



The Federation of Abbey Schools

Teaching and Learning Policy

Date of Issue: May 2023

To be Reviewed: May 2024

Rationale

The governors and staff have high expectations of all children so that high standards of achievement can be secured ensuring that pupils reach their full potential (refer to aims and values of the school) to this end we have devised a policy which:

- Ensures continuity and progression
- Gives teachers a clear understanding of what is expected of them
- Gives us a clear framework against which the senior leadership team can monitor provision

Aims

We aim to ensure that:

- Children are taught effectively and make progress
- Teachers know what is expected of them and have training needs identified and met (refer to Appraisal Policy)
- The organisation works within clear structures to promote good quality teaching and learning (refer to School Aims and Curriculum Intent)

Guidelines

To secure consistent teaching of good quality we need to demonstrate knowledge of children by being aware of:

- Ability level
- What they know already
- What they need to know – next step
- Children's preferred learning styles
- Children's level of confidence
- **Any additional needs of the children**

To achieve good planning we include

Long term plans which identify:-

The range of work for each year group ensuring continuity and progression across each phase taking into account the National Curriculum and our local curriculum.

Medium term plans which identify:-

- Half termly units of work in each subject
- Time allocation
- Opportunities for assessment

Short term plans and resources which identify:-

- Daily/weekly planning – Learning objectives, success criteria, task, plenaries, resources, learning styles/strategies, appropriate use of classroom support.

To provide an environment conducive to learning we will ensure that:-

- All children feel confident and valued by:
 - Positive feedback

- Displaying their work
- Listening to each other
- Matching tasks to needs
- Ensuring that there is an element of success for all children.
- Relationships are based on mutual respect
- Children are encouraged to value and learn from each other's efforts.
- Good routines are established and children understand and carry them out.
- A code of behaviour has been established and is understood and managed by all (refer to Behaviour Policy)
- Resources are available for children to access independently
- We encourage self-reliance

To use resources and time effectively we:-

- Have well organised storage and retrieval systems which the children understand and can use independently
- Use resources in a way that facilitates access to learning for all
- Use a wide variety of media, including ICT
- Make sure resources are of good quality
- Ensure pace reflects the children's needs
- Use time productively
- Share time management with children

To develop learning we ensure that the tasks:-

- Are in line with the learning objectives
- Recap on prior learning
- Are appropriately differentiated through support and resources
- Are motivating
- Are explained in such a way that all children can understand what is expected of them
- Are challenging without causing stress
- Move children on in their learning
- Have, on some occasions, a non-written outcome
- Encourage children to think

When understanding is developed in children, teachers:

- Reflect on what the learning should be at the end of the lesson
- Simplify things
- Repeat things
- Create a climate where children feel able to ask questions
- Ask themselves the question 'how do I know they have understood?'
- **Modify** text activities or resources appropriately
- Relate difficult concepts to familiar experiences
- Include peer tutoring in lessons
- Ask children to explain how to do something or do something in a different way

Appropriate questions are essential, Higher Order Thinking is used and promoted across the site.

So that children know what is expected of them and how to perform successfully we:-

- Share learning objectives **and new vocabulary** at the beginning of the lesson and refer to them throughout the lesson
- Ensure that learning objectives are expressed in children's language
- Give children opportunities to identify success criteria against which they can judge their own learning
- Differentiate success criteria when appropriate
- Use the learning objectives and success criteria as the focus of the plenary
- **Share the next steps with the children.**

To match different children's preferred learning styles we use a variety of teaching strategies which include:-

Whole class teaching where:

- We use open ended questions in language easily understood by all children
- Questioning is differentiated in order to include all children and to encourage them to confidently ask and answer questions
- There is a balance between teacher and children contributions

Group activity where:-

- Tasks are the same where possible and differentiated is provided through the level of support, this could be pre teaching, resources, teacher/TA supporter or peer support. There are clear learning objectives in order to ensure success with challenge for all
- Different kinds of grouping will be used e.g.: mixed ability, like ability, friendship
- The size of groups is appropriate to the task
- The teacher's contribution enables learning to further progress

Other strategies might include:-

- Paired work
- Individual work
- Peer tutoring

Staff should be aware of the type of learners they have in their class. Pupils will respond with varying degrees to opportunities for visual, auditory and kinaesthetic learning.

Continuously updating our subject knowledge enables us to:-

- Use a wide variety of appropriate resources

- Use, and expect children to use, and understand appropriate vocabulary
- Be competent in delivering the content of the Abbey Curriculum, which is aligned to the National Curriculum with clear progression
- Offer greater opportunities for more able children to further their learning.
- Develop key skills of numeracy, literacy, ICT and oracy within all subjects
- **Plan and deliver lesson content that is current and relevant.**

Assessment is used to help children to progress by including:-

- A range of assessment methods – formative, summative, diagnostic
- Targeted learning and assessment
- Use the outcomes of data analysis to improve teaching and learning (for details refer to the Assessment Policy)
- The use of whole class feedback **in KS2** (for details refer to the Marking and Feedback Policy)
- **The use of live marking and individual verbal feedback in KS1 (for details refer to the Marking and Feedback Policy)**

Additional help is used in the classroom effectively by:-

- Ensuring that time is properly managed
- Ensuring that every helper is clear about their role and context in which they are working
- Recognising that good communication is essential for all qualified school professional support will be involved in the planning process
- Ensuring mutual feedback between teachers and support
- Welcoming the expertise of helpers and work in the context of mutual respect
- Ensuring that support staff have appropriate access to training and development

To ensure that children respond to our high expectations they:

- Need to know what is expected of them in terms of learning, attainment, behaviour and homework through clearly explained objectives and success criteria (refer to the Aims of the School, the Behaviour Policy and Homework Policy).
- Will be motivated to solve problems and enjoy learning
- Will be able to learn in a secure working environment and be praised for achievements, effort and behaviour (refer to Behaviour Policy).
- Are supported to recognise their progress
- Will be taught the need for accuracy and good presentation
- Will be expected to achieve the best they can

Homework is used effectively to:-

Support children's progress by developing effective partnership between school and parents/carers. Aims and guidelines are set out in the Homework Policy.

Emotional Literacy

Staff should help children manage their emotions. Resilience through a growth mindset are embedded to support the children in overcoming anxiety and performing the best they can.

Monitoring

Monitoring of teaching and learning is carried out in line within the School Development Plan and School Self Evaluation.

Evaluation

The Teaching and Learning Policy and outcomes will be evaluated annually at the end of each summer term with involvement from staff and Teaching and Learning Committee governors.

Staff Development

Needs will be identified through the requirements of the School Development Plans and in the case of individual needs, through Performance Management procedures. Needs will be met through in-house, courses or consultancy as appropriate.