

Marden Primary School

Teaching for Learning Policy

Introduction

At Marden Primary School we recognise that effective learning comes from effective teaching and we are constantly working to increase rates of learning among our students through reflecting on our practice.

This policy outlines the framework within which we work and the support and challenge provided. These ensure the development of increasingly effective teaching for learning practice.

There are 6 key principles which guide our practice:

- ***We maintain whole class awareness in order to identify needs and opportunities and address these within lessons.***
- ***We make use of a wide range of assessment information to guide and adapt our practice.***
- ***We strive to maintain a brisk pace of learning so there are good and better rates of progress in lessons.***
- ***We maximise the use of all adults who support learning in their classrooms to help pupils progress further in their learning.***
- ***We adapt teaching as lessons progress, when necessary, to make sure that all pupils understand the work and maximise learning, whilst seizing opportunities to extend learning.***
- ***We actively seek ways to overcome barriers to learning encountered by individuals and groups of children.***

Curriculum

We follow the National Curriculum. In our school this is organised to provide rich learning opportunities which engage learners and motivate them in their learning. The curriculum is organised into phases (Foundation, KS1, Lower KS2, Upper KS2) so that groups of classes study topics together. This maximises the opportunity for enrichment and to make cross curricular links between subjects within a topic as we believe pupils learn better when their learning is interconnected.

Planning

Effective planning supports effective learning but planning needs to be flexible and adapt to meet the needs of learners. Teachers work in phases (and with subject coordinators) to plan schemes of work which then translate into medium term plans and weekly plans. These are placed on KLZ.

But planning adapts and changes. Teachers are expected to adapt their planning to meet the needs of their learners on a long term, medium term and daily basis based on up to date assessment information.

Each class has a timetable setting out the proportions of time to be spent on subjects and an overview of the year showing how topics and units plan to be covered.

Structure of lessons

There is no set structure to a lesson and teachers are free to design the teaching in their class to maximise learning. Teachers are encouraged to be flexible in the ways they plan learning and group children and be prepared to adapt planning within units and within lessons to meet identified needs in order to maximise learning.

Assessment for Learning

The principles of Assessment for Learning are used to ensure that assessment evidence is used to shape personalised teaching and learning experiences, which are designed to meet each child's needs. This assessment evidence may be gathered prior to, during and after each lesson.

We plan each lesson with a clear rationale of what we want the children to learn and how they can show that they have achieved the learning. Children need to know what they are learning and why and their learning is placed into meaningful contexts. A wide range of differentiation strategies are used to allow children to effectively access their learning and to provide challenge for all groups of learners.

Questioning is used to move children's learning on, to challenge and extend thinking and to assess children's understanding in order that lessons can be planned and adapted to meet each learner's needs.

We recognise that effective feedback and guidance are crucial to learning. Teachers strive to provide feedback and support in a number of ways:

- Within lessons to promote effective learning, improve outcomes and overcome barriers.
- Using developmental marking as a dialogue to provide immediate or timely feedback, either orally or within written marking, to ensure children can actively improve their learning.
- Teachers developing the children's ability to use productive self-evaluation and constructive peer assessment.
- Success criteria provide targets and further challenge within each lesson for groups of learners.

Teachers actively use flexible groupings by using information gleaned from formal assessments, work produced, discussions with the children and learning within lessons in order to adapt and alter how learning is scaffolded and geared towards each group's needs. The make-up of these groups may be altered at any point in the planning or teaching process.

Roles of other adults in lessons

Teachers and support staff form a team responsible for the learning that takes place within their classroom. All adults within a lesson teach and support the learning of the pupils and all are responsible for the learning of all pupils within the classroom/lesson. Teams establish clear **permission** so that all adults understand their roles and how these work together to promote learning.

In order to maximise learning within lessons support needs to be flexible, adapting within and between lessons to meet needs of learners and opportunities to maximise learning so that:

- All groups of learners progress.
- Any barriers to learning that occur are identified and overcome.
- Potential opportunities for accelerated learning are seized.

This requires trust and confidence within the team and a willingness to constructively challenge practice, ask questions and give and receive advice in the best interests of maximising learning.

Support and Feedback for teachers

Information gathered through informal discussions, formal lesson observations, drop ins, book scrutinies, planning monitoring, discussions with children and data provides a means to give regular feedback to teachers to share good practice and to provide support where there are areas for development. Support may then be provided as a whole staff, in groups or on an individual basis.

A coaching model of support is currently being developed.

Continuing professional development

Patterns in outcomes of monitoring, priorities in the School Improvement Plan or new initiatives form a structured and planned CPD programme through staff meetings or courses provided. This is planned annually but is fine-tuned termly in order to be reactive to needs.

Teaching and Learning outside the classroom

Learning does not just take place within the classroom and teaching is not just in front of a class. Both have dimensions outside of the classroom. We believe that learning is enhanced through enrichment activities like trips, visitors and extra-curricular activities and seek to provide a wide and varied programme and maximise the learning potentials of these activities back within the classroom. We also believe that home learning is essential and seek to engage parents/carers fully in their children's learning through clear guidance and expectations and structured programme of homework which engages the talents and potentials of their children. Parents are a child's first teacher and continue to be an essential part of their learning experience which we aim to tap into and support.

We are teaching children and they are learning from every encounter that they have with every member of staff in developing their personal, social and emotional systems and we take this responsibility seriously and reflect on the role models we provide.

Review

This policy will be reviewed and update with staff every two years to ensure it continues to reflect the best practice and principles of teaching for learning which is ever changing, adapting and developing to best meet the needs of the learners at Marden Primary School.

Malcolm Goddard/Sarah Beckett February 2016