

Newlands Primary School Teaching & Learning Policy



Headteacher: Mr C Markham

Adopted: June 2014

Last review date: September 2017

To be reviewed: September 2018

SIGNED BY CHAIR OF GOVERNORS/HEADTEACHER

A handwritten signature in black ink, appearing to read 'C. Markham', is written over the dotted line.

September 2017
DATE.....

Newlands Primary School Teaching and Learning Policy

Introduction:

To be read in conjunction the curriculum policy and the Accelerated Learning Handbook.

At Newlands Primary School we believe that every child has the right to the highest standard of teaching and learning opportunities, irrespective of any barriers to learning.

Therefore, in order to maximise the life chances of our children it is expected that teaching will be judged as good or better 100% of the time.

All teaching should lead to the development of a child's knowledge and understanding, skills and attitudes and should be built upon prior learning. Every child has an individual learning pathway for literacy and numeracy.

We believe that our children learn through the process of learning (meta cognition). We believe in teaching the Newlands' way where our children are exposed to all the aspects of the learning process (thinking, questioning, imagining, creating, struggling, asking others, trying, failing, trying again, reflecting, changing and ultimately LEARNING). We believe that where possible, using the Accelerated Learning cycle is a good vehicle for ensuring that this occurs (see Accelerated Learning Handbook).

In numeracy KS1 use next steps to ensure children make rapid progress. KS2 the three-part lesson approach is used (FRP) to ensure a greater depth of understanding and reasoning (see mathematics policy)

To ensure that every child progresses in writing we use a variety of concepts such as BIG writing, SLOW writing and discrete teaching of spelling, grammar and punctuation (see literacy policy).

1. Planning

- a). Literacy and Numeracy teaching should be based upon planning developed from the Primary Strategies, and the teaching sequence should be clearly recorded on planning. It should be in line with National Curriculum requirements. The use of ICT e.g. I.T.Ps, websites or presentations, will also be clearly recorded.
- b). Topic teaching which includes Science and PSHE will be based on the Creative Curriculum and key text from the Power of Reading.
- c). Learning objectives (L.O.), Success Criteria (S.C.) and teaching sequence should be clearly recorded on the planning, along with differentiated activities and supported groups.
- d). Assessment opportunities should be identified and may take the form of questioning, observation or finished product.
- e). Targets, whole-school, group or individual, will be identified along with teaching opportunities.
- f). Where possible individual lessons or a series of lessons should be planned using the 4 stages of the accelerated learning cycle.

2. Teaching and Learning

- a). Children will be made fully aware of the L.O. and S.C. related to their learning which will be referred to during the lesson and plenary. A variety of strategies may be used during the teaching aspect; visual, auditory or kinaesthetic. Cross-curricular links will be identified and shared with the children.
- b). Activities to develop a child's learning will be developed from the teaching input and will be linked to the L.O. and S.C.
- c). At the end of the lesson, children will evaluate their learning using the traffic light system, smiley faces or thumbs alongside peer assessment matching their work closely to the L.O. and S.C.

- d). Marking will be in line with Marking and Feedback Policy.
- f). Where possible, lessons will use strategies which include elements of 'Leaning the Newlands' Way' meta cognition and/or techniques from the Accelerated Learning Handbook.

3. Learning Styles

- a). It is expected that Teachers will analyse the preferred learning style of the children in their class and take as many opportunities to support the children's learning by providing them with these opportunities as often as possible.

Visual Learners - prefer teaching and learning materials which include; pictures, mind-maps, computers, interactive whiteboards, diagrams, flow charts, key words, television extracts and video clips. They also like work which is in colour as it aids retention, different colours on diagrams to denote different meanings, highlighter pens on written notes, information in bullet point format or using key words.

Auditory Learner - prefer teaching and learning opportunities which use sounds and voices and prefer teaching and learning activities which are organised into discussion group work which helps with the understanding of the task, talking through demonstrations, making auditory recordings instead of written notes and use computers.

Kinaesthetic Learner - often enjoy sessions where teacher demonstrates a skill and then gives them a practical task, enabling them to feel, touch and practise their skills. Teaching and learning could involve 'brain gym' activities, activities which require them to touch and feel and activities which are practical, use of computers and standing up and stretching every 20 minutes.

4. Differentiation

The individualised learning pathway can be achieved through four main ways:

- through differentiated learning objectives/learning outcome;
- through tasks;
- time allowed.
- use of other adults and intervention

a) **Differentiation by learning objectives/learning outcome:**

Allowing work to be presented in different ways e.g. discussion, a poster, report, verbal (radio/television style) or ICT presentation.

b). **Differentiation through tasks:**

This could be based around ability groups, use of 'help' sheets which offer advice on 'how to' complete work and extension exercises. Graduated tasks could be used, including understanding and development tasks.

c). **Time allowed:**

Use of different starting points and allowing progress at different rates through length of time allowed, or independent learning (working individually on a project),

d). **Use of other Adults**

Teaching Assistant, Parent helpers and trainees should only be given tasks which they are comfortable with. They need to be fully aware of the outcomes of the task, and the steps involved in their work with the children.

5. Teaching Assistants

- a). Teaching Assistants should be given clear group objectives for the children they are working with and should be aware of whole class lesson objectives. There should be a sound understanding of the skills and knowledge the class and their group is working towards. There should also be a feedback of the task at the end of the session, either written or verbal. Teaching assistants should be fully involved in whole class,

group and individual assessments and active in this role throughout the lesson. Notes should be made using the agreed formats.

6. Assessment

- a). Teacher assessment of a child's understanding will be conducted through recorded assessment opportunities, and will contribute to appropriate input into Target Tracker.
- b). Formative and summative assessments should be in line with the school's agreed Assessment Policy

Policy Ratified by *Governors*: _____

Review Date: _____