

TEACHING AND LEARNING POLICY

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Contents

Teaching and Learning Statements	2
Developing the Learning Environment	4
Developing the Teaching Environment	5

Intent

To inspire all members of our Greenleas family to have a life-long love of learning.

At Greenleas staff and governors aim to work in a way which always places children at the heart of the decisions we make and the actions we take, with the aim of making our children's time in school inspiring, exciting and purposeful through excellence, enrichment and enjoyment.

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Excellence - Enrichment - Enjoyment



Teaching and Learning Statements

As teachers we will...

- plan carefully for different groups
- deliver purposeful lessons linking them to real-life situations and problems
- build on links with other subjects
- check prior learning and what you can remember
- include open-ended questions and challenges in our lessons
- check on what you already know and help you to learn more
- deliver lessons with pace and challenge
- share the next steps for learning with you
- share with you what you are going to learn and how you will know if you are successful
- expect you to work hard and do your best
- assess your learning every day and use this to help you move on to the next stage
- make sure that in our lessons we use different methods to help you to learn
- work closely with other adults to help you in your learning
- try to make lessons interesting and exciting

As learners we will...

- participate in paired talk
- stay on task
- keep the Greenleas Promise and follow our agreed classroom rules
- complete homework on time
- read and respond to teachers' comments
- take responsibility for our own work
- challenge ourselves when choosing a learning activity
- be ready to answer
- feel comfortable and confident in asking for help
- help others if needed
- understand that when we are trying hardest is when we are learning most

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Developing the Learning Environment

Improving the range, quality and number of learning opportunities

- **Through cross-curricular links including:**
 - Relating work to real life
 - Growing understanding of how subjects are linked to each other
 - Providing stimulating and inspiring units of work
- **At home with parents including:**
 - Setting and marking high quality and relevant homework
 - Three parents' evenings with opportunities to discuss targets, attainment and wellbeing
 - Open classrooms
 - Pupil progress reports
 - Meet the teacher events / Curriculum information evenings
- **Through displays including:**
 - Working walls in each classroom
 - Interactive displays in classrooms, corridors and in the hall
- **Through first-hand experience (visits and visitors) including:**
 - All year groups to have a visit or visitor related to curriculum plan
 - Emphasis on investigation and experiment
 - Bringing in artefacts and examples from home
- **Through paired and group work including:**
 - Listening partners in class (lolly sticks)
 - Use of groups where practicable
- **Through planning and assessment for learning opportunities including:**
 - Use of hot and cold tasks
 - Learning questions and success criteria clearly identified on planning
 - Evidence of continuous assessment taking place in lessons and informing planning
 - Setting of individual targets – reviewed regularly
 - Identification of 'next steps' for learning and discussion with children
 - Marking for learning – comments indicating what children need to do next or participation in daily maths intervention session
 - Time for reflection and discussion of learning strategies to develop metacognition
 - 'Talking learning' on a regular basis

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- **Through problem-solving and real-life examples including:**
 - Giving relevant real-life examples
 - Explaining the purpose and reason for learning
 - Problem-solving in lessons and practising new skills
 - Children bringing their own examples
- **Through creativity, drama and self-expression including:**
 - Role play and improvisation to stimulate discussion and empathise with individuals and circumstances
 - Visual and expressive arts to represent events in different ways
 - Using different media for representing learning and valuing these
- **Through extra-curricular opportunities including:**
 - Those that enrich the curriculum
 - Those that reflect the children's interests
 - Those that engage children in a range of healthy activities that will encourage a healthy lifestyle for the future
 - An emphasis on enjoyment

Developing the Teaching Environment

Improving the quality of, and opportunities for teaching through:

- **Providing support for teachers to meet their performance management objectives including:**
 - INSET days
 - Resources
 - Advice from colleagues and subject leaders
 - Non-contact time
 - Quality dialogue about teaching and learning through lesson evaluations and learning walks and lesson study
- **Providing professional development opportunities including:**
 - In-house
 - Through the local learning community and externally provided
- **Ensuring the necessary resources are readily available including:**
 - To support subjects / units
 - To support classroom management

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- To support independent learning
 - To support preparation and planning
 - To support the assessment process
- **Protecting the work-life balance for teachers including:**
 - Monitoring of number and duration of meetings
 - Use of IT to reduce workload
 - Creative use of INSET
 - Monitoring of number of observations
 - Careful timing of events across the year
 - **Ensuring that PPA time takes place including:**
 - Carefully considered plans in place to enable best value and quality
 - Ensuring reliability
 - Agreed methods of planning, recording and reporting
 - **Ensuring that there are a minimum number of interruptions to classes during the school day and the school year including:**
 - Agree less disruptive methods of passing on information
 - Agree ground rules for when it is reasonable to interrupt and when not
 - Careful planning of events which impact regular lessons e.g. Christmas productions
 - **Providing an exciting and stimulating curriculum including:**
 - Have established a considered approach to the curriculum which makes teaching interesting and fulfilling
 - Develop the curriculum in consultation with staff to consider what is best for this particular context
 - Have established ways of sharing expertise between staff and cutting down on overlap
 - **Requesting only necessary planning including:**
 - Have agreed approaches to sharing planning enabling those needing access to it to see it without duplication
 - Have opportunities established for sharing and cooperating in the production of planning
 - Have advice available from subject and phase leaders to support planning
 - **Ensuring that extra adult support is available in English and Maths including:**
 - Through the effective deployment of TAs
 - Through the use of volunteers
 - Through team-teaching and paired teaching.

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Consistent Pedagogy

Use of agreed approaches to teaching to ensure consistency for the children

- **Behaviour for learning**
 - Behaviour Clover with a set of class names
 - Whole class behaviour target and reward for the half term
 - Eyes forward, voices off, sitting sensibly
 - Stay in your seat until invited to move
 - Active listening shows respect for others' points of view
 - Routines for transitions
 - Reference and use of Zones of Regulation display
 - Clear expectations of use of school equipment, keep shared resources tidy

- **Assessment for Learning**
 - Definitions of key vocabulary – can/do the children use this in their work? Is it correctly spelled
 - Hot and Cold Tasks
 - Lollipop sticks and listening partners
 - Book expectations
 - Specific praise which relates to the Learning Objective and Success Criteria rather than personal characteristics of the learner e.g. good try rather than good boy, excellent word choice rather than that's very clever or you're very clever.

- **Teaching and Learning**
 - Time to think when expecting an answer
 - Listening partners (randomised at regular intervals across the year)
 - My turn – your turn when seeding new vocabulary or using a stem sentence
 - Use of talk tokens to distribute voices evenly
 - Stem sentences for new concepts or key information
 - In response to an answer – ABC – Agree, build or challenge?
 - Encourage reasoning – can you give me an example, can you show me how?
 - Now and next explained
 - Expectations for presentation of work clear
 - Three before me – to develop independent learning
 - Reference to working walls which are up to date

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