



Teaching & Learning Policy



Guidance for school staff to make teaching fun, inspirational and to help children

Our vision is – ‘To have fun, do our very best, and look after everyone in a caring, **Christian**, community’.

Siddington, as a church school, focuses on caring for everyone. This is taught by Jesus through the parable of The Good Samaritan (Luke 10). By caring for everyone in our community, everyone is then enabled to have fun and to do their very best.'

In both schools children and staff will use our values of Respect, Compassion, Courage, Truthfulness, Forgiveness and Thankfulness to show how we put our vision into action.

Staff will try to provide many opportunities to develop curiosity to encourage questions and therefore be able to articulate spiritual and ethical issues.

PROGRESS IS KEY...



The key to making any progress with children is assessment.

Assess the children, find the gaps or areas they need to learn and then fill the gaps!

There are 4 things that are the most important to help raise attainment and progress in children's learning:

1. Attitude to Learning
2. Assessment for Learning
3. Classroom discussion / talk partners
4. Feedback (effective!) – includes marking

1. Attitude to Learning:

We promote a growth mindset and continually encourage the children to 'grow their brains'

Fixed mindset	Growth mindset
Intelligence is static – 'I must look clever!'	Intelligence is expandable – 'I want to learn more!'
Avoids challenges	Embraces challenge
Gives up easily	Persists in the face of setbacks
Sees effort as pointless	Sees effort as the way
Ignores useful criticism	Learns from mistakes
<i>Likely to plateau early & achieve less than full potential</i>	<i>Reaches even higher levels of achievement</i>



A growth mindset needs:

- No comparative rewards
- Praise focused on achievement & effort
- Mixed ability so we learn from each other
- Teachers who like children
- Children who know they can grow their brain

In every classroom we encourage children to think about their learning attitudes and what makes a good learner. At the beginning of the year discuss with the children what makes a good learner and make a poster:



When learning a new skill, children need time, input and practice. Try to use the word 'yet' rather than just 'can't' – 'I can't do it yet!'

At our schools we aim to foster a positive learning attitude in all we do. We have special little owls with gem powers to help us! These are used to reward the children – house points and certificates in Friday celebration assemblies / worship and for end of year cups.

Please see 'Our Learning Powers' sheet at the end of this policy.

2. Assessment for Learning - (Includes grouping pupils by mixed ability and shaping lessons to

move pupils on in their learning – starter, middle and ending ideas!)

Nothing improves because we assess it. It only improves if our assessment leads to some action which brings about growth or development.

Assessment

We use formative assessment to enable us to identify and teach next steps in pupil's learning.

Formative assessment is:

- ❖ An effective learning culture
- ❖ Frequently gauging current understanding
- ❖ Involving children in planning
- ❖ Talk partners & classroom discussion
- ❖ Effective questioning
- ❖ Sharing learning objectives at the appropriate time
- ❖ Co-constructed success criteria
- ❖ Analysing excellent examples
- ❖ Immediate feedback: peer & teacher
- ❖ Constant self-review & improvement drive

We use summative assessment to analyse what a child has learnt (sometimes in comparison to other children and years).

Summative assessment is:

- ❖ EYFS profile
- ❖ End of work or unit assessments
- ❖ RE unit assessments
- ❖ Ros Wilson assessments writing and use of <https://www.nomoremarking.com/>
- ❖ 'Children are assessed to be emerging, developing, expected, exceeding and excelling

We use diagnostic assessment to check children's learning against other children nationally.

Diagnostic assessment is:

- ❖ Tests such as SATS (end of Year 2 and 6)
- ❖ Phonics test at end of Year 1
- ❖ Standardised tests such as PUMA / PIRA / NFER

3. Classroom Discussion / Talk partners

Talk is a part of school life and the best way to learn and to consolidate learning & knowledge. There are a few special aspects to our schools where talking will enhance learning:

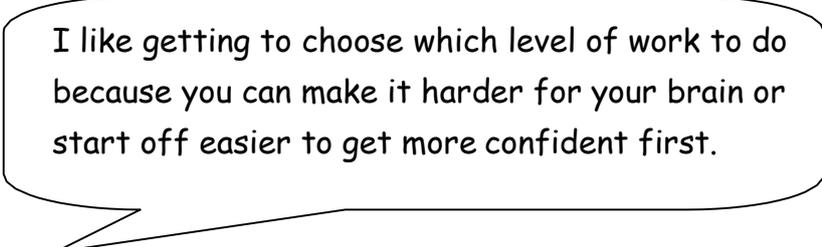
MIXED ABILITY

A large proportion of our teaching is mixed ability as we believe it to be very effective in promoting learning for all.

