



STAG LANE MIDDLE SCHOOL
TEACHING FOR LEARNING POLICY

Status- Strongly recommended

First Prepared by Elena Evans in July 2002, reviewed November 2005 and October 2006

Shared with Governors-

Shared with Staff-2002

Review-

Date for review- 2009

Teaching for Learning Policy

October 2006

Introduction

- 1.1 Good teaching is an entitlement for all pupils and this policy sets the framework for this entitlement,
- 1.2 This policy was developed with the whole staff during a training day with an education consultant (Avrille Close);
- 1.3 Additionally, the teacher standards framework and the LA WIGT was taken into consideration;
- 1.4 All staff had the opportunity to discuss, clarify and achieve a consensus on expectations of teaching;
- 1.5 It has been reviewed by all staff in November 2006 to check for relevance;
- 1.6 This policy underpins all classroom practice and observations;
- 1.7 This policy enables staff to use it as a tool for self-evaluation;
- 1.8 This policy is closely linked to the Monitoring Policy and the Performance Management Policy.

Rationale

This policy was drawn up because the staff at Stag Lane Middle School recognise:

- 2.1 The importance of providing consistency of high standards of teaching across the school;
- 2.2 The importance of developing an agreement on high expectations
- 2.3 The importance of having agreed criteria as to what constitutes excellent teaching and excellent learning.

Aims of the policy

- 3.1 To ensure children receive the best teaching possible and their entitlement
- 3.2 To develop a climate where learning is actively promoted
- 3.3 To enable children make good progress and raise their attainment levels
- 3.4 To provide consistency of high quality teaching and learning throughout the whole school;
- 3.5 To have a framework in place so that new staff are clear of our expectations and can follow our practices;
- 3.6 To help pupils become confident, independent, interdependent, disciplined and enquiring learners with good self esteem
- 3.7 To help pupils foster a love of learning;
- 3.8 To ensure equal opportunities for all;
- 3.9 To provide a safe and happy work place.

To achieve the above, a structured learning environment needs to be created in which tolerance, mutual cooperation and stability are encouraged so that each child can work productively, learn to make decisions, use their own judgement and cooperate in a courteous manner with others.

Effective Teaching

Effective teaching is at the heart of effective learning. Through discussions the staff at Stag Lane Middle School decided that the following statements described effective teaching and should therefore be present in most lessons, where appropriate:

- 4.1 **All teachers will aim to:**
 - a) Show a secure knowledge and understanding of a subject;
 - b) Plan lessons which have clear objectives, are well organised and purposeful with appropriate, yet demanding expectations;
 - c) Share success criteria with pupils;
 - d) Have an understanding of the different learning needs of pupils and use a wide range of teaching methods that will enable all children to learn effectively;
 - e) Show an understanding of the principles of Building Learning Power,
 - f) Secure high expectations of children's behaviour, effort and achievement;
 - g) Use time, support staff and other resources, particularly ICT, effectively;

- h) Assess children's learning and use assessments to help and encourage children to overcome difficulties and develop learning further;
- i) Encourage children to assess themselves as learners,
- j) Use homework effectively to reinforce and extend what is learnt at school;
- k) Show regard for the provision of a high quality learning environment.

Each statement has been exemplified in the guidelines to further secure consistency.

Equal Opportunities

- 5.1 All pupils are entitled to full access to the curriculum, including the National Curriculum.
- 5.2 All staff will endeavour to help all children maximise their learning regardless of race, gender, age or ability.
- 5.3 All staff will ensure that barriers to learning are challenged where possible.
- 5.4 Children to be given opportunities to learn in different ways to address their learning styles.

Monitoring and Evaluation

- 6.1 This policy will be reviewed every three years;
- 6.2 The quality of teaching will be monitored within the guidelines of this policy and the Performance Management Policy and will include monitoring of planning, classroom observations, work scrutiny and feedback from staff, parents and pupils.
- 6.3 Subject co-ordinators will also monitor the quality of teaching and learning in their subject;
- 6.4 Year Group Leaders will monitor the effectiveness of the Teaching and Learning Policy within their Year Group.

