Rushwick Primary School Learning and Teaching Policy

Introduction

As a staff we have proven to be able to give our pupils good learning opportunities through strong teaching. This document is identifies the key characteristics of **outstanding** learning and teaching.

The leading priority for the school is to see all teaching staff reflect upon how, individually, we contribute to achieving and evidencing outstanding learning behaviour from EVERY pupil.

Have I got the basics right?

In an outstanding lesson EVERY learner makes excellent progress. Each child needs to know how they can improve and that there is no limit to their achievement.

Questions to ask myself as a teacher:

- Is my **planning** of a high quality?
- Am I confident in my subject knowledge?
- Am I using **resources** effectively to support the lesson objective, including providing concrete experience?
- Do I make sure that the children are well behaved and that they are actively learning as soon as they
 come into the classroom?
- Teaching assistants briefed, clear about their role and actively supporting learning?
- Do I have high expectations that every child in my class can succeed in being an excellent learner?
- Is learning differentiated?
- Have I built in time for the children to assess/reflect?
- Is the **objective** of my lesson clear to the pupils?
- Can the children work towards the objective independently?
- Will every child make outstanding **progress** and how will I/they know this?
- Are the success criteria clear?

We need to see increasing evidence at Rushwick of us moving from....:

A focus on teaching Assessment of learning Teacher as the leader

..... And moving to:

A focus on learning Assessment for learning Children learning to learn

How will we know if we are achieving this? Where will we find the evidence?

In the learning environment? Within the pupil's outcomes? Quality First Teaching?

Does my classroom / learning environment reflect high expectations?

	Is my classroom well organised and free from clutter?
Setting	Can the children access resources independently, including access to the materials they need (especially pupils with SEN)? Are resources clearly labelled, accessible and used independently by the children?
	Are the childrenable to see me comfortably and work collaboratively and independently with ease?
	Are displays of children's work of a high quality with work mounted and labelled? Do I have any displays that prompt the children to think around the topic?
High	Are the children's books marked up to date according to the school policy?
	Do I make sure that the less on objective is shared with the children and that all the activities work towards achieving the objective?
	Do the children know what the next learning step they are working towards?
	Do I use questions to challenge the children?
Expectations	Do I regularly check that the children are making progress?
	Are the children active learners?
	Is a learning wall used by the children?
	Am I collecting assessment evidence and do I use this in my future planning?
	Do the children take pride in their learning and are they able to articulate what high quality learning and work looks like/feels like?

This document will be used to assist measurement of the school's 'learning environment' on pupil outcomes, via learning walks, work trawls, drop-ins, pupil interviews and lesson observations. It will also feed into performance management and appraisal. All class teachers are expected to deliver 'quality first teaching', as identified within the school's Special educational Needs Policy

What do we really mean by 'quality first teaching'?

Its key characteristics are:

- highly focused learning opportunities with sharp objectives / outcomes
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining

- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

Wave 1 - inclusive quality first teaching:

Wave 1 is about what should be on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised learning and teaching. Such learning and teaching will, for example, be based on clear outcomes that are shared with the children and returned to at the end of the learning process; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning.

Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.

Wave 2 is targeted catch up provision for groups to 'put children back on course' or 'stretch', and Wave 3 a deeper intervention offering more personalised solution/strategy to be used if Wave 2 hasn't worked, or needs developing further.

A balance of the following approaches is used for waves 2 and 3;

- directing and telling
- demonstrating
- explaining and illustrating
- questioning and discussing
- exploring and investigating

- consolidating and embedding
- reflecting on and talking through a process
- reflecting and evaluating
- summarising and reminding
- guided learning

Learning Experiences for all waves, but specifically for gifted & talented pupils:

variety

real discussion

• time-limited tasks

• to be treated as intellectual equals

• chance to have fun

teachers who get the whole class involved

• working with different people

clear targets and how to get there

practical work

• thinking activities

investigations, problem solving

• group work

• drama and role play in ordinary lessons

teachers who break up activities

consistent teachers

• freedom and flexibility

questioning and curiosity

extended opportunities for interaction and dialogue

learners becoming less dependent (not just independent)

• time to explore

• alternative forms of recording

working beyond the syllabus

study skills taught through the subjects

• teachers who enjoy learning themselves

• teachers who have sense of humour

choosing tasks

quizzes

competitions

• opportunities to work at their own pace

being allowed to have an off day

 learning from mistakes in a supportive environment

 being given something interesting to do if they finish early

• flexibility to make choices

the opportunity to take risks

the chance to make useful mistakes

• a focus on big ideas

making connections with the real world

challenging beliefs and perceptions

• having fun

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