

# Meltham CE (C) School



## Teaching and Learning Policy (draft)

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### 1.0 Aims

The aim of this policy is to create a consistent, high-quality approach to teaching and learning across the school.

### 2.0 Roles and Responsibilities

Headteacher and senior leaders

- to monitor each area of the policy to ensure implementation

Class teachers

- Read and implement all areas of the policy

## 3.0 Teaching and Learning

### 3.1 The Teaching and Learning Culture in School

We believe that our children deserve high quality teaching in every lesson and we aim to achieve this. We also believe that our children deserve an environment that promotes effective learning. Staff have identified the key factors that create a culture within the school that leads to both effective teaching and effective learning. This has been achieved through a combination of continuous professional development and training, peer observation and sharing of ideas and good practice.

This culture is not confined to the classroom and formal lessons; the attitudes and environment that create effective teaching and learning are also demonstrated during the whole school day, in the broad and balanced curriculum and the extra-curricular activities, and by both adults and children throughout the school.

### 3.2 Effective Learning

Effective learning takes place when:

- There is quality interaction with the teacher
- Teaching is skilled, conscientious, patient and know their children
- Children are secure, well fed and rested
- First-hand experiences are offered
- Children are given challenging learning opportunities
- A variety of learning experiences are offered, meeting different learning styles
- Adult support is used effectively
- Children have the opportunity to practise and consolidate new knowledge and skills
- Children have the opportunity to apply new skills, concepts and knowledge
- Knowledge and skills are committed to long term memory through a carefully planned curriculum
- Children have to communicate learning in a variety of ways
- Tasks are provided which are time limited and children have opportunities to work under pressure
- Children have opportunities to select their own materials and resources
- Activities build on previous learning and prior knowledge
- Children are provided with opportunities to work in collaborative groups, pairs or on their own
- Children are given the opportunity to take appropriate risks within a supportive framework
- Children have fun

### 3.3 Effective Teaching

Effective teaching takes place when:

- teaching utilises good class management skills and when behaviour for learning is good or better
- teaching establishes positive relationships with pupils and other adults
- teaching create a stimulating, imaginative and informative learning environment
- teaching is organised, planned and prepared
- stimulating and varied resources, activities, visitors and excursions are available to all children through careful planning and construction of a well-planned curriculum
- the curriculum is carefully planned and progresses throughout each year group allowing knowledge and skills to be taught, revisited, reinforced, applied and committed to long term memory
- teaching is supported by secure subject knowledge
- teaching accurately monitors, assesses and records pupil progress
- teaching identifies and acts upon misconceptions at the point of misconception
- appropriate and timely interventions are put in place for individual children or identified groups
- teaching establishes clear routines with the children
- good partnerships are set up between home and school
- teaching plans for the provision of children who have special educational needs through First Quality Teaching and use of any individual plans

Examples of good practice for effective teaching are in Appendix 4.1.

### 3.4 Developing and Sustaining the Effective Teaching and Learning Culture

The school develops and sustains an effective teaching and learning culture by:

- The recruitment of the right staff, with the right experience and qualifications
- Planning the school curriculum, to provide a broad and balanced learning experience
- The use of high-quality lesson planning and efficient use of PPA time to maximise the opportunities for quality teaching and learning
- Developing staff to realise their potential, to allow children to attain their potential through CPD, close connections with other schools and which enables quality outside assurance
- Sharing of ideas and resources to ensure good practice among all staff
- Maintaining routines to provide a secure environment
- Demonstrating high expectations of learning behaviour, playtime behaviour and attainment

- Encouraging effective communication between staff, children and parents
- Providing opportunities to participate in a wide variety of activities
- The promotion of well-being (physical and emotional) for staff and pupils
- Monitoring, assessing and recording the progress of children, and staff through a robust system of assessment and pupil progress meetings involving teachers and senior leaders.

