of all the children.
- Reflect the requirements of the national curriculum.
- Show that assessment and evaluation has been reflected in future planning.
- Show a sequence of learning and progression.
- Promote cross-curricular links so that English, maths and computing skills are embedded into other subject areas
- Identify key questions.
- Identify key vocabulary to be used
- Inform and be made available to Teaching Assistants and other adults in the class.
- ~~E~~nsure all children benefit from direct class teacher involvement during the week.
- ~~E~~nsure the best use of all available adults to accelerate learning.
- Include opportunities for outdoor learning.
- ~~E~~nsure that learning is purposeful.

Reading

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- Teachers will listen to their children read regularly and this will be done in rotation with their TA on a needs led basis.
- Whole Class Reading Sessions normally take place three times a week with each session lasting for 20-30 minutes. Chosen texts and extracts will be high quality, age-appropriate and suitably challenging for all children.

Learning Environments

A learning environment can be anywhere and may not necessarily be restricted to the classroom. Children should have access to the same high quality resources (including their learning packs) that they should have in the classroom.

The learning environment has a great impact on the children's learning. The school and learning environment should meet children's basic physical needs, their need to feel safe and secure and their need to feel personally valued and cared for. These needs can be meet by: the physical setting, the quality of positive relationships in school, the lesson structures, clear rules and the language and communication used.

Classrooms should:

- Be a calm, supportive atmosphere
- Be free of clutter, tidy and well presented. Where possible wall spaces should be kept free of posters and work. Instead this should be kept within the confines of the classes display

boards.

- There should be a clear space around classroom boards. This allows children to focus on what is being taught rather than being distracted by things placed around the board.
- Windows should be kept clear of materials. This encourages there to be plenty of natural light in classrooms and avoids unnecessary distractions for the pupils.
- Be arranged to aid, emphasise and support learning and to address pupil's physical needs i.e. position of furniture and displays.
- Support any child where English is not their first language until they become competent with English.
- Be a word rich environment appropriate to the age of the children that displays and celebrates their writing and work.
- Display the TBAT and Toolkit (success criteria) for each lesson in age-appropriate language.
- Display a visual timetable in a prominent position in the classroom by the main teaching board.
- Display a number line on the wall (infants 0-100, juniors -10 – 100).
- Display the alphabet, which reinforces correct letter formation and includes both upper and lower case letters.
- Have resources for children to use which are of good quality.
- Provides access to curricular resources that are organised to ensure easy access for children.
- Have a working wall for English (painted yellow) that is in a prominent position in the classroom. The board should also include the punctuation that the children should be using appropriate to their age (and the level above) and the classes 'wow' words which the children can be rewarded for using in their work.
- Have a maths 'target' display (painted blue) and reflects the key concepts for the phase. The board should be the same in all classes across the phase.
- Have a display that reflects the current topic and the range of work covered. This should be painted in colour of the teacher's choice and be built as learning progresses during a topic. At the end of a topic, the topic display should be relocated to one of the corridor display boards.
- Display a school rules tree which can be easily seen and includes the school behaviour charter which is regularly referred to.
- Allow children to see how they are rewarded for their successes (in-class reward systems, celebrations in class of good work and effort).
- Include a celebration board which demonstrates pupil successes each week and shares good examples of their work.
- Have a reading area that is vibrant, inviting for all pupils and displays high quality age-appropriate and challenging books that face forward. Books should have a laminated card behind them of the front cover. Include learning packs, which are easily accessible for all children, that have a range of material to support learning. This will include scaffolds, prompts, sentence starts, key vocabulary and other key information which will support the delivery of the curriculum for that phase. Learning packs should be the same across the phase.
- Key maths vocabulary for each lesson is on the power points produced.
- Key topic specific words/knowledge organisers should be placed in the front of pupil topic books at the start of each term.
- Include 'target cards' for those children with additional or special educational needs which enable children to focus on their next steps in learning.
- Be an interactive teaching environment which allows all children to be proactive in using their learning environment independently to succeed.
- Have access to water for children to remain hydrated. Please note all other drinks such as fruit juice, squash and flavoured water must not be drunk in the classroom, particularly at tables, due to the risk of damage to pupils work and school equipment.

- KS1 classrooms should also have a role play box and activities which children can access on table tops which will support their social and educational development.
- EYFS classrooms should have a specific continuous provision areas and should be arranged to support delivery of the EYFS curriculum.
- KS2 classrooms should have a range of table top 'end of the day activities' which will support children's social and educational development.

Teams

The success of any school is dependent on the teams of staff that operate within it. For successful learning to take place, teachers and TAs need to form a strong and positive working relationship. Appendix C details what a professional teaching assistant might look like and how a teacher can help to develop a positive working relationship with each other.

It is also important for staff to form good relationships with other teachers and TAs that work as part of their 'planning team'. Planning should be equally shared out amongst the team. Once complete, planning and resources should be disseminated amongst the team in good time before the lesson or sequence of lessons is to be taught. Teachers should ensure that any plans and resources that have been created by other team members are appropriate for their class and should adapt them where they are not.

