



**Rise Park**  
Academy Trust

## **TEACHING AND LEARNING POLICY**

### **Introduction**

At Rise Park Schools we believe in the concept of lifelong learning and the idea that both adults and children develop in their knowledge every day.

We maintain that learning should take place within an environment which is supportive but stimulating and be a rewarding and enjoyable experience.

Through our teaching we aim to enable the whole child to become a confident, enquiring and independent learner and to develop their social and emotional skills and the knowledge and understanding necessary for them to become a reliable, respectful and positive citizen.

### **Aims**

Our aims are:

- To promote a positive ethos where everyone is valued as an individual and treated with respect
- To provide effective and enjoyable teaching and learning opportunities in a well managed and efficiently organised school
- To establish a calm learning environment in which children feel safe in the knowledge that all are expected to conform to high standards
- To enable all children to work towards achieving their potential in all areas through a structured challenging and differentiated curriculum
- To work in partnership with our parents and develop continuing positive links with the local/wider community

## Effective Teaching

### Planning for Learning and Teaching

As teachers we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum.

We use the School's Learning and Teaching Policy, which outlines the school's core and topic based curriculum, to guide our teaching.

Teachers ensure that:

- Long, medium and short term plans are sequential and build effectively upon prior knowledge
- They have knowledge of where the children are in their learning in relation to specified teaching/curriculum areas.
- They possess good subject knowledge of the learning objective · They provide opportunities for a wide range of learning styles · The use of ICT/SMSC/cross-curricular links is included within all lesson plans
- Distinct differentiation is outlined within all plans, including a challenge for extension and appropriate SEN provision
- Use of all adult support is clearly indicated and is spread across a range of abilities
- Key vocabulary is identified, including key questions for use during the plenary session
- They identify and adequately prepare all resources required to deliver the learning objectives
- They ask the questions *by the time these pupils finish the lesson what do I want them to know, to be able to do, understand, what attitudes/skills do I want them to have acquired?*
- Lessons have a clear learning objective which is shared with children in a language they understand and is also displayed for the children to see
- Clear success criteria is also communicated verbally and recorded/evidenced to ensure that the children know what their learning should look like, why they are learning it and how it relates to previous learning
- Copies of planning are kept in planning folders/on the Fronter MLE, supplied in advance to all Teaching Assistants/other support staff within the classroom and submitted to Deputy Head Teachers.
- Daily evaluation sheets for Literacy and Numeracy are completed by all staff and handed to the class teacher for feeding into ongoing formative assessment

## **Effective Teaching – A Good/Outstanding Lesson:**

**We believe that a good lesson is one in which the children make progress and have successfully accessed new learning.** We aim to encourage the view that making mistakes is a part of learning and to enable children to see that learning is not just related to ability but to the positive acquisition of skills, concepts and knowledge.

### **We ensure that in introducing lessons we:**

- Cater for a variety of learning styles – e.g. visual, auditory, kinaesthetic
- Group children strategically e.g. individual, pairs, small groups, whole class in order to best suit the needs of the lesson
- Refer to prior learning
- Give clear explanations, in child friendly language, of the learning objective/success criteria
- Demonstrate/model examples of presentational/content success criteria e.g. the use of mini plenaries
- Ask children to show their learning or explain their answers
- Ask relevant questions that challenge
- Give time for pupils to reflect before answering
- Ensure that a balanced range of pupils are questioned
- Ask supplementary questions
- Use talk partners to discuss their ideas within different groupings
- Check their understanding before moving on to tasks and activities.

### **In setting learning tasks and activities we:**

- Carefully explain the learning activity to be carried out
- Link the activity to the learning objective
- Provide the children with expectations of their learning, including extension tasks which provide appropriate challenge
- Tell the children how much time they have to undertake the task/activity
- Set short-term targets to keep the pace of the lesson steady

### **Whilst the children are working we:**

- Focus on supporting of specific children/groups of children
- Take time out from the support group to circulate and look at children's work
- Provide instructions which enable children to improve their work in line with the learning objective
- Highlight good points, correct errors ask questions, and ensure that children are on task
- Stop the class to highlight common errors or to share good examples
- Offer praise and encouragement, including use of whole school reward systems

**Assessing Learning:**

We believe the **assessment for learning** is crucial in providing information to be used as feedback in order to modify the teaching and learning activities in which children are engaged. Please refer to separate Assessment Policy.

**Before the lesson:**

Children are provided with time to return to marking from the previous lesson. They respond to the feedback that has been given and complete the next step task that has been set by the class teacher before moving on to the new lesson activity.

**During the lesson:**

Children are provided with feedback that enables them to know the extent to which they have been successful in their learning. We view this feedback as **a two way process – from the pupil to the teacher and from the teacher to the pupil**. We believe both are essential.

Feedback from the children is encouraged – they are helped to identify

- Where they are experiencing difficulty
- Why they might be experiencing difficulty
- What help they might need to overcome the difficulty

Children self-assess through a variety of age appropriate strategies, including “thumbs up” signals, smiley faces and RAG (red/amber/green) marking of their own/their peers’ work.

