



Teaching and Learning Policy

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Last reviewed on:	July 2024
Next review on:	July 2026

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“Effective teaching involves progressively refining our courses based on reflection and feedback. We must create an atmosphere that fosters learning, understanding that each student brings unique experiences, learning styles, and abilities. Teachers must employ diverse strategies such as formative assessments, active learning techniques, and fostering a sense of community in the classroom. Effective learning is a dynamic, continuous process that emphasizes critical thinking, problem-solving, and real-world application, enabling students to construct their own knowledge and develop lifelong learning skills.”

(How Learning Works: Seven Research-Based Principles for Smart Teaching - Ambrose, Bridges, DiPietro, Lovett, & Norman 2010)

1. Intent and Aims

Grimsdyke School aims to provide a supportive and motivated environment where there is a high level of enthusiasm, where interest is maintained, challenge encouraged, perseverance and concentration sustained and success recognised. We believe that children learn best in different ways. At our school we provide a rich and varied learning environment that allows pupils to develop their skills and abilities to their full potential.

As we are developing the leaders and learners of the future, it is important that all stakeholders uphold the ideals of the Universal Rights of a Child. At Grimsdyke, we strive to provide an environment where the children are encouraged to learn in a wide range of different ways and quality first teaching is a key feature of this environment. Developing an understanding of the “Responsibilities” that we all have will continue to develop the experiences of education to which all children have a right.

This policy aims to:

- Explain how we’ll create an environment at our school where pupils learn best and love to do so

- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

2. Effective Learning

Students learn best when they:

- are happy, interested and motivated;
- feel secure, safe and valued
- have the physical space and the tools needed
- achieve success through learning tasks suitable to their abilities;
- can link what they are doing to other experiences
- are encouraged to use all their senses and challenged to reach their full potential;
- are encouraged to ask searching questions to extend learning;
- are encouraged to hypothesise and experiment;
- are aware of their individual targets and how to achieve them;
- are given opportunities to be creative and use their initiative;
- are exposed to different learning styles/approaches.

Effective learning results in students:

- knowing they have succeeded and able to evaluate own work;
- gaining confidence in themselves as individuals and as learners and feeling they can do more;
- being able to think critically, analyse situations and solve problems
- being able to articulate and able to communicate effectively whilst also being able to explain what they have learnt;
- being able to apply it to other situations;
- happy to take risks, make mistakes and turn these into learning opportunities;
- becoming confident resourceful enquiring and independent learners;
- producing high quality and well-presented work.
- gaining a set of strong values (British Values) including respect, tolerance, compassion and inclusivity.

The learning environment should:

- accessible to all the students in the class;
- have reading corners which allow pupils access to a range of texts and genres and promote a love for reading;
- challenge, stimulate and encourage;
- contain displays which have a purpose in supporting teaching or learning;
- be organised and well resourced
- be kept safe, clean and ready for pupils to use them.

- be conducive to the task being undertaken by the pupils;
- reflect and celebrate the success of all pupils.

3. Effective Planning and Effective Teaching

3.1 Planning

Planning is a process not a product. It has one purpose; to enable high quality delivery which enables all students to learn. All teachers need to be clear and precise about the knowledge or skills they want students to learn in every lesson. Planning is about hard thinking.

Teachers should spend time thinking about what they want students to learn first before they give consideration to what you want them to do.

The questions teachers need to ask when planning a lesson are:

1. Where are the students starting from?
2. Where do you want them to get to?
3. How will you know when they are there?
4. How can you best help them get there?

Planning should:

- cater to the needs of all of our pupils including those with SEND, EAL or disadvantaged;
- encompass progressive knowledge and skills for each subject;
- include subject specific knowledge and skills;
- be challenging;
- be purposeful and organised;
- have a clear learning focus with a clear link to previous and future learning;
- be personalised to the needs and interests of the class;
- aim to involve pupils where appropriate especially for their individual targets;
- have cross curricular links;
- include time to reflect on the learning which has taken place;
- reflect a variety of learning styles suitable to the task and the needs of the pupil;
- ensure support staff have been included in planning effectively to provide extra support to individuals or identified groups of students.

