



Sheep Dip Lane
PRIMARY SCHOOL

Teaching and Learning Policy

Spring 2017

Policy ratified on:	Oct 2014		
Date for review:	July 2015	Jan 2016	Jan 2017
Signed/Responsible: Chair of Governors	<i>Mrs J Thomas</i>	<i>Mrs J Thomas</i>	<i>Mrs J Thomas</i>
Signed Head Teacher	<i>Mrs F Parish</i>	<i>Mrs F Parish</i>	<i>Mrs F Parish</i>

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Sheep Dip Lane Primary School: Teaching and Learning Policy Reviewed: Jan 2017

Linked Policies: English , Maths Policies, Assessment Policy

SHEEP DIP LANE PRIMARY SCHOOL

Improving School Effectiveness of Teaching and Learning

(Reviewed Summer 2006, Summer 2008, July 2010, July 2011, September 2012, 2015, 2016, Jan 2017)

Background

Staff discussion took place in October 1996 using the document "Teachers Make a Difference". The outcome of this discussion was to formulate a school policy for teaching. Staff worked with Mr K Baines (Inspector - Doncaster LEA (March 1997) to produce our Teaching Policy. Since this time we have developed our policy to take account of the developments in education as they have happened, i.e. Curriculum 2000, Assessment for Learning, Primary Framework, Every Child Matters, Curriculum 2014, Life without levels.

Context

Following very successful OFSTEDs in March 1995/1999/2004/2008 and 2014, staff continue to ensure their commitment to raise pupils achievement to the National Average in the Core Subjects. How we teach our pupils is seen as the key to achieving this aim.

Questions Raised from our discussions during Summer 2011

- What is the most effective/efficient way of teaching?
- What do our children 'get out' of their experiences?
- What aspects of teaching can we agree to on a consistent basis?
- Do our pupils understand what they are doing and how it fits into their learning previous and present?
- What is the impact of all we do to ensure children achieve their potential?

Our Principles

- * Certain aspects need to be clear, agreed and understood by everybody in order to achieve school effectiveness.
- * Underpinning our policy are the following aims.
 - Pupil Independence.
 - Pupil Initiative.
 - Pupil Responsibility.
- * It is vital that we provide good working conditions for our children and understand the principle that learning does not take place in a vacuum.

"Children learn best when they are conscious of their own learning." - Mary MacDonald.

Our Teaching Policy

We agree.....

- * To be clear about the method we have chosen for grouping our children, on a particular day at a particular time and for a particular purpose, i.e. Group/Class/Collaborative/Ability etc./Individual.
- * To be flexible about the methods we choose for grouping our children in order to obtain a balance and achieve a learning outcome for each child. To use pre teaching and pre learning assessments to inform our planning to ensure the pitch and challenge for all pupils aims to reach age related expectations with suitable challenge.

Outcome

"When groups are used children will understand the purpose of the groups and their role within the group."

We must ensure that during lesson marking and assessment informs fluid groupings to ensure progress is made in lesson by all pupils.

- * To ask ourselves (on a daily basis and when planning work for our class) "What do I want our children to learn and what is the most effective way of teaching this?"
- * To use a broad range of teaching styles - exposition, instruction, direct teaching, investigative, collaborative etc - to develop knowledge, skills and understanding.

Outcome

"Clear Learning Objectives/Intentions will have been set that engage our pupils thinking and intellect."

- * To apply skills learnt last week to a situation/problem this week.
- * To use time efficiently and purposefully.

- * To have a structure and pace to our lessons.

Outcome

"Children always understand the purpose of what they are doing and how it links into previous work."

- * To have good "introductions" and "plenaries" to our lessons that determine the learning and also provide context for the children and discuss next steps.

Outcome

"Draw together children's learning."

- * To set criteria for assessing our pupils work, this may be in the form of remember to's or steps to success that can be used to reflect progress against by staff and pupils.

- * To ask ourselves the question "What we are looking for is...."

Outcome

"All our pupils know the criteria and they can be involved in evaluating their own work."

- * To develop our understanding of where each child is at in their learning and the next small steps needed to support their progression, through precise assessment and progress tracking,

- * To effectively plan to support all children to develop the skills, knowledge and understanding necessary to make the expected progress.

Outcome

"Personalised planning will be in place to support each pupil to progress in their learning"

- * To set realistic and achievable targets for our children during each lesson. To hold 'conferences' with the children to review and set new targets regularly so they are clear on what they are doing well and where their learning needs to develop.

- * To use our Marking Policy.

Outcome

"Provide our pupils with clear constructive feedback to help them improve and recognise when they have achieved."

- * To have a commitment to regularly reviewing/revising learning with our pupils.