Prompt questions are used to guide them in this self-assessment of their learning.

For feedback via marking, please refer to the school’s Marking Policy.

**The Plenary is used to:**

- Gain feedback from the pupils on what new learning has taken place and whether they have learned what was intended
- Check their views on where and why they have done well against the learning objective/success criteria
- Help them identify where and how they might need to improve with reference to their next steps against their targets

**Oral or written feedback given to the children is always intended to be positive and formative as to how they might improve their learning.**

## **Targets:**

Curriculum targets are set for each child in Literacy and Maths. These are reviewed at the end of each half term. Planning and support is adjusted accordingly to allow pupils to meet these targets. Pupils should be aware of each target and are responsible for tracking the progress of them and reviewing them at the end of the half term.

## **Classroom Organisation and Management**

Our classrooms are well organised and attractive learning environments and reflect our belief that a stimulating learning environment promotes independent use of resources and encourages children to develop positive attitudes and take pride in their work, as well as to celebrate all forms of achievement/areas of the curriculum.

### **All classrooms should have:**

- Golden rules and sanctions (KS1 - rainbow, sun, cloud, rain charts, KS2 – coloured ladder) displayed
- Wall and table displays which are interactive where possible and reflect the topics being studied by the children (including artefacts/books for the children to handle and learn from)
- Children's work of all abilities (including more able ability) celebrated through its display
- Wordbooks/dictionaries/thesauruses at an age-appropriate level · Number lines for appropriate level/number squares clearly displayed · Learning aids relating to literacy and numeracy e.g. word banks, phonics, word/text/sentence level examples, rulers, white boards, number fans, problem solving activities, etc
- A dedicated "Challenge Area" available for pupil extension use · Computer generated labels and explanations of displays, including the learning objective for the task
- A range of fiction and non-fiction texts which reflect diverse cultures and faiths within a dedicated area
- A plans/timetables area – where weekly/daily plans/records can be easily accessed by observers and supply teachers in the classroom · The class planning folder available for use by support staff/supply teachers etc.
- A bank of plain, lined, squared and rough paper, clearly labelled · Accessible marked resources – pencils, colouring pencils, scissors paintbrushes, glue sticks etc.
- Labelled drawers/cupboards – indicating contents
- A clearly identified area where children's exercise books are stored · An attractive, inviting reading area
- Learning walls that are accessible to the children and used to support and enhance learning during the lesson

## Effective Learning

We acknowledge that children learn through a combination of processes and recognise that a variety of teaching strategies need to be used in order to ensure that every child achieves and develops skills and knowledge appropriate to their level of ability and understanding.

We believe that **Effective Learners** are:

- Grouped and organised in a way that is appropriate to the learning taking place
- Engaged and motivated, working towards independent learning · In control of knowledge and information provided during the lesson and are able to translate what they are learning into verbal, written and visual images
- Aware of their preferred learning style/method and can apply their learning to other contexts
- Focused and able to concentrate on learning tasks and activities · Able to generate and respond to questions about their learning · Able to resolve problems if they occur through use of investigation and creative problem solving approaches
- Willing to take risks/make mistakes in order to progress their learning · Able to persevere if tasks are challenging

We encourage children to take responsibility for their learning, to be involved in reviewing the way they learn and to reflect on how they learn best – ***what helps us to learn? What stops us from learning?***

## The Role of Parents

We believe that parents have a fundamental partnership role to play in helping their children to learn.

We inform parents about what and how their children are learning by:

- Holding parents' meetings/drop ins to explain various areas of the Foundation Stage
- Holding KS1/KS2 meetings re curriculum/end of key stage assessment arrangements
- Sending information via email, school website or hard copy, to parents throughout the school year, in which we outline the areas that the children will be studying
- Inviting parents to attend curriculum meetings/ parents' consultation evenings to discuss their child's progress with notes provided by the class teacher outlining strengths and areas for development (KS2)
- Sending homework on a weekly basis and explaining to parents how they can best support their children
- Setting targets in end of year reports
- Curriculum workshops held throughout the year to further support at home

We ask that parents hear their children read on a regular basis and comment on their child's interest/progress in their home-school reading diary. We also regularly seek parents' views through surveys and questionnaires that are sent from the Headteacher, staff and governors at regular intervals.

## **Homework**

We believe that homework should be:

- Provided as a reinforcement of current literacy, numeracy and topic learning from that week, which the child can help to explain to their parents/carers
- Comprise of daily reading, weekly spellings and a piece of literacy, numeracy or topic-based work
- Well presented, accurate and carefully checked before distribution
- Differentiated to meet the needs of different ability groups, including SEN/EAL/More Able pupils
- Monitored to ensure regular return
- Rewarded through weekly stickers and half termly/end of year certificates awarded by the class teacher as a positive reinforcement of full completion

## **Monitoring and Review**

We are aware of the need to review the school Learning and Teaching Policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Reviewed: September 2016