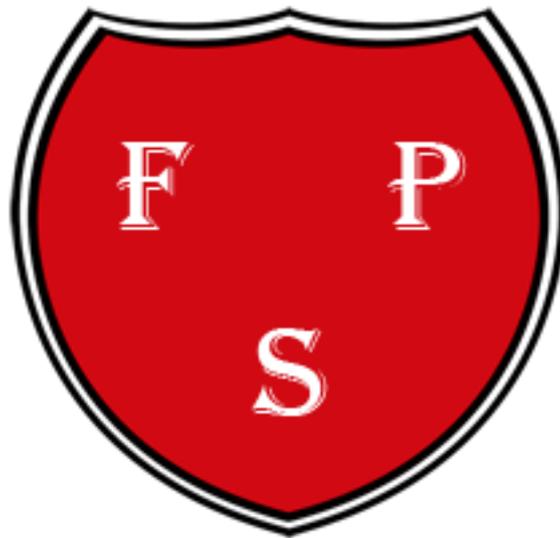


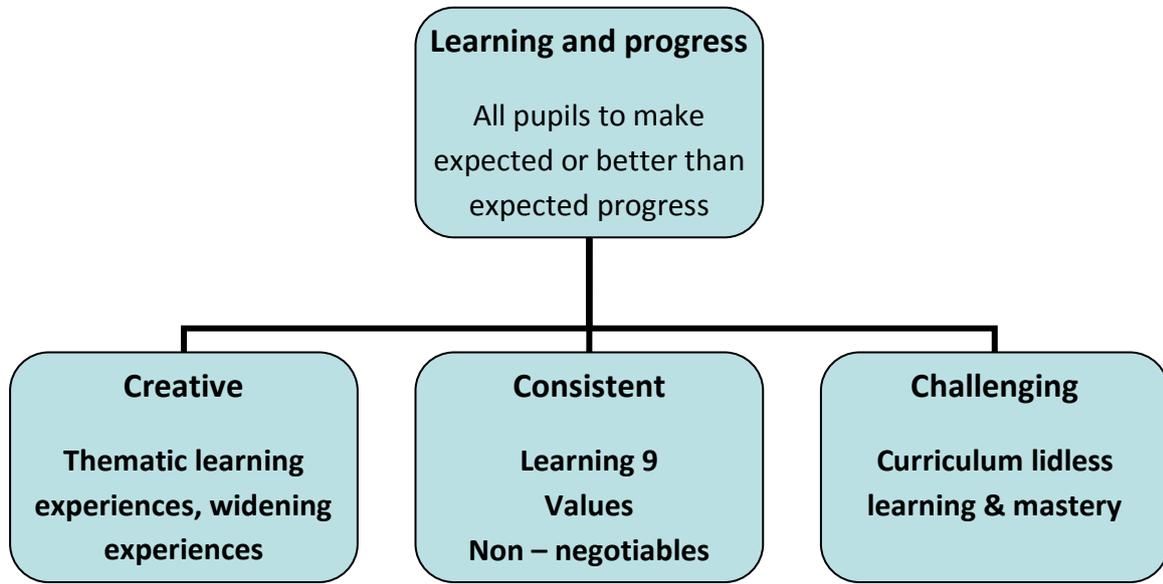
Ferndale Primary School



FERNDALE PRIMARY
SCHOOL

Learning and Teaching Policy

Driving Principles



Creative: Creativity is at the heart of the learning process at Ferndale - through the way we present the learning and in our approaches to the most effective provision to raise and maintain standards

Consistent: At this school all staff must be consistent in their delivery of provision for learning. The non-negotiables must be consistent in every lesson in every classroom. The ethos and behaviour management must be consistent. This will give a firm foundation for good teachers to be diverse in their style and creativity.

Challenging: Lessons should be exciting and challenging for all pupils, especially more able pupils who need the same challenging experience, which requires carefully tailored planning.

PURPOSE OF THIS POLICY:

The purpose of this policy is to raise standards in our school through focussing on classroom practice as a school and through support for individual teachers and support staff. Continued and sustained improvement is dependent on consistent high quality teaching and learning across the school, year on year.

At Ferndale the expectation is that all pupils are provided with high quality learning.

Every teacher is expected to be the good teacher that every pupil deserves.