Forest View is built on lines of accountability through each team. Staff should be challenging each other and holding each other to account over planning, assessment and the needs of children. This will enable the school to continually adapt its practice to make sure the needs of all children are met.

APPENDIX A

What does high quality teaching look like?

- Secure or better subject knowledge of the teacher.
- Staff voice is balanced in pitch and tone and used effectively to impact positively on learning and behaviour.
- Lessons are well planned and objective led (TBAT) with a clear learning outcome/purpose and success criteria.
- A range of Assessment for Learning (AfL) techniques are used.
- Lessons are scaffolded to provide challenge and support for all pupils.
- The TBAT and Toolkit (success criteria) is shared with the children and is referred to throughout the lesson to assess learning.
- Previous learning is reviewed (if appropriate) to support retrieval and memory skills.
- A range of teaching methods to foster different ways of learning is used ensuring a good balance between instruction, demonstration, modelling, discussion, questioning
- A range of learning styles are catered for.
- Key vocabulary is displayed and used accurately.
- The lessons are well paced and delivered with enthusiasm.
- The method and organisation of the lesson supports the learning intention.
- Classroom staff clearly work collaboratively and are focussed on improving pupil progress and outcomes.
- Staff have high expectations of all pupils' achievement with clear success criteria.
- Staff have high expectations of behaviour and follow the school's behaviour policy or pupil's individual behaviour plans.
- Behaviour is conducive to learning which means that children are not too passive and quiet but active and engaged.
- Staff make use of praise and encouragement throughout the lesson.
- Staff evaluate pupil learning throughout the lesson and modify and adapt the lesson/task when necessary.
- Teachers use their daily assessments and observations to adapt and modify future planning and learning.
- Staff use a range of effective resources including practical ones.
- Staff use a range of questioning techniques and allow time for responses.
- Children are given the opportunity to talk and discuss their learning.
- Time is managed effectively.
- Feedback is provided for children, which is constructive and enables them to move forward.
- Children can confidently ask any adult in the classroom for advice or help because all the adults are clear about the lesson's objectives and the teacher's expectations.
- Staff reinforce pupil's SEN targets where and when appropriate.
- Staff model appropriate handwriting for the age-group.

APPENDIX B

Lesson Study

The following information lists what types of things might be seen in a lesson that is high quality. Teachers should focus on the learning that is taking place and should endeavour to secure high quality learning at all times. The mechanism for how they achieve this can be very different from one lesson to the next or between teachers.

The teacher:

- Sets clear TBAT and success criteria
- TBAT and Toolkit (success criteria, in child speak) shared with children
- TBAT and Toolkit (success criteria) referred to during the lesson
- Has high expectations of all children
- Models using the children's ideas
- Scaffolds the learning.
- Uses a range of teaching styles / techniques (including AfL)
- Actively involves children during the lesson
- Balance between teacher and pupil talk
- Uses a range of questioning - extend learning, assess
- Uses subject specific vocabulary.
- Manages behaviour well of all children including statemented pupils.
- Consolidates and assesses that learning that has taken place.
- Gives children regular feedback (written and verbal) which identifies next steps to learning. Staff should recognise that the most effective feedback takes place instantly with the child as they are doing their work or on completion of their work.
- Learning is adapted to the children's needs.

Planning:

- Clear TBAT / learning outcome/purpose / success criteria which match the needs of the class.
- Age related expectations / high expectations.
- Clear teaching sequence (showing progression).
- Builds to a final outcome using a range of activities and includes an initial hook where appropriate.
- Include opportunities for writing every day.
- Shows how learning will be evaluated.
- Links to previous / future learning.
- Identifies role of teacher and teaching assistant.
- Identifies type of scaffolds to be used.
- Evaluation and assessment used to inform future planning.
- Learning is adapted to the children's needs.

Teaching Assistant: [Refer to job description for details]

- Is clear of their duties / children's tasks.
- Is actively involved in all parts of the lesson.
- Sits in an appropriate place.
- Refers to TBAT and success criteria during the lesson
- Deals with/pre-empts low level disruption to allow teacher to carry on teaching

- Uses initiative.
- Encourages children's independence i.e. doesn't do it for them.
- Doesn't always work with the lowest ability children.

Children:

- Motivated to learn.
- On task quickly (transition period).
- Actively involved in their learning.
- Can talk about their work.
- Can access resources.
- Can work well in a range of situations i.e. group, paired and independent.
- Work at a good pace.
- Behave appropriately.
- Can talk about their learning.
- Take pride over their work.

Classroom:

- Tidy, attractive working environment.
- Resources available for children.
- Resources presentable.
- Objectives and success criteria clear.
- Subject specific vocabulary displayed.
- Is appropriately arranged to meet the needs of children with physical difficulties.
- Correct date displayed.

Displays:

- Evidence of children's work.
- Balance between children's work (particularly writing), photos, prompts, information.
- Information etc. displayed is relevant to the children's learning.
- Reflect theme.
- Are organised and presentable.
- Are age-appropriate