Outcome

"Reminding them of what they have done and what they have learnt will aid recall and memory retention."

- * To use other adults in the classroom effectively.

- * To have good classroom organisation of resources and materials.

- * To follow the schools behaviour policy.

Outcome

"Well established and organised classroom routines provide minimal disruption to tasks and teaching and learning."

- * To use AFL techniques such as 'two stars and a wish', target cards, check lists etc. to enable children to develop their own learning.
- * To develop our children's thinking skills through the use of HOTS questioning, P4C, Think Pair Share approach and PMI's (positive, minus and interesting), Blooms solo taxonomy, reasoning starters...

MONITORING OUR TEACHING POLICY

All teaching staff share the responsibility for checking our teaching policy is in place via their roles as subject leaders, mentors, Key Stage/Year group co-ordinators, Leadership and Management teams and in their every day role as class teachers. We can check our policy is working by:

- Asking: each other : our children.
- Having clear outcomes.
- Assessing tasks set.

What information can we collect to identify whether our policy is working?

- Pupils work.
- Specially and specifically designed assessments – i.e. Teacher Assessment and Children's self assessments.
- Through our daily observations of the children.
- Analysis of SAT results and other standardised tests.
- Via our Target Setting Procedures.
- LA Monitoring.
- OFSTED.
- Weekly / Monthly Evaluations

Some Questions to ask our children when monitoring

- What is the reason behind that?
- Why did your teacher ask you that?
- What did your teacher feel about this work?

- What have you learnt/gained etc?

Staff Action/Needs.

- Continue to develop our Subject Knowledge.
- Continue to use different teaching approaches/strategies.
- Continue to develop good questioning techniques.
- Continue to use lesson time effectively.
- Enable our children to become independent learners.

The Promotion of Learning

NSIN – Research Matters

‘Light Bulb’

Blooms’ Building Blocks

Blooms’ Taxonomy

A Framework for Effective Learners

Action Verbs

Differentiation Strategies

Self Evaluation of our Teaching & Learning Policy following staff discussion & review

Teaching and Learning Policy

1) Are high expectations made explicit?	Yes, within the principles section and then in the following guidance on what staff have agreed to teach to: methods, teaching styles, lesson structure, assessment, marking, organisation, resources and monitoring.
2) Does it discuss how challenge is to be provided in lessons?	The policy explicitly discusses the importance of questioning, investigative and problem solving elements, pace and structure of lessons. In addition to this our training days focus on G&T provision, teaching strategies, styles and factors to consider to ensure personalised, well differentiated lessons and quality teaching provision.
3) Does it discuss how the curriculum & teaching/learning strategies are personalised?	Elements covered are teaching styles, target setting – Personalised learning is now a strong feature of our school and this needs to be reflected in the policy.
4) Is target setting discussed?	Yes, very clearly. See the section following on from assessment and prior to marking which discusses the need for realistic and achievable targets, and ones that children are clear about and understand.
5) Is the rationale for the main types of grouping pupils evident?	Yes, as is the importance of children understanding the purpose behind the groups and their role in the group they are in.
6) Are the purpose and nature of any specialised approaches discussed?	Our approach to teaching and learning is highlighted with additional strategies i.e. accelerated learning, VAK approach, PACE, VCOP writing, Jolly Phonics, Mental Maths workshops are subsumed into subject areas within curriculum policy and subject leader reports. Staff training and INSET ensure all staff are clear and understand these initiative and approaches and we work together as a staff to develop them, monitor and look at their effects on pupil progress.
7) Is the importance of thinking skills in the learning process discussed within subject areas?	Yes, the strategies currently used in school include; use of HOTS questioning, P4C, Think, Pair, Share approach and the Positive Minus and Interesting.
8) Is the place of self study and homework discussed?	Yes in the section where pupils build on from their previous learning, however our homework policy covers these elements further.
9) Are the main methods for assessing, recording and reporting learning outcomes evident? Parental involvement and how they are informed of the teaching and learning programme?	We have a separate policy on assessment, recording and reporting, although there is a relevant section in this policy.
10) How teachers are encouraged to share and discuss teaching ideas and resources?	A strong feature of our school and the initial opening statements discuss how this has been done to develop this policy, staff meeting minutes, agendas and planning meetings are additional evidence to this.
11) Is the staff development programme for improving the quality of teaching and learning evident?	Our school vision, SEF and SIP targets have extensive detail on this as well as HT records of staff training, courses and INSET.
12) Is the resource programme for improving the learning	Individual subject leader reports outline budget requirements and action plans. The SEF and SIP provide significant detail on any new

environment evident?

resourcing and improvements.