



Claregate Primary School Teaching for Learning Policy: *A baseline for good to outstanding practice*

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KEY PRINCIPLES

Here at Claregate, we feel passionate about learning at every level. We aim to create a sense of resilience, independence and resourcefulness in all our pupils. Our children are taught to understand that learning is a lifelong skill; one that makes a difference to their lives now and in the future. Ensuring that our children are active and involved in their learning, enables them to achieve to their highest potential, not only in academic work but also as artists, sportsmen, scientists, writers, decision makers, creative thinkers and responsible citizens.

Alongside the traditional lessons here at Claregate, we also guide our pupils to learn the skills of critical thinking, reasoning about problems, creating solutions to problems set in real life, confident speaking to others and working collaboratively. In line with Government recommendations, we deliver lessons in line with the National Curriculum. The new National Curriculum 2014 is now implemented across the school. We continue to review and improve the broad and balanced curriculum offered to our children.

At Claregate we believe children learn best when:

- learning activities are well planned, ensuring progress in the short, medium and long term. There should be scope to innovate and improve within the plans as pupils progress and plans should not be a 'straight jacket'.
- teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning.
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.
- the learning environment is ordered, the atmosphere is purposeful and children feel safe.
- there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

We have developed non negotiables that are present throughout school.

Non Negotiable	Quality Expected
In lessons:	
Shared Learning Objective(s) provide the basis for all lessons.	A clear over-arching focus for the lesson – that is focused on learning.
*Clearly differentiated success criteria accessible to all pupils.	Pupils know what they need to achieve within the lesson.
Habits of Mind are used to allow pupils to describe their learning. This will help pupils develop a growth mindset so that children have a 'can do' approach to learning.	Pupils can talk about their learning habits and display a growth mind-set. The introduction of these is staggered throughout school. In EYFS these are linked to the characteristics of effective learning – playing and exploring, active learning and creating and thinking critically.
All, Most, Some differentiation allows pupils to have control over their own learning and removes a glass ceiling on learning.	Well matched, well-paced and deepened learning.
*Bloom's questioning is used to deepen understanding	Habitual in the lesson not a bolt on extra. Deepen thinking.
Continuous open questioning is planned for and allows teachers to assess and probe learning and promote shared sustained thinking.	Deepens teacher's understanding of what the children know and can do – informing assessment judgements.
Tickled Pink and Green for Growth is a marking methodology that allows pupils to identify the successes and misconceptions (next learning step) within their work.	Accurate, timely and proactive. Moves the child's learning on. Pupils improve on previous responses.

Marking codes are used to prompt teachers to use a variety of gap tasks.	Well-judged because it makes the children think and reflect about their misconceptions or errors.
Dedicated Improvement and Reflection Time (DIRT) allows pupils high quality time to improve their work.	Children improve their responses through deep thinking.
Self-assessment by underlining the objective in green or pink allows pupils to assess their own learning.	Reflection becomes systematic and children become naturally reflective.
Opportunities for talk and collaborative learning are planned for.	Children learn from each other raising standards. Children express their understanding and probe their own misconceptions.
In classrooms the following are displayed and/or present:	
EYFS and KS1 and where appropriate in Year 3 – phoneme families and the grapheme phoneme correspondence taught during the week.	Children are clear about where they can use scaffolding to improve their writing and what they are learning that week.
Visual grammar policy.	Children refer to this when writing and can talk about the grammar that they are learning that week.
Visual calculation policy.	Clarity of approach. Continuity and progression between year groups.
Weekly spelling rules / patterns.	Good standards of spelling.
Habits of Mind.	Children able to articulate not just what they are learning but how they are learning and why they are learning.
Claregate Golden Rules.	Observably good behaviour in class.
Blooms question stems for Mathematics and English.	As above*
Dedicated Improvement and Reflection Time poster.	As above*
Marking codes poster.	Continuity and progression – (children clear about what they denote). Only for staff use in Key Stage 1
Children's own work celebrating success.	A feeling of personal worth and success. A sense of wonder and awe.

We have also defined non-negotiables for professional conduct of school staff. These are detailed in the current version of the staff handbook.

Key Principle 1

Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term. There should be scope to innovate and improve within the plans as pupils progress and plans should not be a 'straight jacket'.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- effective exposition and focused learning activities with clear objectives, success criteria and outcomes.
- a clear understanding by the children of the method and purpose of activities in which they engage.
- progress in the children's learning (in their books, on the walls, in conversation, in their learning behaviour and in EYFS: Learning Journeys).

TEACHERS WILL ENSURE THAT:

- work is planned, both half-termly (medium term plans) and weekly (English and Mathematics), and electronic plans are filed each week for shared reference on the server.
- termly and weekly plans adhere to the progression of skills and distribution of knowledge – progression of areas of work are shown on curriculum long term plans.
- planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the children's spiritual, moral, social and cultural development.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- there is a skills continuum in place that ensures continuity and progression.
- there is a Curriculum Map in place that is broad and balanced.
- where there are agreed schemes of work in place, these are known to all and are detailed in subject specific curriculum policies.
- subject specific curriculum policies are in place.
- a monitoring cycle is in place to support the progress of individuals and groups of learners: Pupil Progress Meetings, lesson observations, planning scrutiny etc.
- a clearly planned transition between Key Stages ensuring maximum long-term progress.