‘The evidence is robust and has accumulated over at least 30 years... If schools adopt mixed ability, they are more likely to use inclusive teaching strategies and promote higher aspirations for their pupils.’

Sutton Trust 2011

We offer children a range of challenges and encourage them to choose the level of challenge that is right for them (as they become confident in this) – you want to eventually hear:



I like getting to choose which level of work to do because you can make it harder for your brain or start off easier to get more confident first.

To support children during mixed ability the following strategies can be adopted:

- have the same resources on the tables for the children – a resource bank so that those who do need more resources or support do not feel different.
- have talk partners to support and talk through issues,
- have regular pit stops, top up times, places in the class that tell you what to do if you are stuck etc.
- use of talk partners

Knowing the children well enables teachers to give them what they need to support or access the challenge.

Below are some activity ideas which will both engage the learners and provide useful assessment for learning information.

SUCCESS CRITERIA – or steps to success are used and talked about in class -where appropriate.

In order to have maximum impact, success criteria could be:

- Need to be known, in a basic form, by teachers first.
- Should be the same set for all learners in a class – differentiation by access should be sought via the amount of support provided within the activity.
- Must be generated by pupils, or they have little meaning and less impact on learning.
- Can be used across the curriculum, including social skills, thinking skills etc.
- Need to be constantly referred to by pupils and ticked off for closed skills.
- One success criterion can be used as the focus for a lesson, broken down into further success criteria.

Pupil generation of success criteria:

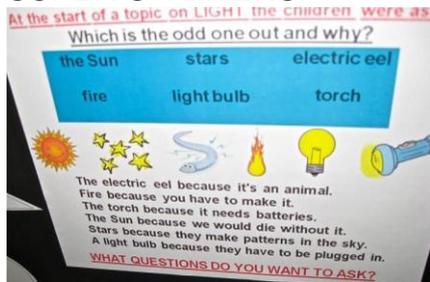
Effective techniques

- Doing it wrong at the visualiser – they will want to correct you!
- Presenting something incomplete (e.g. an incomplete invitation).
- Presenting something incorrect (e.g. a mistake in a calculation) for children to discuss
- Presenting one excellent product and asking children to identify the features (in writing)

not secretarial features).

- Presenting one good and one not so good product for children to compare. Vital to show more than one excellent example to avoid children being constrained to one style.
- Eavesdropping their discussions about what should be included in a and writing them up as you listen.

SUPER STARTERS -



Cops & Robbers

Thanks – eg 'Who would win in a fight between..?'

'The answer is what is/could the question be?'

Speed dating (children given a problem, the first one to finish shows a second, then they tell someone else)

Photo, picture or artefact linked to learning (think of suitcase idea)

PPPB – pose, pause, pounce, bounce No hands up Think, Pair, Share Odd one out Post-its

Thinking keys Connections Countdown Guessthe... (historical characters) Who am I?

Quantity down to quality Always / Sometimes / Never

BBC learning zone clips, video clips, listen to music or sing a song! NRICH maths website starters

Start with review of next step RAG Brainstorm ideas together 'Convince methat...'

Bring in something from home Be active – drama or play a game! Double bubble

MAGNIFICENT MIDDLES –

Visualiser stops, pit stops, top-ups. Ask the children to 'convince me' or 'prove it'.

Upskill or extra challenge. Ask children to share or explain to another class or adult.

FANTASTIC FINISHERS –

Tickled Pink & Growing Green Three stars & a wish etc

RAG or Visualiser to show how improvements have been made

Send a compliments slip to a friend – what can I go home and tell mum / dad Post – its home or to a friend

What have you learnt? - An alien drops in to school – tell them what you have learnt Next steps

RAG rate yourselves

4. EFFECTIVE FEEDBACK / MARKING

We generally use the tickled pink & growing green marking for certain pieces of work. Pink highlighter to show pupils work towards the objective and green highlighter to show development needed. **In the Early Years / Reception class, a lot of our learning is 'marked' through verbal feedback due to the practical nature of many activities.** Where formal marking is undertaken, we use the tickled pink and growing green highlighting method.

