



**Moulsham**

**Junior School**

## **Teaching and Learning Policy**

Reviewed: Autumn 2018

Next review: Autumn 2022

## Teaching and Learning Policy

### Aims

The quality of Moulsham Junior School is directly related to the quality of our teaching, and the learning that takes place because of it.

The purpose of this policy is to achieve high levels of achievement by ensuring that effective learning takes place in the classroom.

### Responsibilities

It is the responsibility of all teachers to provide the highest quality teaching for our pupils. There is an expectation that teaching will be 100% good or better.

It is the responsibility of the subject leader to monitor the quality of the teaching and learning within their subject and to offer support if it is needed.

The Head and Deputy Teacher are responsible for monitoring the quality across the school and to identify where development is needed.

The Heads of Year are responsible for monitoring the quality across their year group, develop the quality of teaching and to identify where support for development is needed.

Governors have a statutory duty to monitor that the processes are in place and that the school is addressing pupils' needs.

### Learning

Effective learning takes place when pupils know:

- How to make progress
- What they are achieving
- How to learn, including thinking and questioning skills, using methods and resources
- How to work independently/ collaboratively
- The mindset which will help in the classroom, including respect, interest, responsibility, responding to challenge (We are a Growth Mind set school)
- The skills they need to develop, including enquiry, research, analysis, reasoning and reflection

### Teaching

Good teaching needs:

- Clear planning
- Assessment for learning
- Different teaching styles
- Pace and challenge
- To be engaging
- Organised classroom management
- Effective partnership with Learning Support Assistants
- Good classroom relationships
- Relevant homework (where appropriate)
- Monitored progress
- Flexibility
- A stimulating environment
- Regular evaluation and review
- RING (Relevant Interesting Naughty Giggle) where Naughty refers to challenging and Giggle to engaging

## Teaching and learning styles and strategies

The range of teaching and learning styles used at Moulsham Junior School is extensive. These include:

- Explanation
- Instruction
- Questioning
- Observation
- Modelling
- Reporting back
- Investigation
- Consolidation and practice
- Problem solving
- Individual work
- Paired work
- Collaborative work
- Using ICT
- Extended writing
- Peer assessment
- Songs / rhymes
- Directing and telling
- Discussion
- Demonstration
- Listening
- Making judgements
- Oral Feedback
- Role play
- Research
- Brainstorming
- Sharing
- Games and puzzles
- Simulations
- Revision
- Self-assessment
- Feedback through marking
- Puzzles and games
- Use of The Kagen Principles (see pages 8 & 9)

### Preparation and planning

- Lessons will be planned in advance with clear differentiation, guided groups and LSA guidance included.
- The teacher should have clearly identified pupils' needing extra support for special needs or for intervention.

### 1. Introduction and starter activity

- The lesson is introduced clearly, sharing the intended **learning objectives and success criteria** with pupils.
- These will usually be written on the board at the start of the lesson.
- Pupils should be encouraged to engage/interact with the objectives for the lesson.
- In most subjects a starter activity will take place in the first 5 – 10 minutes of the lesson.

Learning objectives should be specific and outline the learning expected to take place in that lesson. They would normally focus on the skill being taught. They are always context free.

#### **Learning objectives could begin with:**

- To draw / To discuss....
- To evaluate/ To write...
- To identify/ To observe...
- To describe/ To investigate...
- To justify/ To explain...
- To add/ subtract/ multiply...

Please see page 10 for Blooms Taxonomy of Higher Order thinking skills

## **Success criteria**

These describe to pupils what the teacher is looking for and how they will know they are being successful in their learning.

Success criteria need to be specific and related to the learning objectives and the tasks set by the teacher.

### **How to write success criteria:**

- Take the learning objective for the lesson
- Decide how the pupils are going to demonstrate their learning of the objective to you (the tasks)
- Write success criteria for the lesson (best if done with the pupils using their words)
- Decide how you are going to assess the success criteria during the lesson
- Plan the plenary to review all of the success criteria

### **Examples of Success Criteria:**

LO: To write using description

- SC: 1. To include adjectives within writing.  
2. To include adjectives and adverbs within writing.  
3. To include adjectives, adverbs and similes within writing.

## **2. The Main Activity**

The task(s) to be undertaken are explained and resources identified. The tasks should be well structured and planned, relevant and differentiated. Planned use of support should be identified in the planning.

Tasks set will:

- Closely matched to the learning objective
- Be linked to pupils needs and abilities
- Build on knowledge and skills acquired previously
- Relate to key questions, enquiry, investigation and problem solving
- Develop a range of pupil skills
- Use different teaching strategies
- Enable pupils to evaluate their own work
- Encourage pupils to apply what they have learned in other situations

The teacher will:

- Give clear instructions
- Link work clearly to learning objectives and success criteria
- Have high expectations
- Demand high quality in terms of work and effort
- Not give long monologs
- Work with a focused group (where appropriate)
- Continued...
- Use appropriate high quality language

- Display key words and/or write them on the board
- Facilitate learning
- Maintain a presence in the classroom
- Enable mini-plenaries to take place, where appropriate, so that pupils remain focused and evaluate their progress

The pupils will:

- Listen and respond positively to the teacher and each other
- Be kept on task
- Be stretched and challenged
- Be motivated
- Want to achieve well and achieve the success criteria

### **3. The Plenary**

- **The teacher will return to the success criteria and encourage all pupils to evaluate the progress they have made during the lesson.**
- The strategy of question and answer, peer or self-assessment may be appropriate, or a related extension task may be used.
- Pupils' achievement of success criteria should inform planning for the next lesson.
- Related homework may be set, and pupils may be told about work to be covered next lesson.