Key Principle 2

Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- creative teaching and creative learning.
- teaching that avails the construction of skill and knowledge structures, making learning accessible and motivating for all children.
- learning-activities that enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more.
- a pace of learning that is optimised for progress and high quality outcomes.
- children's home-learning being valued.
- children learning independently.
- children collaborating on projects interdependently.
- children enjoying their learning and learning can follow their suggestions.

TEACHERS WILL MAKE SURE THAT:

- effective teaching strategies successfully engage pupils in their learning – a *hook*, *learning journey* and *high quality outcome* will be in evidence in each unit of learning.
- they use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning.
- well framed open ended range of Blooms questions appropriate to learning, knowledgeable answers and the use of discussion, promotes deep learning.
- pupils lead their own learning.
- they ensure an appropriate ratio of exposition to learning-activity in their teaching.
- appropriate home-learning is set to nurture children's enthusiasm and curiosity, and develop their understanding in areas under study.
- at EYFS and Key Stage 1 planning will take into action the pupils' needs for active learning.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- learning and learning outcomes, both within school and at home, are celebrated regularly in public forums such as Achievement Assemblies, newsletters, notice boards and the school website and Twitter feed.
- whole school themes provide points of shared discussion and motivate learners across the school.

Key Principle 3

Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- children using frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning – e.g., via the whole school 'Tickled Pink and Green for Growth' marking policy.
- children who are motivated to learn through differentiated learning-activities that build on their prior attainment and challenge that is pitched at a level that is achievable when they work hard and try their very best – e.g., via *Accelerated Reader*.
- children with specific learning needs receiving support at the time and level it is required to optimise their learning.
- pupils supporting one another where appropriate.
- independent learning, where children use assessment information to direct their own learning activity in an age appropriate manner.

TEACHERS WILL MAKE SURE THAT:

- the pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils' feedback.
- marking is frequent and regular and adheres to our whole school policy providing pupils with very clear guidance on how learning-outcomes can be improved.
- they have high expectations for all children, and plan, resource and direct differentiated learning activities that give support and issue challenge for all – the 'All, Most, Some' method of differentiation enables children to have locus of control over their own learning.
- they submit data half-termly to enable pupil tracking.
- planning is adapted to address any issues raised during pupil progress meetings.
- in EYFS the most effective method of ensuring progress is striking the right balance between adult-led and independent learning.
- Early Excellence baseline assessment will be carried out during the first six weeks of a child being in Reception.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- there is an Assessment policy in place that ensures consistency of practice.
- there is an efficient system of pupil data tracking in place; data is scrutinised rigorously in Pupil Progress Meetings involving year group partner teachers and members of the Senior Leadership Team; this data is utilised in the deployment of resources and staff.

Key Principle 4

Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- an atmosphere of mutual respect between adults and children.
- children who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational need, sexual orientation, gender, race, religion and belief, gender reassignment or disability.
- children's high self-esteem, with all children feeling valued and secure.
- children taking risks in their learning, and learning from their mistakes.
- children's learning outcomes displayed around the classroom and the school for others to appreciate and admire.
- organisation of classroom routines and resources to optimise learning.

TEACHERS WILL MAKE SURE THAT:

- they teach children how to behave appropriately.
- they employ positive strategies for managing children's behaviour that help pupils understand the school's expectations and that these strategies are underpinned by the clear range of rewards and sanctions set out in the schools behaviour policy, and these are applied fairly and consistently.
- good behaviour is modelled by them at all times in their interaction with children and other adults, with conflict dealt with in a calm and fair manner.
- children will be encouraged in their learning and their efforts will be praised both verbally and through informal rewards eg, stickers in the classroom and in assemblies.
- a clear behaviour policy is in place and all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently across the whole school.
- high expectations of behaviour, including children's attendance and punctuality at school, are communicated to, and shared by, all children, parents and staff.
- safeguarding procedures are in place and are strictly adhered to by all staff.
- in EYFS the inside and outside environment will be utilised to provide an enabling environment where experiences respond to individual needs and where resources are accessible, promoting independence.

Key Principle 5

Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

children's home-learning being valued, both that resulting from tasks and activities set by the teacher and that occurring independently of school.

TEACHER'S WILL MAKE SURE THAT:

useful feedback about the children's learning is given regularly to parents, both informally, when appropriate, and formally, through parent / teacher meetings and written reports.

parents / carers know how they can support their child's learning at home or in school.

they are approachable and available to parents / carers (by appointment if necessary).

information about class trips, class and school events, and other relevant topics are communicated efficiently to parents / carers.

they set appropriate home-learning activities and homework to develop children's understanding of topics covered in class – where appropriate this is matched to the needs of the children.

IMPLICATIONS FOR THE WHOLE SCHOOL:

ensure parents are informed about school events and relevant topics through regular newsletters, letters, text messaging, notice boards, Twitter feed and the school website.

facilitate parental involvement through the provision of dedicated space for formal and informal meetings and through support for a vibrant parent teacher association.