Learning Objectives (LO)

It is important that teacher, students, support staff are all clear about the key learning that will take place in a lesson.

Teachers should make the learning focus explicit to students, there is no expectation that they need to be written down, but all students should be able to explain what the key learning of the lesson is. Please refer to the Responding to Learning policy for further information regarding where the LO is expected to be recorded in books.

Long term and short term planning

Schemes of work and lesson planning documents must be in place to support teacher's individual lesson planning, and should be saved in the staff T Drive so that it is accessible to all staff.

When planning a lesson, teachers should be clear where this fits into their subject's overall curriculum. Teachers will know what prior knowledge needed to be learnt before a lesson is taught, and when they will retrieve the key learning of a lesson in future lesson and scheme of learning.

3.2 Teaching

Teachers must be explicit about the key knowledge and vocabulary that all students must use. Students must know the knowledge and key skills you want them to learn and the language they are expected to understand and use. We are all teachers of literacy. The quality of both students' and teachers' language, through instructions and questioning, are significant determinants of progress.

Modelling (I do)

Teach to the top with expert instruction and modelling. To learn how to do something, students need to watch and listen to experts guide them through the process, step by step, before they make an attempt themselves.

Modelling supports explanation and can help students to make abstract ideas concrete. E.g.:

1. Demonstrate the worked activity in front of students, ego using a visualiser
2. Think aloud to show the thought process.
3. Show it is ok to make a mistake and empathy, e.g. I found this bit challenging too.
4. Integrate quick fire questioning e.g. why am I doing this now?
5. Provide model answers

Guided practice with scaffolding (we do)

Worked examples and scaffolding used to all support students to demonstrate their learning e.g. sentence starters, key word definitions, procedural steps visible etc. Effective class discussion and questioning can happen at this stage.

Independent, deliberate practice (you do)

Students should be provided with the time they need to practice new material in a number of ways in order to master it. Scaffolding reduced or removed for majority of students. This is the component that will look the most different across curriculum areas, but all practice should be careful, deliberate and ideally just outside of student's comfort zone.

Responsive Teaching

Teachers should ensure that learning has stuck, by checking for understanding. All teachers should confidently and accurately use teaching techniques to gather a secure overview about whether the key learning has actually been learnt. If learning is not yet secure for students the lesson should be adapted or retaught differently.

Responsive teaching strategies which teachers can use:

1. Questioning - Effective teachers ask a large number of questions skilfully, as questioning is the main tool to probe, check and extend student understanding. Teachers should ask lots of questions, to lots of students, and then use what they learn from this process to adapt and reshape teaching within and between lessons.
2. Retrieval Practice - Retrieval is a learning strategy that should be used regularly in lessons to support students with retrieving material that they have previously learnt from their long-term memory. It should be low stakes, completed without access to notes and used in a spaced manner.
3. Use effective feedback - Feedback exists in many forms (e.g. teacher marking of exercise books, whole class marking sheets, verbal feedback, peer and self-assessment), but what matters is what students do with it. Effective feedback should:
 - Be frequent and timely
 - Always generate action and should be more work for the recipient than the donor.
 - Be specific and focused on the most prominent areas to improve.
 - Be accompanied by support in how to be successful and the next step
 - Allow time for Green Time to cultivate an environment of reflective thinking. This may include time for checking, editing or redrafting work in green pen.

Teaching should:

- be enthusiastic, challenging and at an appropriate pace;
- have high expectations of all students all of the time;
- include a variety of teaching styles and strategies;
- ensure students are aware of what they are learning and how to achieve it;
- include clear and explicit instruction which has an awareness of demands placed on students' cognitive load;
- include a range of appropriate questions and a range of strategies including modelling;
- involve support staff effectively to maximise learning for all pupils;
- make use of a range of appropriate resources to support or scaffold learning;
- take account of student's targets and individual needs;
- evaluate with the pupils the learning which has taken place and provide quality feedback;
- provide opportunities for home and further learning;
- be delivered with an awareness of behaviour management strategies to maximise learning;
- be reflective and open to some flexibility to meet the needs of the pupil;
- encourage pupils to produce high quality and well-presented work.