AIMS:

- to provide consistency of teaching and learning
- to enable teachers to teach effectively
- to enable all pupils to make consistently good progress

OBJECTIVES

At Ferndale all learners (pupils and staff) will:-

1. make good or better progress
2. feel valued, confident and successful
3. feel engaged, motivated and challenged
4. demonstrate our learning

At Ferndale staff will:

1. understand and contribute to the policy
2. apply the policy consistently
3. work towards improving their practice

Context for policy:

This policy has been written in line with the National Curriculum and will provide clear guidance for teaching and learning expectations at Ferndale to ensure that pupils meet National expectations for learning and that the school demonstrates GOOD or OUTSTANDING provision within the current Ofsted grade guidance.

This policy runs parallel to and supports the school improvement plan, including the OFSTED priorities.

Expectations are that the elements of good practice described here are generic across all subject areas.

School Curriculum context:

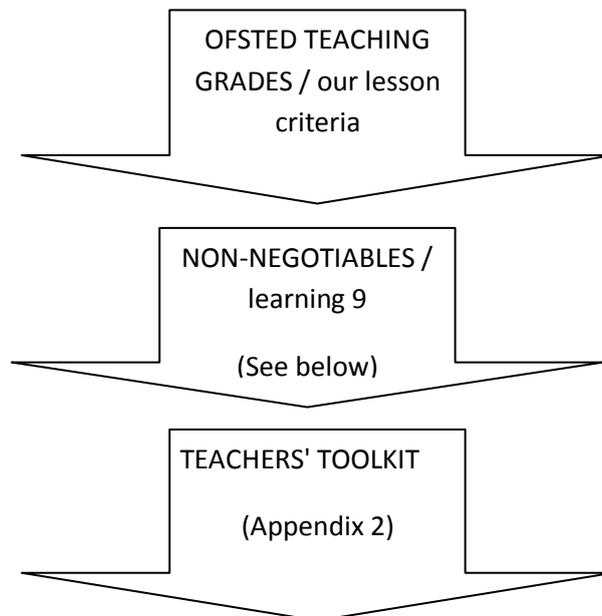
Ferndale's curriculum provides a vehicle for the Teaching and Learning policy as it is creative, engaging and cross-curricular. It facilitates engaging real-life learning opportunities, relevance to our children and a question approach to give pupils a thirst for knowledge alongside providing opportunities for children to develop their own lines of enquiry.

Effective Lessons

WHAT IS AN EFFECTIVE LESSON?

At Ferndale we have key elements to ensure high quality teaching and learning. These elements correspond to the observation monitoring form criteria against which teachers are judged and fed back on. These elements are also summarised in the Toolkit, so that teachers can have a quick reference to some of the key tools.

The following flowchart demonstrates that we have taken the current climate into consideration and informed our policy with the inevitable expectations of Ofsted, then developed this to be relevant to our school.



The teachers' Toolkit is an A4 sheet in every classroom that summarises our current school improvement priorities and then surrounds these factors with our key teaching tools - in other words what we have to achieve and how we are going to achieve it.

'Effective teaching occurs when the teacher decides the learning intentions and success criteria, makes them transparent to the students, demonstrates them by modelling, evaluates if they understand what they have been told by checking for understanding, and re-telling them what they have been told tying it all together with closure.'

John Hattie

LESSON NON-NEGOTIABLES

Short term Planning

Planning should be **adapted** and changed to **suit learner's needs** as the week progresses and in negotiation with support staff. It should be **accessible** in the classroom and **communicated** clearly to support in advance of the lesson. It should be **fit for purpose** - a teachers' tool and accessible to anyone who might need to teach the lesson.

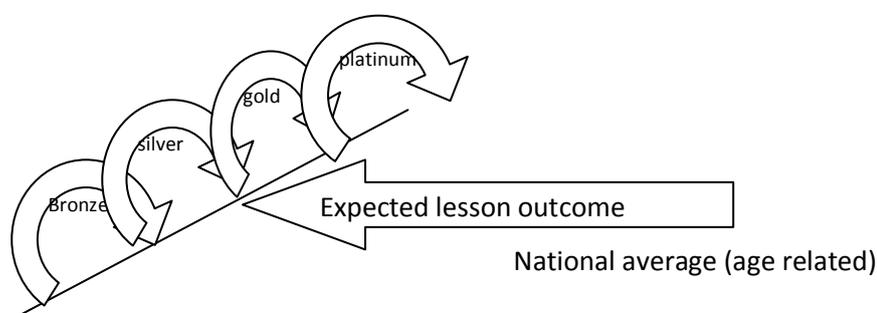
There should be a **clear learning journey** with a skills progression throughout the week. **WALTs/LO's must be clear** and skills led as we measure progress in each lesson against these. **Differentiation** for how all children can achieve the WALT is scaffolded through our metal system. Learning objectives must be something that once achieved can be applied to other contexts.

