



Teaching and Learning Policy

Bernards Heath Infant School

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Teaching and Learning Policy

Aims and Purposes

Any attempt to raise standards in our school will focus on the teaching and learning in 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 children are provided with high quality learning experiences that lead to consistently high levels of pupil achievement. We acknowledge children have differing starting points but have high expectations for all children.

We expect every teacher to be a good teacher - no child deserves less.

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

- To provide consistency of teaching and learning.
- To enable teachers to teach as effectively as possible.
- To enable children to learn as effectively as possible.
- To give children the skills they require to become effective lifelong learners and citizens who make a positive contribution.
- To provide a 'no lids on learning culture' where all children talk about growing their brains and making 'learning mistakes'.
- To learn from each other through collaborative, reflective, enquiry based approaches to teaching and learning, where good practice is shared.

There is not a single recipe for improving teaching and learning in our schools. However, this policy outlines some of the 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 children best learn.

Key elements and principles of teaching and learning at Bernards Heath Infant School - a practical summary guide!

All lessons should include the following key elements to ensure high quality teaching and learning. New teachers will receive training to ensure they fully understand these elements and to enable them to embed these strategies in their everyday practice.

All lessons have... Clear Learning Objectives

- Learning objectives are shared orally and displayed as appropriate
- All learning objectives begin with - We are learning to...
- All learning objectives are in child friendly language
- Learning objectives are separate from the context of the lesson - for example we are learning to use capital letters and full stops in the context of story writing.
- When giving feedback the teacher will follow the appropriate school policy for oral and written feedback.

All lessons have... Well Planned Success Criteria

- All children are clear about how to achieve the learning objective.
- Success criteria are displayed and discussed for the children to follow during the lesson or drawn up with the children, e.g. Steps to Success.
- Planning includes success criteria for each learning intention.
- Children use the success criteria to self-assess their own work or their partner's work (this could be during/at the end of the lesson, with adult support where appropriate).
- Children are reminded of the success criteria during the lesson to bring about improvement - often children's work is used to illustrate the success criteria in action sometimes through a mini plenary.
- Teacher models are clear and explicit - these might be shared/compared at the beginning of a lesson to exemplify what a good example looks like.

All lessons are... Clearly Differentiated to Enable All Children to Access Learning and Experience Challenge

- All learners are challenged appropriately.
- Planning shows clear differentiation.
- Learning objectives are the same for all children. We want all our children to access similar learning and it is through the use of materials, apparatus and support that this access is differentiated.

All children are... Actively Engaged in Learning

- Learning challenges children; they are well focussed and work hard at it.
- Lessons may start in different ways e.g. with music, artefacts, pictures, sentences, numbers being shared with a very open question. The expectation is not that the **first words** a teacher says in each lesson are 'Today we are learning...'
- Children are actively engaged during all parts of the lesson - teachers take into account children's concentration span and ensure children are not sitting passively for long periods listening to extensive 'teacher talk'.
- Opportunities to think, talk and share with a Talk Partner are regular features of all lessons. Children are encouraged to use appropriate body language when engaged in discussion with a partner and to 'stick to the subject'. This is explicitly modelled and praised as appropriate.
- Learning resources such as mini whiteboards are sometimes used to develop understanding and to ensure children are active and engaged during the lesson.

All children receive..... Regular and Clear Feedback Which Enhances Learning

- Teachers, support staff and children always speak positively to one another and feedback in a constructive way.
- Assessment for Learning (AfL) and effective feedback is embedded in everyday practice and is used to inform teaching and learning.
- All children are clear about how they could improve.
- Marking is linked to the learning objectives, praises effort and identifies next steps, spellings and corrections as appropriate.

- Children are given time to address issues raised in marking. Teachers use green highlighter to show 'Green for Growth' and 'Yippee Yellow' to celebrate what they have done well.

All children should..... Be Able to Explain

- What they are learning
- What helps them learn
- How they challenge themselves
- What they do if something is too easy/hard
- How/What they are improving/ getting better at
- How their teacher helps them improve.

Our Learning Principles and Learning Heroes:

Ducks - like to be challenged and have the skills to keep trying. Ducks never give up.

Bears - are helpful and encouraging. They show respect. They share ideas with their talking partners, listen and speak clearly.

Monkeys - always join in, can't stop asking questions and explain their thinking.

Dogs - think carefully about what they need to learn and what they need to do to be successful. Dogs take responsibility for their own learning.

Learning is enhanced through the... Effective Use of Additional Adults

- Additional adults are clearly directed to support learning.
- They are clear about who they are supporting and why - they know when to make additional differentiation within a task
- Planning is shared in advance with adults supporting learning.
- They sit next to the pupil/children they are working with, quietly engaging the pupils, explaining the task or using other resources, e.g. number line to facilitate learning.
- They are involved in assessing pupil's understanding, recording observations and feeding assessments to the teacher.
- They are focused on helping children understand as opposed to 'just getting a task finished'.

A Guide to Our Lesson Structure

All lessons should follow a basic structure made up of four parts.

- **Phase One:** set the scene, place learning in a wider context, link to prior learning; review previous lessons; provide the 'big picture', share learning intentions.
- **Phase Two:** children receive new information; instruction/exposition
- **Phase Three:** children make sense of information; processing; understanding
- **Phase Four:** review information and next steps

Precise interpretation of the four phase structure will inevitably be very different in different situations. Age, ability, timing of the lesson, subject area and the particular focus for the lesson will all have a significant impact.