We do not mark every piece of work. Some work will be discussed with individuals, in a small group or as a whole class.

Visualisers are used frequently to look and discuss work and how to improve it (VS = visualiser stop) and we give children verbal feedback when they are working or when they have finished (VF = Verbal feedback)

We encourage children to read comments if they are written by staff and as they mature, they may respond to comments made.

Our expectation is all feedback to have an impact on future work.

If a lesson is interrupted (eg music lesson / medical appointment) this will be made obvious in books.

Children also use "purple pens of progress" to feedback to each other and to self assess/edit.

When children have finished their work, they are encouraged to check it:

Our 1,2,3 Check

When we finish our work we always check it:

- **Sense**: read it through to check that it makes sense and that it follows the Learning Objective
- **Punctuation**: read through your work and check the punctuation
- **Spellings**: read through your work, **starting at the end**, to check for spelling mistakes

THE ROLE OF PARENTS IN TEACHING & LEARNING:

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' meetings and information evenings to explain our school strategies for

- teaching and learning and to provide information about children's attainment;
- sending information to parents at the start of each term in which we outline the topics that the children will be studying;
- sending interim and annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- having progress meetings with parents and children with the teacher to make sure progress does not lapse (after 6 weeks there is a check up)
- explaining to parents how they can support their children with home/school learning. We suggest, for example, regular shared reading with very young
- children, and support for older children with their Home / School learning projects.

THE ROLE OF OUR LOCAL GOVERNING BODY IN OUR TEACHING & LEARNING

The school's governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- monitor the teaching & learning standards in school regularly through the school year via the head's report and Evaluative Procedures.
- set challenging targets with the head teacher annually
- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;

LEARNING AT HOME

By setting homework challenges for pupils, in addition to reading expectations/ spelling lists and Mathematics or Spellodrome, we aim to:

- develop an effective partnership between the school and parents/carers in pursuing the aims of the school and the development of their child
- consolidate and reinforce skills and understanding, particularly in literacy and numeracy
- extend school learning, for example through additional reading
- encourage pupils as they get older to develop the confidence and self discipline needed to study on their own, and prepare them for the requirements of secondary school.

Homework challenges

Following a termly parent meeting, a sheet outlining some suggested activities will follow (children can do all or some of the challenges). We encourage the children to bring home learning in to share with their teachers. In addition, children will have weekly spellings and be expected to read on at least 3 occasions. We ask that parents record this in their reading/home school diary. Older children may also have a maths game to bring home in addition to Mathematics or Spellodrome. Not all home learning will be marked by staff.



Our Learning Powers



In our schools we use learning powers to focus on the key skills essential to life-long learning: creativity, thoughtfulness and independence. We teach the principles of all of these throughout the school: class work, group work and whole school assemblies. The learning gems introduce the skills to the children and enable children to identify their own learning power during the school day.

In class teachers and children use these to celebrate success, identifying the skills that have been demonstrated. You may also hear teachers using the gems during celebration assemblies too.



Diamond...being responsible

- Tried to solve his/her own problem rather than relying on an adult
- Used their learning 'toolkit' (different strategies they have been taught) to identify what they needed to do when they were stuck.
- Used their talk partners/teachers to ask good questions to help move their learning on.



Emerald...being courageous and sticking with it even when it gets tough

- Brave enough to 'have a go' with their learning even though they know they might make a mistake.
- Comfortable to make mistakes as they know these help them to learn.
- Learn from their mistake and 'bounce back', they stick with it
- Remain calm even though they have been upset or angry



Sapphire...keeping focus

- Keeps on task even though there are lots of distractions
- Keeps listening to others (teacher and others in the class) even when there are distractions



Topaz...collaboration ... learning in a big group

- Shared at least one idea with the whole group
- Taken turns to share ideas
- Asked different questions in their group to make sure that they have known that their ideas is in everyone's heads



Ruby.....supporting others

- Gives support to others by listening to them and smiling at them
- Praises others when they do well
- Helps others when they have a problem



Amethyst...cooperation ... learning with a partner

- Shared ideas with their partner talking and listening skills
- Take in turns to listen and then share what they thought
- Added new idea to their old ones