

Teaching and Learning Policy



**BECOMING
REFLECTIVE, INDEPENDENT & ASPIRATIONAL LEARNERS FOR LIFE**

As a Church school we identify Christian Values that underpin the whole school and our community. These values inform our school's vision, aims and ethos. The values that relate particularly to this policy are responsibility and service.

Chair of Governor: Dr Holmes

Approved by: FGB Committee

Approved on: Autumn Term 2 2020

Review Date: Summer Term 1 2023 by Standards Committee

Other relevant policies: Safeguarding Policy, Special Educational Needs and Disabilities, Behaviour Policy, Remote Learning Policy

At Amberley we believe that outstanding learning and progress happens when teachers....

1. Begin a lesson with a short review of previous learning.
2. Present new material in small steps with pupils being able to practice after each step.
3. Limit the amount of material pupils receive at one time.
4. Give clear and detailed instructions and explanations.
5. Ask a large number of questions and check for understanding.
6. Provide a high level of active practice for all children.
7. Guide children as they begin to practice.
8. Think aloud and model steps. Provide models of worked-out problems.
9. Ask children to explain what they have learned.
10. Check the responses of all children.
11. Provide systematic feedback and corrections.
12. Use more time to provide explanations.
13. Provide many examples.
14. Reteach material when necessary.
15. Prepare children for independent practice.
16. Monitor children when they begin independent practice ensuring effective checking strategies are in place.

(Roseshine 2018)

At Amberley we have used the Roseshine approach to adopt our

Ten Key Principles for Teaching and Learning at Amberley

1. *Daily Review*
2. *Present new material using small steps*
3. *Provide models*
4. *Ask questions*
5. *Guide pupil practice*
6. *Check for understanding*
7. *Obtain a high success rate*
8. *Provide scaffolds for different tasks*
9. *Independent practice*
10. *Weekly / monthly review*

At Amberley we have non-negotiables to ensure these support the teaching and learning.

We believe that these non-negotiables ensure good or better progress over time.

- **Clear, context-free learning objectives (WALT)** are shared, visually and orally, explained and reinforced with the children throughout the lesson and form the basis of the systematic checking, ensuring a clear learning focus
- **Success Criteria** are established, visually and orally, through using examples of work or agreed upon with the children. Examples of the success criteria are shared with the children and used in mini plenaries throughout the lesson.
- Children have access to **modelled writing** and have short sessions of guided writing where they are taught new skills in small steps.
- Learning is **individualised** for all cohorts, which includes appropriate resources for groups. All learners' needs are catered for through effective differentiation.
- Children are given adequate time to **practise** and **embed skills** and **knowledge building upon prior learning**.
- There is clear **AfL** between lessons as well as within a lesson – it drives the planning. Teachers check all children's understanding systematically, adapting to the needs of the children: moving children on to ensure high expectations and challenge/supporting where appropriate
- Children are given clear, **incisive feedback** so that they know how to improve and are eager to do so. Children and parents know their **next steps** along with parents, who are regularly consulted with clear and timely information on how well their children are progressing in line with age related expectations
- Children are given opportunities to **respond to feedback** and marking
- Teachers **demonstrate deep understanding** of the subject that they are teaching
- Teachers use a range of strategies and learning styles including: **modelling, guided work, explanation, demonstration and scaffolding ideas**. They ensure there is a mixture of adult-led, child-led learning, partner talk, ability/mixed ability work, paired/individual work, creative ways to support practise, apply and deepening learning journey
- **Guided work** is a key feature of each lesson, children are given time to practise and embed new skills as well as time to practise next steps
- There is evidence of opportunities to **embed** reading, writing, maths and communication in cross curricular subject, adding to the progress of children across the curriculum
- The **pace** of all lessons are effective with maximum use of lesson time and **TAs and other adults** provide effective support for all children which enhances the learning taking place

Conditions for learning are outstanding when:

- There are working walls which have modelled examples and learning prompts to support children's learning. These are used frequently during lessons and are referred to often. The children use their environment to enhance learning.
- Some displays are interactive and promote further learning.
- Children can access learning aids.
- There are high expectations of all children's attitudes to learning and ability to remain focused and on task for the majority of the lesson. There are clear links with the Amberley Vision wheel, especially the learning powers, which both children and teachers refer to and reflect upon.
- There are high and realistic expectations of achievement for all children.
- Children enjoy challenges, are resilient and happy to make mistakes as part of the learning process.
- There are highly consistent behaviour management strategies in place.
- Relationships between pupils and adults, and teachers and parents, are strong. Mutual respect and positivity ensure a happy classroom environment.
- The classroom is neat, welcoming, spacious, and organised to support teaching and learning. (clutter free)

EYFS

- A specific learning focus for every activity.
- Clear vocabulary and questioning used throughout the session.
- Holistic learning used to enhance the development of all children.
- Opportunities within continuous provision for children to embed their learning.
- Maximum learning opportunities and maximum engagement in the continuous provision, where adults are not always present
- AfL (Development Matters) used to ensure activities move the children on in their learning.
- Instant verbal feedback, praise for effort and achievement is given.
- Parents are involved in their child's learning.

Quality of Teaching and Learning Overview Grid

Teaching and Learning	Expectations	Teaching and Learning	Expectations
Learning Wall	<p>A wide range of well-thought out, high quality, stimulating displays are used to support the work in class</p> <p>The learning walls, utilised by children and teacher, make significant impact on learning and show a learning journey</p>	Assessment drives planning and learning	All planning is thorough and detailed; subject and cross-curricular links are clear; assessment opportunities are identified and annotated accordingly; links to S+L / ICT / Homework ensure integrated approach throughout the lesson
WALT	The learning objectives permeate all aspects of the lesson; effective routine for sharing, reflecting and assessing the learning objectives are in place	Progress	All children engage fully with the learning and demonstrate that good progress has been made
Success Criteria	Children are actively involved in developing effective success criteria before task commences; success criteria are referred to throughout whole lesson and used for self-assessment	Subject Knowledge	The teacher uses their in-depth subject knowledge to support able pupils and extend learning for all.
Engagement	<p>A very positive, purposeful atmosphere pervades all aspects of learning and behaviour within the class</p> <p>The lesson is planned and presented in such a way that the children are actively involved throughout the lesson</p>	Mini Plenaries	Building on mini plenaries throughout the lesson, the WALTs are extended; children articulate and communicate their learning; wider implications and links are clarified; links are made to future learning
Learning matched	Tasks are carefully chosen, designed and adapted to meet the full range of learners' needs; a range of effective strategies are employed	Pace	There is an effective structure that injects a sense of determination and perseverance into the lesson
Independence	Work in the class is organised that the children must use skills of independence to succeed, while support mechanisms are also effectively used	Guided Work	The teacher enhances the learning of the groups they are working with throughout the lesson significantly
Questioning	<p>Carefully chosen closed questions are used strategically for AfL</p> <p>Carefully chosen open questions are used to extend children's learning and understanding</p>	Resources	Full range of classroom resources and specific lesson resources are effectively prepared , available and distributed; routines lead to minimal disruption
Effective use of adults	TAs are deployed strategically, engage actively with the groups or individuals they are working with and ensure above average progress for those they work with	Pupil Talk	Effective use of dialogue, including modelling, within the classroom ensures that all children have opportunities to express and discuss aspects of their learning. The children use their talk partner effectively.
Modelling and demonstration	The teacher demonstrates their expectations clearly through modelling and indicates how to meet and exceed both expectations in learning objectives and success criteria	Purpose	All learning is linked to previous skills or knowledge. Learning is placed in a real life context, giving it purpose. Making links across the curriculum enables learners to make connections and build links in their knowledge.