### **Classroom Observation, Pupil Interviews, Work Sampling and Whole School Self Evaluation**

Classroom observation and work sampling are used to monitor and evaluate the effectiveness and quality of teaching and learning at Moulsham Junior School. They also form an important part of the process of reviewing the performance of the school through whole school self evaluation.

Classroom observation is used to support continued professional development, subject reviews and performance management in the school.

The process of classroom observation contributes to:

- The continued success of the school
- Raising achievement and school improvement
- Improved classroom teaching
- Curriculum development
- Determining personal development needs
- Identifying the future development needs of the school

Every teacher will be observed teaching at least once a term as part of the school's Performance Management process by the Head or Deputy Head Teacher as well as their HoY.

In addition to this HoY will do weekly drop ins and feed back in the form of a post card. During Leadership time Subject Leaders will also observe teaching in their area.

There is an expectation that all lessons will be good or better. When teaching is observed that is less than good, there will be a follow up. This may be a discussion, some further training, some coaching support or another lesson observation with the emphasis being on the weaker parts of the original lesson. From this there may be a planned strategy to support the teacher to deliver consistently good lessons.

## Ingredients for Great Teaching and Learning

	<b>Teaching and Assessment for Learning</b>	<b>Behaviour for Learning</b>
<b>Starter Activity</b>	Starter activity which is short and engaging and, if appropriate, linked to the main learning in the lesson	✓ Pupils are actively engaged
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>✓ Needs of ALL pupils taken into account</li> <li>✓ Teachers and LSAs work in partnership to impact on pupil learning</li> </ul>	<ul style="list-style-type: none"> <li>✓ Pupils show that they are enjoying their learning</li> <li>✓ Appropriate pace</li> <li>✓ Routines and expectations are taught and followed each lesson</li> </ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>✓ Learning Objectives shared with pupils in pupil friendly language</li> <li>✓ Learning objectives are context free</li> <li>✓ Clear success criteria shared with pupils</li> <li>✓ Learning objectives are referred to regularly throughout the lesson</li> </ul>	<ul style="list-style-type: none"> <li>✓ Staff meet and greet pupils at the start of the day or after lunch</li> <li>✓ There is a calm and orderly entrance and exit</li> </ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>✓ Work is modelled to show pupils the expectations</li> <li>✓ Written with children</li> </ul>	<ul style="list-style-type: none"> <li>✓ Name and praise is used to promote and reward positive behaviour</li> </ul>
<b>Learning Activities</b>	<ul style="list-style-type: none"> <li>✓ Key words used and explained during the lesson</li> <li>✓ Varied, active and engaging teaching and learning styles, where pupils are involved and given opportunities to learn independently</li> <li>✓ Learning is chunked into manageable steps for pupils</li> <li>✓ Pupils are encouraged to share their thinking and ways of working with others</li> <li>✓ Homework, if set, is given at an appropriate time in the and could build on what pupils have learnt in the lesson</li> <li>✓ Pupil conversations are about learning and progress</li> </ul>	<ul style="list-style-type: none"> <li>✓ Teachers and LSAs work in partnership to promote positive behaviour for learning</li> <li>✓ Whole school reward system for behaviour is used</li> <li>✓ Postcards are sent home to inform parents of positive behaviour for learning</li> <li>✓ Strategies to avoid the use of thinking time are used</li> </ul>
<b>Pupil Progress</b>	<ul style="list-style-type: none"> <li>✓ Assessment opportunities built into the lesson</li> <li>✓ Pupils are given opportunities to apply what they have learnt in their own work</li> <li>✓ Visual prompts are used – thumbs up or traffic lights</li> </ul>	
<b>Plenary</b>	<ul style="list-style-type: none"> <li>✓ Mini plenaries (where appropriate) take place throughout the lesson, not just at the end</li> <li>✓ Plenary is related to the learning objectives, involves ALL pupils and encourages them to reflect on or apply what they have learnt</li> <li>✓ Plenary is used effectively to gauge individual pupil progress</li> <li>✓ Plenary influences next lesson</li> <li>✓ Plenary allows reflection time</li> </ul>	

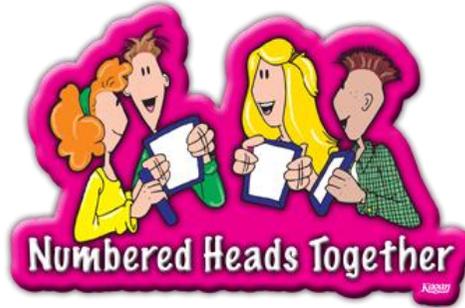
## What are the basic principles of Kagan Cooperative Learning?

- The basic principles of good cooperative learning are that:
  1. The learning task **promotes teamwork** and students experience themselves as being on the same side;
  2. Each student is held **accountable** for their individual contribution;
  3. Students **participate** about **equally**; and
  4. **Many** students are **engaged** at once.



Ingredients for Great Teaching and Learning

**RoundRobin**



**StandUp, HandUp, PairUp**



**RallyRobin**



Ingredients for Great Teaching and Learning

B L O O M S T A X O N O M Y

