

# Robert Le Kyng Primary School

## Teaching and Learning Policy



### Introduction

At Robert Le Kyng we believe that all children deserve a curriculum which is relevant, stimulating, supportive and fun. It should prepare them for their future life and to take a responsible role in society. We aim to achieve this by providing good quality teaching within a stimulating, supportive learning environment.

### How can we promote good learning?

- Actively involving children in their own learning
- Making learning fun, practical and relevant to children's lives
- Ensuring that children are given opportunities to learn using a variety of styles
- Providing an effective learning atmosphere where all feel they can contribute in safety and are willing to take risks
- Ensuring that relationships in the school are positive and promote children's motivation
- Effectively tracking children's progress and taking swift action to address any underachievement
- Using assessment information to ensure that effective differentiation is in place to challenge and support all children
- Developing the skills that children need, not just a body of knowledge
- Providing ongoing professional development for all staff in the school through training and peer observation.

### What will this look like in the classroom?

- A clear learning objective in the form of a learning question and success criteria ("Remember to...") will be shared with children so that they know what successful learning looks like.
- Children are supported to evaluate their own learning against success criteria.
- Effective questioning is used to probe, clarify and check children's understanding. This will include a significant amount of open questioning.
- Opportunities for all children to engage with whole class teaching (for example, paired talk, individual whiteboard work, response cards etc.) will be offered every lesson.
- Clear expectations of behaviour for learning – active listening, engagement, allowing others the opportunity to learn.
- Children are given feedback which highlights what they have achieved and offers them the next steps (see marking policy).

- Assessment for learning used to adapt lessons to promote the best learning.
- Children will demonstrate their independence through making some decisions about what they do and how they do it.
- The pace of lessons will move appropriately in order to challenge children, while supporting those that need it.
- A variety of children's activities – practical, written, group and paired work, drama...
- Teachers will be confident in their subject knowledge, and will model 'How to find out' at points where the learning goes beyond what they know.
- Opportunities for first hand experience will be given through visits, visitors, artefacts, real life problem solving etc.
- Homework will be used to support and reinforce learning in the classroom.
- Effective use of support staff.

#### **How can the classroom environment support this?**

- Resources in the classroom will be organised so that children can access them independently
- The classroom organisation supports effective collaboration between children
- The classes are word rich environments, with a good proportion of handwritten notices to model good handwriting
- Working walls will support children with the current topic. The intention is that these are useful and current, so they may not necessarily be beautifully presented
- Models and images are used to support children's learning
- Vocabulary supports current topic and ongoing work
- Children's work and achievements are celebrated
- Interactive display are used to encourage children to engage with questions, or add to
- Class reward systems promote good learning behaviour

#### **How will teacher's planning support this?** (also refer to school planning documents)

- Effective sequences of lessons should be planned which build on previous learning and towards an outcome
- Teachers will plan to address whole school curricular targets to promote areas of learning identified
- A clear learning objective should be identified for every lesson and shared with the children as the learning question.
- Effective differentiation will build on what we know of the children's abilities in order to challenge them effectively
- A variety of teaching strategies should be planned for. For example modelling, demonstrating, questioning, explaining, problem solving, shared work etc
- A variety of teaching styles should be planned for to engage all children
- Teachers will make ongoing assessment jottings on planning

- Planning should be flexible and ongoing assessment will be used to adapt planning as lesson/week/term progresses. This should be annotated on planning

**How will children's work demonstrate this?**

- All work will have a clear learning question in child friendly language. This should refer to the skill being learned, not the context
- Children will be encouraged to value all of their work and to demonstrate this by presenting their work with care
- Children will self evaluate their work against the success criteria for the lesson (see marking and feedback policy).
- Children will be given opportunities to record in the style that they consider most appropriate for a task
- All work will be marked in line with the marking and feedback policy.

**Related documents:**

Curriculum area policies

Marking and feedback policy

Planning formats/documents/schemes of work

**Reviewed: October 2016**

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