



The Swallowtail Federation of Church Schools

Teaching and Learning Policy – updated October 2017

Our schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Introduction

Our curriculum is more than what is taught in the classroom but embodies all the learning that takes place in our school. Our approach to teaching and learning is what brings the curriculum alive for children and allows them to fulfil their potential. Through the teaching of value for life, the 5Rs and core skills we develop a love of learning.



The 5R's.

Throughout our teaching and learning the **5Rs** are embedded within our school environment to enhance and support the children's learning attitudes and behaviour. We celebrate the children's achievements within the classroom and playground. We use these 5Rs to encompass the essential elements which are non-negotiable features of teaching and learning in our classrooms.

The 5Rs are as followed:-

Resilient - Sticking at something even when it gets difficult

Responsible - Looking after yourself and others

Resourceful - Knowing what to do and where to go when you get stuck

Reflective - Learning from experience

Reasoning - Making careful decisions and explaining why

We have taken these and applied them to what we consider to be non-negotiables of teaching and learning at the Swallowtail Federation.

1. Resilience – we will develop resilience in all our learners through the following:

Challenge and differentiation - the expectations for all groups of children will be high. Even when children are consolidating previous learning, teachers need to ensure that they incorporate something new or different within the activity to develop their thinking/learning.

- ✓ Differentiation during lessons can be seen through: questioning, adapted resources and activities, the level of adult or peer support provided and flexible grouping.
- ✓ Work must be set at an appropriate level of difficulty for all groups of children, particularly the least and most able. This may mean that some children need individual work.
- ✓ The level of challenge, particularly for the most able, must be clearly planned for so that children make the progress of which they are capable.
- ✓ Teachers will ensure that children do not spend time doing activities in which they are confident; for example once a child has mastered addition at their level they need to apply this to a problem or use in a different context.
- ✓ Groupings must be flexible (within lessons as well as over time) to ensure that children are working at an appropriate level of challenge relative to their starting points.
- ✓ All adults should be mindful of children who are Pupil Premium and on the SEND register.
- ✓ At some points, certain children or groups of children may have targeted intervention during lesson times to ensure that they make progress in relation to their individual needs.
- ✓ Teachers will ensure that they spend quality time teaching the least able (as well as other groups) so that they are able to unpick their learning and ensure that they are making progress from their starting points.

2. Responsibility – it is the responsibility of all staff to ensure the following are applied consistently.

Praise

- ✓ All adults will recognise and acknowledge good behaviours for learning and praise accordingly.
- ✓ Praise is used to highlight and celebrate the learning that is taking place, throughout the lesson, so that this is shared explicitly with the other children. For example; 'I love the way that ... has set out their work so that it is presented really neatly'.

Participation – there will be a clear expectation that all children will be actively participating during whole class/group teaching

- ✓ All adults will use a range of strategies to facilitate participation; for example through partner talk, white board activities. **The use of 'hands up' will be minimal as this limits participation.**
- ✓ Teachers will always have planned what children will do when they have finished an activity. This will either be in the form of an extension activity (that extends their learning) or time to review and improve their work.
- ✓ Starter activities will involve all learners and be appropriately differentiated.
- ✓ The participation strategies used within Talk for Writing and Literacy teaching will be evident across the curriculum from EYFS to year six.
- ✓ In EYFS teachers will ensure that children do not spend lengthy periods of time (more than 20 minutes) sitting during whole class teaching or listening to others. Teachers will be mindful of the time that children spend sitting during activities such as registration or when coming back after completing an activity and the accumulative effect could have on the time that children spend 'waiting to get going' during the day.
- ✓ Teachers will involve children in planning for the curriculum; using their interests, shared experiences and life around them as starting points for learning.

Pace

- ✓ Lessons will start promptly after playtimes and at the start of the day. Adults should be in the classroom as children come in from play.
- ✓ Adults will use a range of signals to ensure quick, effective class management; for example stop signals (raised hand), magnetic eyes etc
- ✓ Teacher talk should be kept to a minimum. Children should be given the maximum amount of time to demonstrate learning; for example children must be given enough time to write at length to demonstrate what they have learnt or to rehearse a skill (this cannot be achieved in short periods of less than 20 minutes).
- ✓ Children must be used to working to a deadline/expectation of what they can achieve. Children will be made aware of this with comments such as 'by now you should have...'

Teaching and classroom assistants

- ✓ Teaching and classroom assistants' main role is to support and extend children's learning and understanding.
- ✓ Teaching and classroom assistants will work with children of all abilities.
- ✓ Teaching and classroom assistants will ensure that they fully understand the focus for learning and will seek clarification when necessary.
- ✓ Teachers will ensure that they facilitate opportunities to talk through their planning, the focus for lessons and the teaching and classroom assistants' role within it. Teaching and classroom assistants must ensure that they provide feedback to the teacher about the children that they have been supporting, the progress that they have made and any misconceptions that have occurred and how they have addressed them.
- ✓ Teaching and classroom assistants must ensure that they facilitate learning and enable children to be independent through their use of questioning, modelling, scaffolding and praise.
- ✓ Teaching and classroom assistants should recognise when children are capable of moving on at a faster pace and adapt the activities that they are doing to enable them to make greater progress (or adapt an activity when the children are finding it too difficult).
- ✓ Teaching and classroom assistants should have the same high expectations of children's learning behaviours when working in a group or 1:1 as for when in class.
- ✓ Teachers will be mindful of the size of groups that teaching and classroom assistants work with, taking into account the dynamic of the group and the needs of the children. For example working with a small group of two/ three children on a specific area of difficulty is going to have more impact on their learning than a group of six children who may then spend time waiting for others to be at the same point.