Success Criteria

- 7.1 **We know that this policy is effective when:**
 - a) Subject co-ordinators are satisfied that subjects are being taught well and that standards are being raised;
 - b) All children reach realistic and appropriate levels at QCA and National Tests
 - c) Targets are met on the Grids.
 - d) Work in children's books is of a high standard
 - e) A high percentage of parents are satisfied with their child's learning.
 - f) Teachers feel confident with their teaching and this is expressed at the Performance Management meetings.
 - g) Year Group monitoring and peer observation show that teachers are teaching with the regard to the Teaching for Learning Policy.
 - h) Information from Raise online, LA profile and Value Added information indicate that the school is doing well.
 - i) The WIGT has a high number of features ticked in the good and outstanding columns.

Guidelines for the Teaching for Learning Policy Exemplifications of Effective Teaching Statements

Show a secure knowledge and understanding of a subject

- ❖ The teacher shows a sound knowledge of the subject content covered in the lesson;
- ❖ The subject is well planned and relates to medium term plans;
- ❖ Subject knowledge is made accessible, relevant and interesting to all pupils;
- ❖ Learning objectives are shared with the pupils and relate to the activities;
- ❖ Building Learning Power principles are built into the lesson,
- ❖ Mistakes and misconceptions are identified and used to aid learning.

Monitoring evidence can be found in:

Planning
Lesson observations
Children's work
Discussions with pupils

Plan lessons which have clear objectives, are well organised and purposeful with appropriate, yet demanding expectations

- ❖ Learning objectives are shared clearly with pupils at the beginning of a lesson;
- ❖ Learning Objectives include Building Learning Power principles,
- ❖ Children understand what is required of them through clear explanations and instructions;
- ❖ A good pace and structure is maintained throughout the lesson and lessons start promptly;
- ❖ The lesson is linked to previous learning;
- ❖ The learning needs of pupils with IEPs and EAL are incorporated within teachers' planning.
- ❖ The learning needs of more able pupils is taken account of in planning.

Monitoring can be found in:

Plans
Lesson observations
IEPs
Children's work

Have an understanding of the different learning needs of pupils and use a wide range of teaching methods that will enable all children to learn effectively

- ❖ Ideas, experiences and cultural backgrounds of children are drawn upon;
- ❖ A variety of activities and questioning techniques are employed;
- ❖ The teacher shows a secure knowledge of subject matter.
- ❖ Differentiation is present in planning
- ❖ The teacher understands that some children have preferred learning styles e.g. visual, aural or kinaesthetic and tries to cater for this in lessons,
- ❖ Different teaching strategies are employed to secure the involvement of all children.
- ❖ BLP is used to personalise learning.

Monitoring evidence can be found in:

Planning
Lesson observations
Children's work
Pupil Consultation

Secure high expectations of children's behaviour, effort and achievement

- ❖ High standards of effort, accuracy and presentation are encouraged;
- ❖ Children are praised regularly for good effort and achievement;
- ❖ Prompt action is taken to address poor behaviour
- ❖ Differentiation is used appropriately;
- ❖ Learning objectives are clear and shared with pupils;
- ❖ There is a good professional relationship between the teacher and pupils;

- ❖ All children are treated fairly, with an equal emphasis on the work of the girls and boys, and all ability groups;
- ❖ Children can work both collaboratively and independently,
- ❖ Children are willing to engage in learning,
- ❖ Children are willing to ask for help when they encounter difficulties.

Monitoring evidence can be found in:

Lesson observations
 Children's work
 Children's responses
 IEP reviews

Use time, support staff and other resources, particularly ICT, effectively

- ❖ Support staff are planned for and understand what is expected of them;
- ❖ Full use is made in each lesson of any support available to support children's learning.
- ❖ Good and appropriate use is made of resources, especially ICT;
- ❖ ICT used to enhance and enrich learning;
- ❖ Subject materials and resources are appropriate and available for each lesson and related to longer term plans.