4. Effective Assessment

Assessment is an integral part of teaching and lies at the heart of promoting student's learning.

Effective assessment should:

- form a record of progress which can inform pupils teachers and parents;
- be based on a range of evidence from all areas of the curriculum;
- provide teachers with a shared understanding of standards of achievement and how to support students in achieving their potential;
- be built into the cycle of planning, teaching, assessment, review and evaluation.

Pupils' progress will be tracked using a combination of formative and summative assessment. Regular targets for pupils will be provided (formal school support plans will be created for any pupils on school monitoring) and communicate these with parents at parents' evenings in the autumn and spring term or will arrange meetings with parents if there is a need to update parents/carers on progress so that students can be best supported at home and at school. Pupils will receive a formal written report at the end of the summer term.

5. Assessment for Learning

Assessment for Learning is the continual process for use by teachers and pupils to decide where they are, what the next steps are and how to achieve them.

Examples of opportunities for assessment include:

- observations;
- feedback;
- questioning and discussions with students;
- marking and tracking of progress;
- work sampling;
- review of targets;
- using success criteria to monitor learning;
- peer and self-assessment;
- photographs and video;
- audio recordings;
- annotations.

6. Marking Guidelines Assessment of Learning:

Assessment of Learning is the process of collecting and recording student data and outcomes of learning against agreed criteria.

Examples of opportunities of assessment include:

- tests including base line assessments;
- Statutory national assessments
- Foundation Stage Profile;
- end of Key Stage Assessments;

- annual reports to parents;
- End of unit tests/quizzes, weekly classroom assessment.
- PIRA and GAPS testing

7. Home learning:

Home learning will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside. All home learning will be made available on Google workspace and Google classroom.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task. Home learning should be clearly explained to pupils before setting directed tasks and support should be provided at home or via Google Classroom as required or if requested by a parent/carer. Any necessary equipment or resources will be provided, loaned or made accessible. Please see the Home Learning policy for further guidance.

8. Marking Guidelines

Marking is an important part of assessment. This can be carried out by teachers, support staff, peers or as part of self-assessment. Teachers must allow 'Green Time' in a lesson or during the week, for pupils to read and act on developmental comments as well as correct highlighted errors.

Marking and assessment have two purposes.

1. It allows students to get feedback which they act on to make progress over time.
2. It informs a teacher's future planning and teaching.

Effective marking should be meaningful, manageable and motivating for the recipient whilst simultaneously being manageable and sustainable for the teacher.

Marking must be primarily formative, may be selective, and be clear about what students must act upon to improve their work.

Types of Marking:

- Verbal feedback and student conferencing;
- Highlighting to indicate positive feedback on aspects of work;
- Peer / Self-Assessment (this may be written or verbal)
- Peer / Self-Marking
- Teacher acknowledgement and light touch marking;
- Teacher Comments through in depth marking which includes developmental comments;
- Feedback slides;

- Positive praise;
- Acknowledgement of effort;
- Correction of errors.

For a more detailed overview, please refer to the 'Responding to learning - Feedback and Marking Policy'.

9. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning – for example via newsletters, website, letters, parent evening, curriculum events, including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress
- Meet the expectations set out in relevant policies such as the various curriculum policies, behaviour policy, and responding to learning policy.

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs.
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities through carefully planned interventions
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners

Middle leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points

- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges
- Timetable subjects within weekly timetable to allocate time for pupils to: achieve breadth and depth; fully understand the topic and to demonstrate excellence
- Moderate progress across their subject by systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Address underachievement identified in pupil progress

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Put maximum effort and focus into their work
- Complete home learning activities as required

Parents and carers of pupils at our school will:

- Value learning and encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance and punctuality
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning and that the quality of education remains high
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Make sure other school policies promote high-quality teaching, and that these are being implemented

10. Links with other policies and documents

This policy is linked to our:

- Responding to learning - Feedback and Marking Policy
- Special educational needs policy
- Staff Handbook
- Home Learning Policy
- Remote Education Policy
- Whole School Display Guidelines