



Millhouse

Primary School and Nursery

Learning & Teaching Policy

To be reviewed: September 2019








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Aims of Policy

We aim for:

-  1. An environment that is happy, safe, healthy, and enriches and empowers learning.
-  2. Relationships of trust, regard and mutual respect. Emotional well-being is as important as high achievement.
-  3. A mix (“toolkit”) of activities in daily lessons, employing a range of different methods, senses and challenges.
-  4. High expectations of every child’s ability to learn, achieve, think critically and take responsibility for his or her own learning.
-  5. Personalised learning, according to the needs, abilities and interests of every child, and including those with special needs, gifts or talents (*see also Equal Opportunities Policy*).
-  6. Constructive engagement with parents so that they can help support their children’s learning.
-  7. Extracurricular and enrichment activities that will enhance the abilities of all children.

Aims into Practice



1. Environment.

Teachers should:

- 1.1 Have water available. Children can bring in own water container and take it home every day (Y3-6). Reception to Y2 have water fountains in each classroom. Nursery to have cups in the classroom.
- 1.2. Keep the classroom a comfortable temperature and well ventilated with as much daylight as possible.
- 1.3 Have a tidy and well organised classroom or setting with well-maintained accessible resources. Ensure that key information can be seen easily from wherever the children are working.
- 1.4. Enable independence, e.g. labelling resources with print and pictures for younger children, or pencil sharpeners the children can use when they need them. Ensure that access points to interactive whiteboard are free and clear.
- 1.5. Provide visual clues for learning, which must include learning targets, success criteria and key vocabulary and refer to them when teaching.
- 1.6. Give children their own space within the classroom (e.g. own drawers and pegs).
- 1.7. Have resources and displays that meet the needs of all children by reflecting current curriculum topics, Maths and Literacy/English working walls, and other subjects as appropriate.



2. Relationships

Teachers should:

- 2.1. Be positive and friendly – no put-downs.
- 2.2. Establish the school and the class's rules and be consistent. *(See Code of Conduct)*
- 2.3. Welcome mistakes (by you and the pupils) as an excellent way to learn.
- 2.4. Use praise carefully; praise the behaviour, not the child; praise the process, not the product; praise the learning, not the performance *(see Appendix I, Praise)*.
- 2.5. Encourage independent and collaborative learning, including self and peer assessment.
(See Appendix II, Pupils Thinking about Their Learning)
- 2.6. Provide opportunities to talk about feelings.



3. Toolkit

Teachers should:

- 3.1 Use differentiated questions (targeted children), paired talk and group talk in all lessons to enable all children to engage with the learning process.
- 3.2. Encourage children to ask lots of questions. There could be a display in every learning environment that includes children's questions.
- 3.3. Vary the kind of questions you ask. Use more open ended questions, i.e. those that start with: How do you think... Why do you think... and Tell me about.... How would you...
- 3.4. Use practical, hands on activities wherever possible.
- 3.5. Use all environments, including outdoors, and outside visitors when you can.
- 3.6. Sustain a pace in learning that maintains high levels of interest in pupils. Teacher : pupil input should be 40:60 as a minimum (outstanding teachers aim for 20:80).
- 3.7. Explain your learning objective and how children will be able to achieve this through the use of success criteria and assess using them at regular points throughout lessons.
- 3.8. Make connections – with previous lessons, next lessons, with everyday life.



4. High Expectations

Teachers should:

- 4.1. Expect each child to reflect on his or her own learning (metacognition). How did you learn that? Could you or would you have done it in a different way? How did you reach your target? (*see App II, Pupils Thinking about Their Learning*)
- 4.2. Give children 'Take up time' (time to think). Very young children may need up to 15 seconds before they can answer a question.
- 4.3. Model challenge. Encourage the pupils to challenge you. (*See Appendix III, Challenge*)
- 4.4. Expect and acknowledge high levels of effort from every child.



5. Personalised Learning

Teachers should:

- 5.1. Use an Assessment for Learning (AFL) minute-by minute, daily and weekly cycle of observe/assess, plan, teach to engage and challenge all learners. (*See Assessment, curriculum policies and SEN policy*)
- 5.2 Ensure that all children have up to date reading, writing and maths next steps / targets.
- 5.3. Do constructive marking in English, maths, science and topic (see marking policy).
- 5.4. Regularly monitor individuals and groups to see which children are “stuck” in their progress and consult other teachers for support.
- 5.5. Scaffold and structure the learning according to the needs of each child.
- 5.6 Model all activities so that all learners can achieve.
- 5.7 Ensure that all activities are challenging for all learners in the class.



6. Parents

Teachers should:

- 6.1 Inform parents at every stage of their child’s achievements and interests (*e.g. P/T consultations, end of year reports, informal meetings, reading records*).
- 6.2 Provide open ended and differentiated homework.
- 6.3 Encourage parents to get involved in school life (*e.g. school website, encourage parents to help in school, make every effort to inform parents about assemblies and meetings*).
- 6.4 Give parents information about ways they can enrich their child’s (*e.g., extracurricular events*) **and their own** education (*e.g. Adult Learning and parenting classes*).
- 6.5 Use the website and other social media to celebrate children’s work and inform of dates for the diary etc.



