

# BLenheim PRIMARY SCHOOL

## Teaching and Learning Policy

Approved by the Governing Body on 22.2.17

Next due for review in spring 2020

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- **Aims:** Ensuring consistently good and outstanding practice across the whole school, leading to accelerated progress and attainment and the fostering of feelings of respect, trust, optimism and intention to learn.

This is achieved through maximising teachers' impact on learning through 'Visible Learning' (Visible Learning, A Synthesis of over 800 Meta-Analyses Relating to Achievement – John Hattie 2009):

"Visible teaching and learning occurs when learning is the explicit and transparent goal, when it is appropriately challenging, and when the teacher and student (both in their various ways) seek to ascertain whether and to what degree the challenging goal is attained."

The Four Key Elements of Visible Learning are:

- ***The Visible Learner - Students know about, are active in their learning, understand where they are at, how they are doing, where they are going next. Students self-assess against such criteria, as well as give and receive feedback based on success criteria.***
- ***Know Thy Impact - Teachers who evaluate what they are doing and adjust programmes according to evidence they have collected and analysis that allows all students to succeed.***
- ***Inspired and Passionate Teachers - Teachers who: develop strong relationships with their students; engage in dialogue; challenge students to go beyond what they thought they could achieve; evaluate their practice and see assessment as feedback about themselves.***
- ***Effective Feedback - Understanding the role of feedback in classrooms, the power of providing students with information about where they are at, how they are doing, where they are going and how they are going to get there. Feedback works best when teachers understand and use the four feedback levels in their practice (task, process, self-regulation, self).***

*When we become the 'evaluators of our impact' then we have the basis for the greatest single improvement in our school.*

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### **Agreed key elements of the contract of teaching and learning**

Accurate 'Assessment for Learning' and precise use of assessment information to plan for appropriately differentiated next step experiences lies at the heart of our pedagogic practice and underpins all that follows.

#### **1. Planning and Preparation**

- Properly pitched lesson planning is clearly linked to children's prior knowledge and also to next step targets.

- Children know and understand where they are and what they need to do to move on to the next level, with frequent reference to this planned into the teaching session.
- Learning Intentions are properly devised, precise, context independent and shared, supported by success criteria that effectively scaffold and support children in achieving the intentions.
- Differentiation is clear and purposeful.
- Planning is inclusive of both concept development and language development.

## **2. Establishing learning and provision**

- Learning Intentions are clearly explained, shared and written; they are pitched to ensure new learning extends or deepens understanding and skills. They are frequently referred to in the session.
- Success Steps/Criteria are used routinely to structure effective teaching and learning. These are modelled to re-inforce the learning pathway.
- Adult explanations are clear and precise.
- All adults in the learning session are actively engaged in the contract of learning at all times.
- Children are reminded of levels of current learning and also next steps.
- Misconceptions and errors are addressed immediately and used as a 'learning moment' to be valued by all, positively. We believe the classroom must be felt to be a safe space in which 'not to know or be sure' and to get it 'wrong' is okay.
- Questions are asked to all and answered by all throughout the lesson, ensuring high levels of active participation in the learning. Oracy is key to successful learners; confident individuals and responsible citizens. Children are encouraged to actively 'own' their learning.
- The quality and range of questioning (planned and in response to in lesson assessment) is key to encourage exploration of meta-cognition and routine reflection about work and thinking. Questioning should lead to extended and deepened exploration of understanding and ideas.
- Teachers are aware of the need to teach academic language explicitly and are good role models of academic language themselves.
- Grammatical accuracy is explicitly taught.

## **3. Reflecting on learning**

- Planning reflects evaluation of the learning session.
- Working walls are used effectively to support and develop learning.
- Marking is clearly linked to learning intentions, against success criteria primarily and is purposeful, rather than secretarial. Marking and feedback are key to moving the learning on.

## **4. Vulnerable Groups**

- We believe that well-judged teaching strategies and provision must promote and ensure the development of resilience, confidence and independence of all learners.
- This policy reflects the pivotal nature of high expectations through appropriate and ambitious challenge for all groups of learners, including our clearly identified vulnerable groups.

## **5. Attitudes to learning and learning to behave as part of a learning community**

- We believe a lifelong desire to learn is dependent on a communicated delight in learning for its own sake and that this desire is scaffolded by learning to learn (metacognition), in which learning behaviours must be actively taught.
- Childrens' linguistic and cultural experience is used to support learning and aid motivation.
- Strategies are developed to enable parents/carers to support their children's learning through homework ideas which engage parents/carers.
- We strongly support ongoing development, learning and continuing professional development for adults as well as children (e.g. parents, staff, governors and the wider community), as a community of learning.