Teachers should plan explicitly for meaningful **cross curricular links** and where possible ensure a **real-life** learning context.

Meeting learning needs in a lesson

Lessons must include learning **tailored to individual pupils needs** and should encourage children to **take ownership of their learning**. This will usually be delivered through our differentiation system: bronze, silver, gold, platinum. Movement between these groups can be **fluid**; a child who has succeeded within bronze could quickly choose, or be directed to, a silver activity. Platinum activities are for the **most able** and could be **'lid-less'** in their intention. The metal system enables our children to deepen their learning within a skill and to apply their learning through different contexts.

Each lesson should be planned with pitch and expectation in mind. Children must have activities that challenge them, provide them with opportunities to take ownership of their learning and move their learning on. Therefore they must **access the learning at the right level** (not always at bronze) and in relation to support staff roles.



Pupils may start their journey along the way and end at further than expected outcomes. All pupils start at different levels depending on their previous learning and we expect ALL pupils

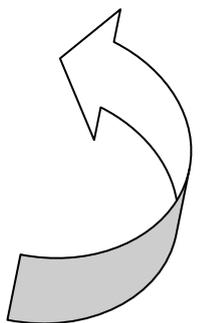
to make good or better progress in the lesson. Interventions and gap tasks take place during or after a lesson to plug gaps.

SEN pupils, focus groups or individuals identified should access the lesson through tailored activities/support/resources. Those accessing levels much lower than this will need support given by support staff interventions. Learning will meet their individual needs, and may focus on targets. The bronze activity should be accessible for all SEN children, including any planning from support staff.

AfL

AfL should be an integral part of the learning of every lesson. Teachers must know where the children are at the start of every lesson and during a lesson in order for them to progress. Strategies will be chosen to suit the age range of the children and may be adapted depending on the type of lesson taking place. This might take the form of :

- short assessment tasks
- multiple choice questions
- use of cups
- lollypop stick name caller
- feedback from previous marking
- hinge question
- exit pass
- cubes/pegs
- RAG rating
- killer question
- use of ICT and apps- Aurasma, Plicker, Socrative quizzes to assess learning and collect evidence
- self/peer assessment, green pen/post-its, collaborative improvement- children setting their own now, next steps and learning questions
- mini-plenaries which allow children to change activities- giving freedom to move within our metal system
- learning line



Mini-plenaries should be used where necessary to check on rates of progress and to allow teachers to address any misconceptions, or adapt/extend learning.

There should be a **planned plenary** that assesses the day's learning and/or moves it on.

Peer/self assessment is an integral part of the lesson so that children take ownership of their own learning and are able to find their own next steps.

Marking and written feedback is carried out in line with the school's marking policy.

Engagement

Pupils can be engaged in a range of different ways including:-

- lesson engager / wow moment
- range of learning styles
- visuals scaffolds
- practical activity
- use of ICT (digital media, tablets, music)
- real life contexts
- talk less teaching
- short burst activities
- brain breaks
- alternatives to worksheets
- 'bigger than me' projects
- rewards
- educational visits
- residentials
- visitors in and workshops by specialists
- through the use of our imagination studio
- giving children ownership of their learning journeys- through asking questions and developing lines of enquiry
- sessions taking place in different places e.g. our outside areas, the library etc
- opportunities to record and present in different ways
- children being involved in the creation of displays and our school environment
- exciting moments in our curriculum eg starter visits
- bsgp
- use of experts to help each other – children, parents, other staff...

It was only **when I discovered that feedback was most powerful when it is from the student to the teacher that I started to understand it better.**

When teachers seek, or at least are open to, feedback from students as to what students know, what they understand, where they make errors, when they have misconceptions, when they are not engaged—then teaching and learning can be synchronized and powerful. Feedback to teachers helps make learning visible.

John Hattie 09

Environment/ICT

Every classroom will be conducive to learning; organised, tidy, well-resourced. Children should know where things are to aid independence.

Every classroom will have

1. A range of **learning questions** asked by the children prior to teacher planning , this forms the context for the learning for the curriculum.
2. **Working walls** for English and Maths that show the progress and refer to prior learning/next steps throughout the week

3. **ICT eg tablets** are used to enhance learning, to encourage independence, and as a tool for finding/storing/presenting information. They also stimulate engagement for some learners. Tablets are also used for assessment for learning through use of APPs such as: comic life, pic wall, aurasma.
4. The **Interactive Screens** are to be used for information sharing in lessons to aid understanding, present LO's or key questions, ICT elements (such as video clips). Airplay can be used on the iPads to share work, research, modelling use of APPs.
5. Displays which reflect our learning journeys and which celebrate good examples of work

Relationships and behaviour

Expectations are that behaviour for learning will be at least good in every lesson. Teachers will expect children to

- Use our Learning 9, and Characteristics of Effective Learning in EYFS
- Demonstrate our values,
- Allow everyone, including themselves, to learn.