7. Enrichment Activities

Senior Leaders and the Inclusion Team should:

7.1 Provide the opportunity for extra-curricular clubs and events for all children (*see Educational visits & Enrichment policy*).

7.2 Take up activities from local Secondary Schools and outside sports coaches.

7.3 Ensure that appropriate provision is made for gifted, talented and more able children to broaden and extend their learning beyond the requirements of the National Curriculum.

Appendix I

Praise

We want to encourage student's intrinsic motivation, with the idea that abilities and gifts are learnable, not fixed. We need to concentrate on the process they've gone through rather than their ability or intelligence. People often like superficial praise but may come to rely on it. This leads to panic, self-doubt, and the avoidance of risk and challenge when things get tough and the praise dries up.

Problematic Praise.

Avoid superficially positive comments like;

"Aren't you brilliant!" (Labelling the child; she isn't, but her work may be on this occasion).

"I know you can do this – you're smart". (So if I find it tough, am I thick?)

"Come on Adam, you're able, you should be doing better". (Actually, he might like the label of able underachiever- it's cool and safe)

"Good girl" (We say that to my pet dog when she pees outside.....)

Thoughtful Praise

These all place emphasis on the learning process and its journey-like nature.

"I like the way you stuck at that problem"

"Fantastic concentration Sofia"

"I appreciate your effort"

"Wonderful- tell me what you learned from these mistakes"

"You've chosen something really tough-well done- go for it!"

Pupils Thinking About Their Learning

- Share intentions with pupils, using pupils' language.
- Help pupils to understand what they have done well and what they need to develop
- Showing pupils how to use the success criteria to assess their own learning

Model quality: show pupils the learning strategies and goals

- Encourage pupils to listen to the range of pupils' responses to questions
- Show pupils the learning strategies
- Show pupils how the success criteria have been met in some examples of work from children not known to the pupils
- Ask pupils to review examples from anonymous pupils that do not meet the success criteria, in order to suggest the next steps to meeting the success criteria
- Use examples of work from other pupils in the class highlighting the ways it meets the success criteria or standards
- Using checklists in hot / cold tasks

Give feedback to pupils on their work

- Focus on the task, giving feedback regularly and while still relevant
- Confirm pupils are on the right track and encourage the correction of errors or improvement of a piece of work.
- Give suggestions for improvement and act as "scaffolding" i.e. give pupils as much help as they need to use their knowledge. Do not give the complete solutions as soon as they get stuck so that they must think things through for themselves. Help pupils find alternative solutions.
- Oral feedback is sometimes more effective than written feedback.
- Give pupils the skills and confidence to ask for help

Develop self-assessment

- Help pupils reflect on their own work (*What went well? What did you find more challenging?*)
- Support pupils to admit problems without risk to self-esteem
- Give time to work problems out
- Help pupils understand the criteria or standards that will be used to assess their work
- Give pupils the ability to make judgements about their work in relation to these and any feedback from the teacher
- Help them work out the implications of this for future action.

For peer assessment:

- Give pupils the ability to explore each other's work to allow them to see different ways of tackling the same task and, as a result, extend their own repertoire
- Help pupils work with others to look at a range of imperfections and misconceptions through which they can explore their own understanding and misunderstanding
- Help pupils to become clearer about their own expectations through trying to explain strengths and weaknesses to others. This may result in the learning of new and more efficient strategies
- Have annotated examples of different standards to 'flesh out' assessment criteria
- Use examples of pupils' work to show pupils what criteria look like in practice

Self-Esteem

Studies have shown that children's achievements are shaped by what we expect from them and what they expect from themselves. Learning involves taking risks and learners will only do this if they feel secure. We gain self-esteem through relationships with others, when we feel we belong, and are valued as part of the class/school. Children who have a strong self-image and identity see themselves as learners and as learning is state of mind dependent, they need lots of opportunities to develop feelings of success.

- Self-identity – within classes allowing children to feel that they belong
- Create a climate where children find out what they're good at.
- Intrinsic motivation is needed 'to sell' the National Curriculum to the children, "What's in it for me?" need to connect to children's values.

Sharing Criteria with Learners

- Give criteria in pupils' language
- Have posters of key words to talk about learning e.g. describe, explain, evaluate
- Use planning/writing frames
- Have annotated examples of different standards to 'flesh out' assessment criteria
- Pupils often learn best from seeing work that is just a little better than the standard they currently achieve
- Pupils learn to judge quality by discussing how examples of weak work could be improved
- Give opportunities for pupils to design their own tests.

