

Teaching, Learning and Feedback Policy



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This policy links closely with the Assessment Policy and should be used in conjunction with it.

“Every Achievement is celebrated” (Vision Statement 3)

POLICY STATEMENT

Learning at St. Philips is:

- Active
- Co-operative
- Enjoyable

Teaching at St Philips is:

- Challenging
- Stimulating
- Engaging

Standards in our school must be focused on the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis.

Across our school the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

We expect every teacher to be a good teacher and to meet or exceed Teacher Standards.

By adopting a whole school approach to teaching and learning across our school, we aim:

- to provide consistency of teaching and learning across our school.
- to enable teachers to teach as effectively as possible.
- to enable children to learn as efficiently as possible.
- to give children the skills they require to become effective lifelong learners.
- to provide an inclusive education for all children.
- to learn from each other, through the adoption of a collaborative, enquiry- based approach to teaching and learning, where good practice is shared.
- To ensure strong progress

There is no single recipe for improving teaching and learning in a school. However, this policy outlines some of the **key elements** which are key to raising standards in teaching and learning. It also sets out a **broad structure** for lessons, based on best practice and research linked to how best children learn.

When reading this policy it is important to remember that adopting a broad template for structuring lessons does not preclude:

- Spontaneity
- Creativity
- Imagination
- Individuality

Planning

Subject Leaders are responsible for ensuring that teachers planning matches the whole school curriculum map. Subject Leaders review planning regularly and carry out planning and work scrutiny in line with the school self-review calendar.

A half termly overview is provided to the Head Teacher for all subjects, this follows the whole school template.

Information about curriculum content for parents for each year group is available on each class page of the website and is updated half termly by the class teacher.

Planning should be fluid and flexible and teachers should plan to meet the needs of all groups of learners.

Lesson structure

Time in lessons should be used productively

Many lessons in our school follow a basic structure made up of three parts.

Part One: review previous learning; share learning intentions. Pupils receive new information; instruction/exposition; (teaching)

Part Two: pupils make sense of information; processing; understanding; (learning)
Children must have time to respond to feedback from the previous session.

Part Three: review information

Additional adults may be deployed to support any of the above elements of a lesson and may take individual or groups of children out of the classroom to exploit learning opportunities or deliver timely interventions.

Teachers are free to choose the best method of delivery for their session. The basic skills of reading, writing, maths and speaking and listening should be evident across all curriculum areas and developed accordingly. Teachers are encouraged to be innovative and engaging in their approach to teaching and learning.

Creating an appropriate working atmosphere

Pupils will not learn if they are not in an appropriate state to learn. We use a range of strategies to establish a climate conducive to learning including:

- Beginning lessons on time
- Creating a classroom environment that is stimulating, reassuring and organised,
- Being fully prepared for lessons,
- Ensuring resources are prepared and on tables in advance of lessons,
- Ensuring other adults engage sensitively with a pupil who is not 'ready to learn'.

Linking the lesson to prior learning

Linking the lesson to prior learning, e.g. review existing knowledge;

Providing an overview

The brain is more likely to absorb details when it can place them within a wider context. Working walls in all classes enable pupils to see the 'bigger picture'. Pupils are encouraged to carry out their own independent research at home.

Sharing learning intentions with pupils

Students must know exactly what they are going to learn and what is expected of them by the end of the lesson.

For learning intentions to be shared effectively, teachers must:

- Tell children what they will all know/be able to do/to understand by the end of the lesson
- Make learning intentions specific
- Use child-friendly language – there is little point in sharing learning intentions if students don't understand what you mean.
- Write them down
- Refer to them: at the start of the lesson, during the lesson and during the plenary

Providing new information or skills.

This is the teaching phase. Although we want all pupils to understand the information as they encounter it, the emphasis during this part is on providing the new information. New information is delivered in many ways:

- Exposition
- Audio-visual aids – e.g. video clips
- Diagrams, pictures etc
- ICT – CD roms, Internet
- Demonstration
- Modelling

We aim to make learning multi-sensory so that pupils have opportunities to learn from seeing, hearing and doing.

At our school we believe that **talking** is central to learning. All lessons include planned and unplanned opportunities to discuss questions and extend thinking ***Think/Pair/Share and Talking partners*** are regular features in all lessons. Pupils understand that their TALK is valued as much as their written work.

All learning across our school should include the following key elements to ensure high quality teaching and learning.

All lessons have:

- Clear Learning Intentions
- Well planned success criteria

All lessons are:

- Clearly adapted to enable all pupils to access learning

All pupils are:

- Actively engaged in learning
- Given regular and clear feedback which enhances learning

Learning is enhanced through:

- Cooperative Learning

Classroom environment

All classes across the school should have:

Learning walls linked to what they are learning

A Maths display which includes:

- Key Maths vocabulary
- Current class targets
- Key facts, e.g. number bonds, times tables
- 3 rich seams
- Sentence stems

A Writing display which includes:

- Current class targets
- Models and images linked to current work
- Key vocabulary and language features

A science display

A reading area

Classrooms are tidy, labelled and organised. Pupils take responsibility for ensuring their classroom is a pleasant and safe place to learn.

- Pupils are taught to respect equipment and resources.
- **Basic** equipment (pens/pencils/rulers...) is out on tables at all times – pupils do not have to waste time getting rulers/pencils from trays etc.
- All trays are clearly labelled – word processed/not hand written.
- Displays are a learning resource – they are not just a reflection of previous learning. All displays are labelled and changed regularly.

Use of additional adults

The class teacher takes on the Leadership role in the deployment of additional adults during class time T.A's and L.S.A's must be used to impact upon learning, either individual or group. Additional training is provided for Teaching Assistants to ensure that their practise is in line with whole school expectations.

Marking and feedback

Marking has the potential to be the most powerful, manageable and useful diagnostic record of achievement.

Across our school, we think of marking in terms of feedback about a child's work. This feedback may take a number of forms – oral, written, formal and informal- and may be given on a group basis as well as an individual one. The nature of marking influences and encourages the child and gives her/him the confidence to take another learning step.

Overview of marking across our school

- All writing is marked using Tickled Pink & Green for Growth . In Foundation Subjects writing is marked in line with the Lesson Objective but also takes into account a child's English development.
- No work should be returned to a pupil without being acknowledged in some way.
- Next steps comments are used to help pupils improve their work in mathematics. This is particularly the case in extended writing and maths. Children are expected to complete corrections and time should be allocated accordingly.
- Marking must be linked to the learning intention and success criteria.
- All comments must be clearly legible and follow handwriting policy of school. They should be easy to understand. Teachers, TA's and LSA's should use green ink.
- Pupils are given time to read and act on comments. Pupil's respond in red in the upper juniors and respond in an age appropriate way across other year groups
- Pupils are taught how to improve their own work and that of their partner using a variety of approaches.