Teachers will follow the behaviour policy and encourage a **positive learning ethos** within the classroom where progress is celebrated, children are supported through their learning mistakes and everyone strives to succeed. Rewards and consequences are displayed in every classroom so children have consistency with our system across the school.

Talk

At Ferndale we use a range of strategies to encourage **co-operative talk** for learning. In our classrooms there should be a balance of teacher and pupil talk.

Pupil talk helps to embed learning and opportunities for this must be encouraged. **Oral feedback** from the teachers, or peers, can then extend learning through **effective higher order questioning**. Children have opportunities to improve their learning through **collaborative improvement**, suggesting changes which could be made to a partner through the use of a different afl techniques eg **peer assessment**.

Questioning should be differentiated and focused and time given to allow pupils to **reflect/think/discuss** – before asking the next question.

Subject specific vocabulary should be modelled well by the adults in the classroom, encouraging the children to practice using these less familiar words.

Pace and structure

Teachers aim to use the strategies discussed to create an **appropriate** pace for learning. Teachers should use AfL and observation to know when to move learning on, step back or embed learning further.

Quality of support

Classroom support should be deployed by the teacher to help move the progress of children in every lesson. They should work with a **range of abilities** and add value to the learning – noted that our children who have high needs are delegated support. It is important that children are taught the skills to become **independent** learners, whatever their ability. This is through quality differentiation and activities tailored to individual needs. Support staff must ensure that pupils are not over-scaffolded and do not become reliant on adult support. The adults must facilitate the learning rather than doing it for them. Adults also deliver interventions to support pupils progress.

TOOLKIT (Appendix 2)

Each classroom will have the teachers toolkit displayed as a visual reminder of key elements within this policy.

MONITORING OF IMPACT OF THIS POLICY

SLT, Governors and the Authority.

Teaching and learning will be monitored according to the school's monitoring schedule. This incorporates lesson observations, pupils conferencing, planning and work scrutiny and the analysis of progress in terms of APS uplift. Senior and middle leaders will take part in this monitoring and it will be quality assured by the Governors and the Local Authority, through regular reporting.

Parents

Teachers will report on children's progress twice a year through Parents' Evening and annually through a detailed school report.

Staff

Staff are accountable for ensuring that the policy is in practice and that the impact is monitored through pupil progress. They must prepare information on their pupils to be discussed in these meetings termly. Staff must also be accountable for accessing, and accepting support in order to fulfil this policy's expectations. There is CPD support that

includes every member of staff and senior leaders encourage staff to request CPD from staff, particularly inline with Teacher Appraisal and SIP priorities.

REVIEW

This policy will be reviewed annually in order to ensure it is relevant and forward thinking.

Outstanding (1)

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

Good (2)

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
- The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

Requires improvement (3)

- Teaching, learning and assessment are not yet good.

Inadequate (4)

Teaching, learning and assessment are likely to be inadequate if one or more of the following applies.

- Teaching is poorly planned.
- Weak assessment practice means that teaching fails to meet pupils'

needs.

- Pupils or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently.
- Pupils cannot communicate, read, write or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills because they are unable to access the curriculum.
- Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.



Ferndale's Teacher Toolkit

<p><u>Plan clear learning journey</u> (based on current starting points)</p> 	<p><u>Differentiation</u></p> 	<p><u>Children to access their targets</u></p> 	<p><u>Effective modelling</u></p> 	<p><u>WOW moment</u></p> 
<p><u>Reading</u> (including across the curriculum)</p> 	<p><u>Use of experts</u></p> 		<p><u>Behaviour policy</u></p> 	<p><u>Talk less / pupil talk / stepping back</u></p> 
<p><u>AFL menu</u> Start, during, end</p> 	<p><u>Home links</u></p> 		<p><u>Using ICT to enhance learning and to access learning</u></p> 	<p><u>Higher order questioning,</u> Collaborative improvement, gallery critique</p> 
<p><u>Working wall</u></p> 	<p><u>Real life / cross curricular / text led learning</u></p> 	<p><u>Learning 9</u></p> 	<p><u>Pace</u></p> 	<p><u>Purposeful oral and written feedback, using the marking policy</u></p> 