Teachers may well scroll through the phases more than once during the lesson. For example, after a short period of exposition, children may be engaged in an activity designed to help them make sense of new material. This may follow by another period of exposition and an appropriate exercise. **(mini plenaries)**

The phases are not always sequential. Review, for example, is not confined to the end of the lessons. **Good teachers weave review through the entire lesson and know that success criteria are only successful when repeated and referred to throughout the lesson.**

Teaching and learning are not the same thing. Encountering the information is not the same as understanding it. While the stages are inextricably linked, they are separate processes.

When observing lessons observers will be looking at two main elements: Is there sufficient challenge? Are the children grappling and do we have good evidence of productivity?

Stories we use to introduce Our Learning Heroes

The Dog's Story

Remember: Dogs - think carefully about what they need to learn and what they need to do to be successful. Dogs take responsibility for their own learning.

Once upon a time there was a dog whose grown-up had asked for some sticks for chasing. Dog set off and before long met a rabbit who wanted to go and play a chasing game but Dog said "No thank you, I need to collect my sticks." A bit later Dog smelled something rather delicious and wanted to follow the trail but again Dog thought, "No I have to collect some sticks for chasing. I need to concentrate on what I have been asked to do."

When Dog had collected the best chasing sticks possible, it was time to go home. At home Dog told the story of what had happened. Dog's grown-up said "Well done for concentrating on what I asked you to do - now you have finished you can go and play."

Hello I am Dog.

I love growing my brain. I know I am in charge of my learning and I choose to do my best and manage distractions.

I use things in the classroom to help me and choose challenges that are not too easy or hard for me. I concentrate and finish my learning.

- I explain what I have learnt
- I manage distractions
- I know what to do if my learning is too hard or too easy
- I know what can help me with my learning

The Duck's Story

Remember: Ducks - like to be challenged and have the skills to keep trying. Ducks never give up.

One sunny morning Duck was happily swimming along a wide river near a school. The river was flowing very fast and Duck's legs had to paddle very quickly under the water to avoid being washed away. That morning some children went with their teacher to feed the ducks. All the other ducks were swimming close to the edge and quickly gobbled up most of the bread before swimming away. Duck could see the children throwing bread but the river was too fast and too wide for Duck to swim over. Duck tried and tried to swim over but each time nearly got washed under the water. Just then Duck noticed a rock nearby and thought "Hmm, maybe that could help me". Duck used a huge amount of energy to swim to the rock. Duck flapped its wings and skimmed over the fast flowing water to where the children were. The children had seen how hard Duck had worked and noticed how Duck had not given up; they called out "Well done for not giving up Duck!"

Hello I am Duck.

I work hard and always try new ways of doing things. I ask for help when I need it and make sure I practice new skills lots. If my challenge doesn't work out the first time I will always start again and never give up.

- I always work hard and never give up
- I know that mistakes help me to improve
- I use things in the classroom to help me
- I talk about what I find tricky

The Bear's Story

Remember: Bears - are helpful and encouraging. They show respect. They share ideas with their talking partners, listen and speak clearly.

It was such a stormy night that Bear decided to go and check that Mouse was okay. Mouse was huddled up inside her home in the woods, shaking in the cold and rain. Bear was very upset to see Mouse so sad. Bear said, "Why don't we build a shelter before the thunder comes and we can be safe there together?"

Mouse cried, "I've already tried and I can't do it."

Bear replied in an encouraging voice "But we will manage if we do it together." Bear started to gather some sticks for the shelter. "Please come and hold these together while I tie them" said Bear who couldn't do it alone and Mouse scurried over to help. Together they worked hard to build the shelter and stayed there in the warm while the thunderstorm went through the sky above them. The next morning Mouse thanked Bear for being so kind and helpful.

Hello I am Bear.

I always try to listen to others but I explain my ideas too. I know that people are different and don't always agree but I remember that it is important to listen and be respectful. I make sure that my voice is not always the loudest and that I follow the ideas of other people as well.

- I explain when I don't understand something
- I can disagree but I remember to be kind and polite
- I am respectful of others
- I speak clearly and can explain my ideas to help other people

The Monkey's Story

Remember: Monkeys - always join in, can't stop asking questions and explain their thinking.

Deep in the forest there lived an inquisitive monkey. One afternoon Monkey found a pathway it had never seen before. Monkey followed the pathway but before long became lost. Monkey felt worried but heard chatter amongst the trees and walking on spotted a snake, a tiger and an army ant.

Monkey spotted the snake first and asked "Where am I?" the snake explained that Monkey was in the middle of the forest.

Monkey turned to the tiger and asked "Who lives here?"

The tiger replied "All sorts of animals."

Monkey asked the army ant "Where do you live?"

"I live near the river."

"So do I!" said Monkey, "Will you show me the way home?"

After walking a little way further, Monkey knew that home was near. When Monkey got home, Grandma asked "What adventures have you had today?"

"I thought I was lost" explained Monkey "but I met some new friends who showed me the way home." Monkey drew a map in the sand to explain the journey - Grandma was able to understand exactly what had happened.

Hello I am Monkey.

I am curious; I ask questions to find out new things and to grow my brain. I notice things and make connections between them. I research by reading books and talking to people.

- I like learning new things and talking what about what I have learned
- I put up my hand when I have something relevant to say
- I think of reasons why