Other Ideas

- Asking pupils to justify thoughts and responses.
- Pupil as the expert
- Editing and improving own work independently using a range of support resources
- Transference of skills in other settings / subjects

Challenge

1. Play devil's advocate. Don't say "That's right" say, "Why do you say that?" Don't say "Well Done"say, "Has anyone got a different point of view?"
2. Ask the pupils to be prepared to speak to the class for one, two, five minutes (depending on age) at some time during the term. It must be about something they are genuinely interested in. They must have done some research on the topic, and they must be prepared for questions
3. Create a challenge wall. You don't have to answer them- that's their job. See the Little Book of Thunks and 100 Intriguing Questions for Kids.
4. Using 'Blooms' questioning and verbs to set tasks
5. Using higher order vocabulary
6. Embedding skills before moving on – advancing and mastery (BAD)
7. All children having access to deeper learning & mastery – not just higher ability
8. Teacher must have high expectations & use assessment for learning effectively to know starting points
9. Teacher doesn't teach! Children use skills and knowledge from previous learning without teacher input. This could be a group of pupils or if you're feeling brave, the whole class!
10. To deal with a challenge, children must be taught how to be resilient and learn from mistakes.
11. Pupils teaching or becoming an expert.

Standards for Teaching

STANDARDS FOR TEACHERS

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct.

Teachers act with

honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Evidence base

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- | | |
|------------|--|
| Lesson obs | 1. establish a safe and stimulating environment for pupils, rooted in mutual respect |
| Lesson obs | 2. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions |
| Lesson obs | 3. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. |

2 Promote good progress and outcomes by pupils

- | | |
|------------|--|
| Data | 1 be accountable for pupils' attainment, progress and outcomes |
| Planning | 2 plan teaching to build on pupils' capabilities and prior knowledge |
| Marking | 3 guide pupils to reflect on the progress they have made and their emerging needs |
| Planning | 4 demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching |
| Lesson obs | 5 encourage pupils to take a responsible and conscientious attitude to their own work and study. |

3 Demonstrate good subject and curriculum knowledge

- | | |
|------------|--|
| Lesson obs | 1. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings |
| Planning | |
| Lesson obs | 2. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship |
| Planning | |

Marking	3. demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
Lesson obs	4. if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
Lesson obs	5. if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well-structured lessons

Lesson obs	1 impart knowledge and develop understanding through effective use of lesson time
Lesson obs	2 promote a love of learning and children's intellectual curiosity
Feedback from year group	3 set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
Annotated plans; Talk about	4 reflect systematically on the effectiveness of lessons and approaches to teaching
Feedback re individual contribution to planning	5 contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

Planning	1 know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
Lesson obs	2 have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
Provision maps/ Provisional Guidance Toolkit Planning	3 demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
As above	4 have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

Data	1 know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
Data / PPM	2 make use of formative and summative assessment to secure pupils' progress
Data / PPM	3 use relevant data to monitor progress, set targets, and plan subsequent lessons
Marking	4 give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning

environment

Display in classroom, behaviour systems used Learning walks	1 have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
Learning walks (class movement around the school and in classroom)	2 have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
Lesson obs	3 manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
Lesson obs	4 maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

List 2/3 things;	1 make a positive contribution to the wider life and ethos of the school
List 2/3 things;	2 develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
Lesson obs	3 deploy support staff effectively
Response to targets	4 take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
Parent Teacher Consultation	5 communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

- SMT to discuss with staff if appropriate
- 1 A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.
- SMT to discuss with staff if appropriate
- 2 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- SMT to discuss with staff if appropriate
- 3 Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- SMT to discuss with staff if appropriate
- 4 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

Appendix V

Environment Expectations Checklist

Classrooms	Working walls for maths & English up to date with current learning
	Walls not cluttered with unnecessary information etc ('wallpaper')
	Resources stored tidily & labelled clearly
	Teacher's working space tidy
	LSA working space tidy and not cluttered
	Children's work on display (every child should have a piece of work on display each term) <ul style="list-style-type: none"> • Neatly displayed • Labelled with names • Explanation of learning
	Children's tables tidy / organised
	Sink areas tidy
	Topic clearly displayed
	Visual / class timetable
	Role play or interactive topic area
	Reading is high profile throughout the classroom
	'Reading race' or similar – rewarding reading at home
	Letters & sounds / phonics / spellings displayed clearly and referred to
	Number line (all Key stages), coins, shapes and alphabet displayed
	Letter formation / examples of handwriting / pen licence criteria
	Class rules (with photos if needed)
	Golden time / behaviour display
	Vocabulary wall – new words / word of the week etc
	Health & safety – cables stored away, furniture not blocking exits etc
Class 'station' and 'line' displayed on door and in classroom	

Corridors	Cloakroom areas tidy – bags on pegs, lost property stored
	Working tables free of clutter
	Cupboards closed and tops not cluttered
	Bookcases tidy and organised
	Laptops stored correctly
Displays	Work mounted neatly
	Paper and work secured properly and not looking tatty
	Labelled clearly with class name, title of display and explanation of work