



KEYINGHAM PRIMARY

Teaching & Learning
Policy

September 2020

RATIONALE

Research shows that the aspect of school life that most improves outcomes for pupils is high quality classroom practice. This policy will frame practice & pedagogy for staff so that they can effectively frame learning for pupils. It will act as a guide for all professionals to deliver high quality provision and therefore ensure better outcomes for learners.

ORGANISING EFFECTIVE LEARNING

Learning is framed through objectives. These objectives, following progression in planning, will take one of the following forms:

- To know (knowledge: facts, names, places, symbols, formulae, events)
- To be able to (skills: using knowledge, applying techniques, analysing, improve, practise, write, etc.)
- To understand how/why (concepts, reasons, effects, principles, processes, analyse, etc.)
- To be aware of (attitudes, values, empathy, care, social and moral issues, recall, compare, contrast, etc.)

Learning objectives can be introduced, re-visited or further developed as guided by effective assessment to ensure that the knowledge gained in lessons and beyond the classroom 'sticks'. The provision in our school allows pupils to access learning in ways that both suits and challenges them

The following are some examples:

- Investigation and problem solving
- Open-ended tasks
- Research, with independent access to relevant resources
- Group, paired and independent work
- Questioning
- Presentation and drama
- Use of ICT, multi-media, visual and aural stimuli
- Educational visits
- Creative activities, designing and making
- Participation in athletic and/or physical activity
- Homework
- After school clubs
- Guest visitors and performers

EFFECTIVE TEACHING

This occurs when appropriate learning objectives are met resulting in good progress for all children over time. To support effective teaching practice, we follow these guidelines when planning, delivering and assessing learning:

- Foundation Stage work towards Early Learning Goals and beyond.
- Year 1 to 6 work towards National Curriculum expectations and beyond.
- Sequences of lessons are planned to address key aspects of learning.
- Assessment informs lesson planning.
- Expectations are high and challenge is anticipated and welcomed.
- Lesson learning objectives that are shared and regularly referenced.
- Success criteria are displayed to support expectations and independence.
- Tasks are appropriate to ability, including higher attaining pupils.
- Timings are clear and demarcate the salient parts of the lesson.
- Learning is reviewed within or at the end of lessons.
- Successes of all kinds are celebrated with the children.

- Lessons can be reshaped according to the teacher's assessment of learning.
- Prompts and regular feedback enable children to reflect and improve.
- Questioning, marking and feedback informs pupils of their successes
- Questioning, marking and feedback inform of progress against targets and how to improve.
- Teachers are familiar with equal opportunities obligations.
- All statutory requirements related to matters of inclusion are met.
- When planning for SEND, Termly Support Plans (TSP) are used.
- Teaching assistants are deployed with individual pupils or groups.
- Classrooms are safe and enabling.
- Displays support independent learning.
- Displays demonstrate progression within the school.

FIVE QUESTIONS FOR EVALUATING PROVISION

The improvement of outcomes for children at Keyingham Primary is achieved by the improvement of provision. The following five questions are used when evaluating provision and consequent outcomes.

1. Is learning framed appropriately?
2. Is assessment used?
3. Is differentiation evident?
4. Is teaching good?
5. Is marking and feedback productive?

MONITORING AND EVALUATION

When evaluating teaching and learning in school, we make use of:

- Classroom observation
- Data analysis
- Analysis of pupils' work and teachers' feedback
- Planning scrutiny
- Moderating and discussing the quality of pupils' work with colleagues
- Learning walks
- Pupil interviews
- Feedback from parents and wider stakeholder surveys

APPENDIX 1: MATRIX FOR EVALUATING PROVISION AT KEYINGHAM PRIMARY

EVALUATING THE QUALITY OF PROVISION AT KEYINGHAM PRIMARY	
ORGANISING EFFECTIVE LEARNING	
Investigation and problem solving	
Open-ended tasks	
Research, with independent access to relevant resources	
Group, paired and independent work	
Questioning	
Presentation and drama	
Use of ICT, multi-media, visual and aural stimuli	
Educational visits, visitors and performers	
Creative activities, designing and making	
Participation in athletic and/or physical activity	
Links to out of school learning and experiences	
EFFECTIVE TEACHING	
Foundation Stage work towards Early Learning Goals and beyond	
Year 1 to 6 work towards National Curriculum expectations and beyond	
Sequences of lessons are planned to address key aspects of learning	
Assessment informs lesson planning	
Expectations are high and challenge is anticipated and welcomed	
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Success criteria are displayed to support expectations and independence	
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Successes of all kinds are celebrated with the children	
Lessons can be reshaped according to the teacher's assessment of learning	
Prompts and regular feedback enable children to reflect and improve	
Questioning, marking and feedback informs pupils of their successes	
Questioning, marking and feedback inform of progress against targets and how to improve	
Teachers are familiar with equal opportunities obligations	
All statutory requirements related to matters of inclusion are met	
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Teaching assistants are deployed with individual pupils or groups	
Classrooms are safe and enabling	
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