## 4.0 Appendices

### 4.1 Good Practice of Effective Teaching

#### **Effective teaching takes place when teachers and support staff (ETAs) have good class management skills**

- Teaching has high expectations of pupils and builds successful relationships, centred on teaching and learning. It establishes a purposeful learning environment where diversity is valued and where pupils feel secure and confident.
- Clearly structured lessons or sequences of work (which interest and motivate pupils) are delivered and:
  - start with a clear learning objectives
  - build upon prior learning or upon an assessment of prior learning
  - has a defined set of criteria for success
  - usually employ interactive teaching methods and opportunities for collaborative group work
  - promote active and independent learning that enables pupils to think for themselves and to plan and manage their own learning.
- Teaching is differentiated to meet the needs of all pupils, including the more able and those with additional educational needs (SEND).
- Teaching explains new knowledge, skills or work in a way that children can understand employing a variety of appropriate models including verbal explanations, demonstrations, pictures or video clips.
- Teaching continually checks on understanding using a range of formative methods (effective questioning, carefully selected tasks, marking, quizzes and ongoing assessment for learning).
- Teaching successfully deploys any supporting adults to make the best use of their time and skills working, wherever possible, in class and in a focussed and targeted way
- Teaching ensure that children are given long enough to complete work, and have opportunities to work for sustained periods of time, appropriate to their age and level of development.
- Teaching organises and manages teaching and learning time effectively, making the most of the time children spend in class or working in the outdoors.
- The teacher and support staff (ETAs) spend the majority of class contact time whole class teaching; working with groups or individuals. Every moment is spent focussed on children's learning.
- Teaching uses computers and available IT effectively.
- Teaching secures a standard of learning behaviour that enables pupils to learn, and acts to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the school and any individual plans.
- Children are grouped appropriately but flexibly
- Agreed 'Good Systems' are made clear to pupils who are reminded frequently using a shared vocabulary and where they are used consistently
- Teaching makes every effort to meet agreed deadlines.

- Teaching does not routinely accept work that is below a child's standards or which clearly lacks effort.
- Teaching demonstrates and promotes school expectations
- High standards are set when work is modelled to the children by all school based adults e.g. in terms of handwriting, spelling and presentation generally.
- Teaching shows enthusiasm for what they are teaching and conveys a positive message about the value of learning.

**Effective teaching takes place in a stimulating, imaginative and informative learning environment**

- Teachers and other classroom based adults (ETAs) organise and manage the physical teaching space, tools, materials, texts and other resources safely and effectively
- Resources are clearly labelled, appropriate and accessible to children.
- Classrooms have an appropriate range of displays which celebration children's work, present key knowledge present learning journeys as 'Learning walls' or which form information displays to support children in their learning or stimulate their ideas.
- All display work follows the school's display policy
- All classrooms have a reading area with a range of books displayed in an attractive way.
- All classrooms have a reflection area
- Classrooms are kept tidy with children taking responsibility for their own trays and desks and shared areas of the room.
- Teachers and support staff (ETAs) model the expectations for organisation by maintaining a high standard of tidiness with their own possessions and working areas.
- Working areas are clean, comfortable, well maintained and well lit.
- Classroom resources are clearly labelled to ensure the classroom is self-servicing

**Effective teaching takes place when teachers and support staff (ETAs) establish positive relationships with pupils and other adults**

- Classroom based adults greet their pupils at the start of the day.
- Teachers and support staff (ETAs) always listen to children, although this may not always happen immediately.
- Positive encouragement is given to pupils at all times.
- Teachers have positive working relationships with support staff (ETAs) to allow effective feedback to take place
- Teachers and support staff (ETAs) wipe the slate clean

**Effective teaching takes place when teachers and support staff (ETAs) are organised, planned and prepared**

- Classroom based staff meet children punctually.

- Teaching has planning for the week prepared for the start of Monday morning or on a weekly basis running from each week's PPA (Planning, Preparation and Assessment time)
- Copies of any necessary planning are given to support staff and communication between support and teaching staff is good
- Resources needed for the lesson are prepared in advance of the start of the lesson.
- Resources prepared for children are appropriate and of consistently high quality.
- Leaders are mindful of expectations on staff workload
- Teachers and support staff have effective time management skills
- Teaching reflects upon children's prior knowledge (or acts upon misconceptions) as a starting point for work, and build on this.
- Planning takes place within the framework of the school's medium-term plans, which are amended to suit the particular needs of that class.
- Planning is aimed at providing a range of activities throughout the week and at accommodating different learning styles.
- Planning demonstrates that work is differentiated for different ability groups within the class.
- Each lesson is planned with a clear learning objective.
- Teaching evaluates the effectiveness of lessons and amend future lessons accordingly.
- Classroom activities are focussed on learning not just on occupying children