3. Resourceful – through a stimulating and rich environment we will encourage our children to be creative and use their imagination.

Passion

- ✓ All staff will model a passion for learning and an inquiring mind.

- ✓ All staff will provide children with a varied and engaging curriculum to inspire a love of learning.
- ✓ All adults will support children to develop pride in their significant achievements.

4. Reflective – through meaningful assessment our children will be encouraged to reflect upon what they need to do to improve.

Assessment

- ✓ Teachers should pick up on misconceptions during lessons and use these as an opportunity for learning (where possible in the same lesson). Teachers should use questioning to probe and extend children's understanding and learning.
- ✓ Teachers will ensure that children have the opportunity to reflect upon their own learning and self-assess against the learning objective and success criteria whenever appropriate.
- ✓ Work should be assessed against the learning objective
- ✓ All work should be marked in accordance with the school's policy for marking and feedback.

Procedures used:

- ✓ National curriculum statutory tests – Yrs 2 & 6
- ✓ National non statutory tests and tasks (optional tests)
- ✓ EYFS profile
- ✓ Teacher assessment
- ✓ Peer and self-assessment
- ✓ Annual reports
- ✓ Tracking – pupil asset



5. Reasoning –our learners will be encouraged to give reasons for their decisions and have a clear understanding of what they are learning and why.

Purpose

- ✓ The focus for any teaching/activity should be on what the children will learn, rather than do.
- ✓ The learning objective will be made clear and shared with the children
- ✓ When children are learning through enquiry or drama the learning objective may not be explicitly shared, however the objectives and the purpose of the lesson will be clearly planned.
- ✓ Children should know what they are learning and why.
- ✓ Children will be engaged in purposeful activity throughout the school day. There will be an early morning activity prepared on the board for all Key Stage Two children for children to complete during registration. This could also include responding to teacher's marking.
- ✓ Children must be given time to respond to teachers' marking and address any next steps, in accordance with the school's marking policy.
- ✓ In EYFS adult led activities will be carefully planned to match the needs of different groups of children and time needs to be allowed within the week to respond to children's needs as and when they emerge.

- ✓ In EYFS adults need to be actively engaged in responding to children's learning as it occurs during lessons as well as over time. Teachers must effectively deploy other adults so that they can focus upon teaching and learning activities.

The learning environment

Our classrooms are attractive learning environments. All children learn best when they have the right environment to work in, we will create this in our school by:

- ✓ establishing positive, happy and respectful relationships between adults and children;
- ✓ ensuring that our classrooms are clean, tidy and well organised;
- ✓ ensuring that children can access resources independently;
- ✓ ensuring the learning environment is comfortable; e.g. the room is ambient temperature, has appropriate lighting and space to move around, and allowing children to drink water in class;
- ✓ ensuring that the environment and any activities are safe and pupils are not at risk from harm;
- ✓ changing the layout and organisation of the furniture to suit the activity;
- ✓ creating a quiet, purposeful noise level within the classroom which matches the activity;
- ✓ using high quality resources and materials which are clearly labelled and accessible to the children;
- ✓ creating high quality displays which are changed regularly and support children's learning, as well as promote high standards.

Outdoors:

- ✓ In reception children will be free to use the environment when they choose and are encouraged to take ownership of the space, including making choices about the resources they choose to support learning
- ✓ In all other year groups learning will be supported through planned activities in the outdoor learning environment across different subjects and children across our federation will have the opportunity to take part in Forest School sessions.



Our approach to teaching and learning.

We believe in providing:

- residential trips including adventurous activities (KS2)
- use of ICT embedded across the curriculum
- wider cultural experiences, including trips outside school
- learning outside the classroom
- knowledge and understanding of our immediate and wider community/environment, including links to the church, where we regularly attend services and events.

Our core skills and attitudes

- the ability to work well with others as a team member or leader to develop the social skills of co-operation and mutual understanding
- independence
- excellent communication skills including reading, writing, speaking and listening
- the ability to solve problems – applying common techniques to solve problems in a variety of contexts and situations in any aspect of life
- a sense of adventure and a willingness to try new things
- critical thinking – this involves children in evaluating their own performance and understanding what they need to do next in order to improve
- physical well being
- ability to utilise ICT – this involves using new technology to find, analyse, interpret and present information.
- moral and spiritual development.

Our core values

- creativity
- compassion
- thankfulness
- resilience
- respect
- honesty
- equality
- respect
- perseverance

This policy should be read and applied in conjunction with our policies for;

- EYFS
- Assessment
- Marking and feedback
- Behaviour
- Special Educational Needs and Disabilities