Tweets

Plenaries

Mastery question

Hot seat

K.W.L

Concept map

**Group, Self,
Peer
assessment**

Next step

Lesson Expert

Target sheet

Talking triangles

presentation

Envoying

Conscience alley

Key words

Ranking

Games/Songs

Exit pass

Justify

Killer question

R.A.G

Voting cards

Learning line

Learning 9

Confidence

Independence

Communication

Motivation

Resilience

Co-operation

Resourceful

Questioning

Nurturing

Learning 9

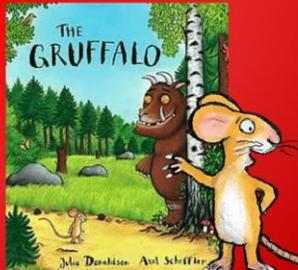
Confidence

Questioning

Asking for help

Helping others

Sociable



Learning 9

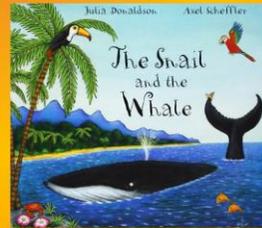
Independence

Self challenge

Self motivated

Using resources

Working outside the classroom



Learning 9

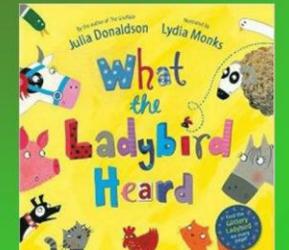
Communication

Respectful

Inclusive

Discussions

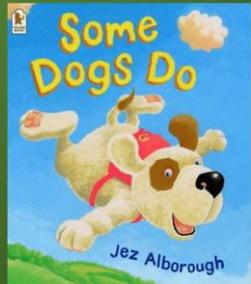
Vocabulary



Learning 9

Motivation

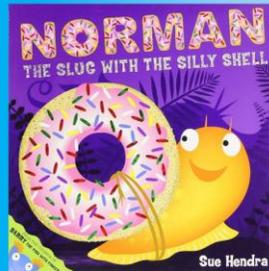
Willing to learn
Engaged
Enthusiastic
Determined
High expectations
Creative



Learning 9

Resilience

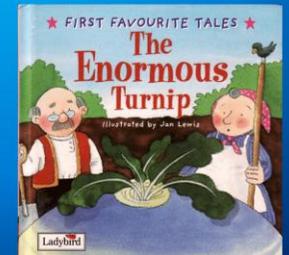
Trying different strategies
Not afraid of failure
Perseverant



Learning 9

Co-operation

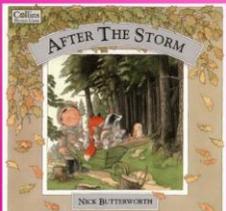
Ability to work with others
Sharing
Taking turns



Learning 9

Resourceful

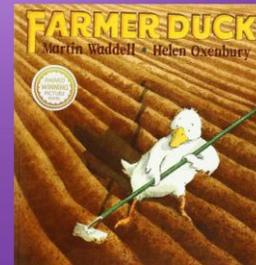
*Presentation of
prepared work*
Creative
*Working outside the
classroom*



Learning 9

Questioning

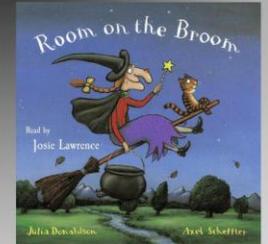
*Accepting others'
ideas* *Interested*
Inquisitive
Imaginative



Learning 9

Nurturing

Sharing with others
*Supporting
each other*
Encouraging



Planning prompt sheet (Appendix 3)

- Is the learning tailored to ALL groups and ALL pupils? – By different WALT's, SC, BSGP or activities?
- Is there a different starting point or end point for the more able?
- Real -life learning/clear context?
- Is it engaging?
- Can ICT effectively support this learning and AFL?
- Is there an AfL aspect (quick question/ short activity/reference to yesterday's plenary) at the start to assess what the children can already do and what they have achieved during a lesson and at the end e.g. hinge questions, exit passes, killer questions?
- Which parts will need marking, what can be peer/self marked?
- Does the lesson plan meet the WALT and skill?
- Have you prepared for those who have met the intended activities before the end of the lesson?
- Does the lesson demonstrate appropriate pace?
- Are there clear outcomes for bronze, silver, gold, platinum?
- Does the lesson plan for depth of learning and opportunities to apply through different contexts?
- Does the lesson link to other curriculum areas?
- Are there opportunities to use experts- adults or children?
- Is there a plenary and mini-plenaries?