### **Effective teaching takes place when teachers have a secure subject knowledge**

- Teaching is built upon secure knowledge and understanding of the subjects they teach.
- For the Foundation Stage, teachers know and understand the Early Years Foundation Stage Curriculum
- For Key Stage 1 and 2, teachers know and understand the curriculum for each of the National Curriculum core subjects. They have sufficient understanding of a range of work across the foundation subjects to be able to teach them in the age range for which they are trained, with advice from more experienced colleagues where necessary.
- Curriculum plans build knowledge and skills logically over time in order to help children to commit this to their long term memory
- Teachers ensure that they are aware of expectations, typical curricula and teaching arrangements in the Key Stages or phases before and after the ones they are trained to teach.
- Teachers ensure that they keep up to date with their subject knowledge and understand where in school support can be found (subject leaders / experts).
- Teachers show a commitment to their professional development by (i.) identifying areas in which they need to improve their professional knowledge, understanding and practice in order to teach more effectively in their current post, and (ii.) with support, taking steps to address these needs.

- Teachers join in with professional discussions set up through staff meetings or training days.
- Teachers know how to use ICT effectively, both to teach their subject and to support their wider professional role.

### **Effective teaching takes place when teachers accurately monitor, assess and record pupil progress**

- Teaching makes appropriate use of a range of ongoing monitoring and formative assessment strategies to evaluate pupils' progress towards planned learning objectives, and use this information to improve their own planning and teaching.
- Teaching monitors and assesses '*in the now*', giving immediate and constructive feedback to support pupils as they learn wherever possible. It involves pupils in reflecting on, evaluating and improving their own performance.
- Teaching assesses pupils' progress accurately using school agreed assessments. They seek guidance from more experienced staff or subject leaders where appropriate.
- Teaching ensures assessment takes place in line with the school's assessment timetables and deadlines for submitting results are adhered to.
- Teaching identifies and supports more able pupils, those who are working below age-related expectations; those who are failing to achieve their potential in learning; and those who experience behavioural, emotional and social difficulties. They seek guidance from more experienced staff or subject leaders where appropriate.
- Teaching records pupils' progress and achievements systematically using Integris G2 and paper based systems to provide evidence of the range of their work, progress and attainment over time should it be required.
- Teaching uses records as a basis for reporting on pupils' attainment and progress orally and in writing, concisely, informatively and accurately for parents, carers, other professionals and pupils.

### **Effective teaching takes place when teachers and support staff (ETAs) establish clear routines with the children**

- A timetable of the week is displayed in the classroom, using pictures if necessary for younger children or those with SEND.
- A daily visual timetable is displayed
- Children are made aware of expectations with regard setting out of work and these are enforced.
- Children are aware of procedures to enable reading books to be changed quickly and efficiently.
- Teachers ensure homework procedures are clearly explained to the pupils and followed.

### **Effective teaching takes place when a good partnership is set up between home and school**



- Homework is set according to the school's policy
- Reading books are changed as soon as children complete a book, and the member of staff is aware of the level and suitability of books being read.
- Teachers respond promptly to requests from parents to resolve any issues.
- Meeting with parents are logged on a parent contact sheet.
- Teachers contact parents promptly if there are any issues with the child's learning or behaviour.
- Teachers ensure homework is marked regularly.
- Teachers are honest with parents about children's behaviour and attainments
- Teachers convey their expectations clearly to parents, through the introductory parents' meeting and at subsequent parents evenings
- Teachers are available in the playground for parents at the end of school at least once a week
- Topic letters and targets are sent to parents as agreed

**Effective teaching takes place when teachers and support staff (ETA) work effectively with children who have additional educational needs**

- Teachers understand their responsibilities for children with additional educational needs set out under the *SEN Code of Practice*, and know how to seek advice.
- Teachers complete and review provision maps and ANPs every term in consultation with the child, relevant support staff (ETAs) and SENCCo, and then discuss these with parents. Provision Maps and ANPs are completed in line with time scales set by the SENDCo.
- Teachers ensure that targets set in the provision map are worked towards and that children make progress against these targets.