Monitoring evidence can be found in:

Planning
 Lesson observations
 Discussions with Support Staff and pupils

Assess children's learning and use assessments to help and encourage children to overcome difficulties and develop their learning

- ❖ The teacher develops success criteria with the pupils which are then used to inform assessment;
- ❖ The teacher uses a variety of questioning techniques to assess children's learning;
- ❖ Assessment information is used to inform future planning;
- ❖ Mistakes and misconceptions are quickly identified and addressed;
- ❖ Appropriate differentiation is used;
- ❖ Learning objectives are made clear and relate to the work in process;
- ❖ Children's learning is assessed in relation to the learning objective;
- ❖ Children are encouraged to assess themselves as learners,
- ❖ Children's work is regularly and appropriately marked reflecting the Marking Policy.

Monitoring evidence can be found in:

Children's work
 Lesson observations
 The assessment folder
 The reading folder
 Target tracking sheet
 Success Criteria on the planning
 Assessment Manager Information

Use homework effectively to reinforce and extend what is learnt at school

- ❖ Homework is planned for and linked to current learning;
- ❖ Homework is assessed where appropriate
- ❖ Children are encouraged to complete homework
- ❖ Diaries are used effectively.

Monitoring evidence can be found in:

Children's work
 Planning
 Children's homework books
 Parent Questionnaires

Show regard for the provision of a high quality learning environment.

- ❖ The school site is well resourced and attractive in order to stimulate high quality teaching for learning;
- ❖ Stimulating and appropriate resources are used to develop children's learning;
- ❖ Classrooms are arranged to ensure easy access to learning;
- ❖ Children are seated in class to ensure maximum participation;
- ❖ The displays reflect the children's learning;
- ❖ The displays are stimulating, some are produced by children and some are interactive;
- ❖ The children easily access the resources;
- ❖ The layout of the classroom facilitates each child's learning;
- ❖ The classroom is uncluttered and safe for pupils,
- ❖ There are good quality displays which are regularly changed;
- ❖ Children and staff work with an appropriate noise level.

Monitoring evidence can be found in:

Classrooms
Hall and corridors

Ineffective Teaching

- 9.1 All teachers recognise that learning is less effective when children are:
- a) Unsure about what they are supposed to be doing;
 - b) Occupied by purposeless teaching or activities from which they cannot improve their standard key competencies;
 - c) Finding work unduly hard or too easy or restricting;
 - d) Spending too long listening to the exposition.
 - e) Unsure as what to do to improve;
 - f) Asked to work at too slow or too fast a pace;
 - g) Poorly motivated,
 - h) Working in a noisy, disorganised environment

At Stag Lane Middle School we will endeavour to eliminate ineffective teaching.

Minimum Expectations for Classroom Practice

Teaching

- ❖ Planning is evaluated collaboratively
- ❖ Planning is implemented consistently across the year group
- ❖ The range of children's needs is planned for and the work and pace matched to children's needs
- ❖ A balanced curriculum is taught
- ❖ Lessons start on time
- ❖ Lesson objectives and success criteria are shared with children
- ❖ All staff in the classroom actively support the children's learning throughout the lesson
- ❖ There are clear roles and purpose for support staff
- ❖ The lesson is well structured and delivered well
- ❖ A variety of teaching strategies are employed
- ❖ Plenaries are used appropriately
- ❖ Resources are generally good quality and ready for the use of the children

Learning

- ❖ Children have equal access to the curriculum
- ❖ Children are clear about what they are doing and why
- ❖ The children experience a range of activities
- ❖ Children are encouraged to use higher order learning skills
- ❖ Children should be focused on learning for most of the lesson
- ❖ The children are clear about their achievements and developmental needs
- ❖ Children make progress

Environment

- ❖ The environment is safe and calm and the teacher is clearly in control
- ❖ The classroom is neat, tidy and well organised
- ❖ The classroom is organised so that children can be independent
- ❖ An atmosphere conducive to learning is encouraged

Behaviour

- ❖ Adults offer a positive role model
- ❖ Respect is shown to all members of the school community and for the property belonging to others
- ❖ Children are treated as individuals and their learning needs are met
- ❖ Pupils should feel safe with their peers' behaviour
- ❖ There are clear boundaries set about behaviour which children follow