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# Teaching and Learning Policy Of Queenborough School And Nursery

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Adopted by: The Governing Body

# Queenborough School and Nursery

## Teaching and Learning Policy

### Introduction

The learning and well-being of the pupils of Queenborough School and Nursery is the most significant priority for all members of school staff. We passionately believe that the single most important resource any child can have is their teacher. Inspirational and dynamic teaching will encourage life-long learners who embrace and seek out new knowledge and skills. We aim to instil in our children a sense of ambition, open mindedness and educational independence. Our Teaching and Learning Policy outlines what constitutes effective teaching and how this contributes to the provision of high quality learning experiences. Individual teaching styles of teachers are valued and, as such, this policy is not a definitive model for teaching; rather a document which outlines the overarching values and principles which encompass the teaching and learning at Queenborough School and Nursery. The aims of this policy are:

- To promote effective, quality learning and teaching across the whole curriculum.
- To provide a set of guide lines through which we can provide a challenging curriculum that is accessible to all and contributes to the development of effective, flexible and independent learners.
- To develop the academic, social, moral, spiritual and cultural understanding and skills that will equip each pupil for their current and future learning.
- To provide guidance on how children may be taught to become better learners.

### Key principles for Teaching and Learning

Following, are the key principles which underline the Teaching and Learning at Queenborough School and Nursery.

1. Teachers know exactly what it is they want the children to learn within the context of the learning experience.
2. Effective conditions for learning are in place - this will include the creation of a safe, purposeful, secure, enjoyable and well-resourced environment.
3. We use assessment and effective feedback through the use of AFL, which is embedded throughout the entirety of every lesson.
4. We make learning relevant to our children.
5. Children are actively involved in their learning with teachers considering the variety of learning styles and the need for differentiation.
6. All learners are emotionally secure because of the positive environment and relationships established between all members of the school community.
7. Children are willing to experience new skills and take risks without the fear of making mistakes or failure
8. Time is given for learners, teachers and parents to have opportunities to reflect on and celebrate the learning that has taken place.

9. Children know and can discuss how their 'learning mind' works and how a 'state of learning' can be achieved.
10. The school's learning model, based around Bloom's Taxonomy, along with Building Learning Power, are used to provide a consistent language for learning across the school.

### Success Criteria for Effective Teaching and Learning

By the end of Year 6, we consider all children to be 'secondary ready' if they can:

- Read with enjoyment, fluency and feeling;
- Communicate effectively with peers and adults;
- Write for a variety of purposes;
- Confidently use and apply basic numeracy skills;
- Apply investigation and problem solving techniques;
- Move towards becoming computer literate;
- Understand and appreciate the Arts;
- Take ownership and show independence in their learning;
- Show caring attitudes;
- Respect each other's values, beliefs, feelings and points of view;
- Be optimistic;
- Believe in themselves;
- Understand the behaviours and characteristics of a 'good learner' and be equipped with language to discuss learning;

### Building Learning Power

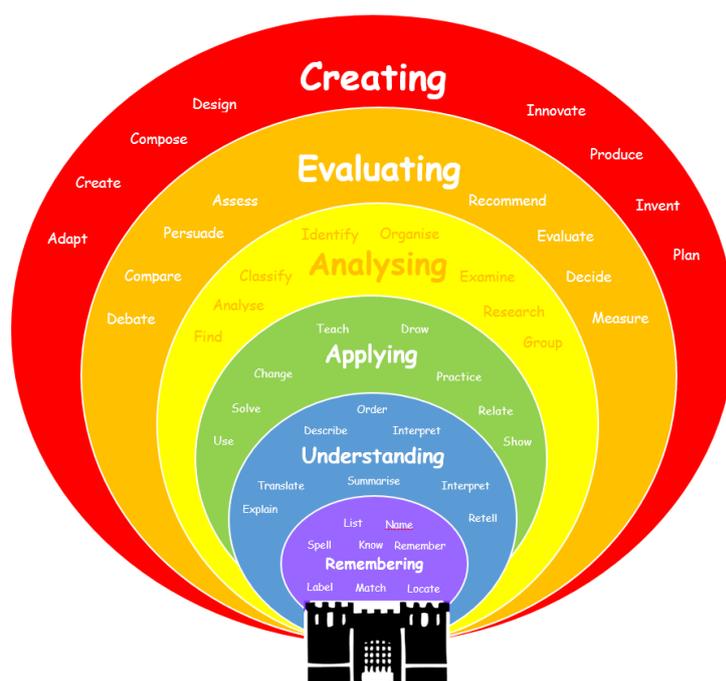
In order to achieve the above, Queenborough School and Nursery has embedded Guy Claxton's 'Building Learning Power' (BLP) throughout the school and curriculum. BLP focuses on four 'learning dispositions', each with its own set of 'learning muscles', as follows:

Resilience	Reciprocity	Resourcefulness	Reflectiveness
Managing Distractions Noticing Perseverance Absorption	Interdependence Collaboration Empathy and Listening Imitation	Questioning Making Links Imagining Reasoning Capitalising	Meta-learning Revising Planning Distilling

Every lesson will have a BLP focus, which will be made explicit to the children. There is also a BLP day each term in which the children spend the day refining and practicing a particular BLP skill. Our weekly celebration assembly is linked to these themes where children will be nominated for displaying these characteristics. All classrooms will also have BLP display, so that the meta-language associated with learning retains a high profile.

## Our Learning Model

In Term 3 of 2015-16, the school introduced the following learning model, based around Bloom's Taxonomy. This model provides teachers with a point of reference for ensuring that learning is deepened and provides children with another set of common vocabulary with which to discuss their learning. The school's lesson planning procedure was also adapted to show progression through the phase of learning. This model, or a variation of this, will be on display in every classroom and teachers will make reference to this, where appropriate. When working within each phase of learning, teachers ensure they use consistent vocabulary, seen in the model below, so that pupils develop an awareness of what skills they are using.



## Attributes of effective teaching

Good teaching leads to good learning and progress. It is our expectation that teaching at Queenborough School and Nursery will be never less than 'Good' but we are striving for this to become 'Outstanding' against the Ofsted criteria. We strongly believe that 'every lesson counts' and that every pupil should show progress of some description in every lesson. Attached to this policy, is guidance on what constitutes outstanding teaching and how this can be achieved within the classroom. All teachers are familiar with this and new members of staff receive this document, prior to teaching. Following, are the attributes of effective teaching which are expected of all staff in every lesson. There is no favoured lesson structure; simply an expectation that all pupils have the opportunity to make progress in their knowledge, skills or understanding in every lesson. Following are factors which contribute to effective teaching and learning.

### High expectations

All staff will have high expectations of themselves and all children within the school. These high expectations will be based upon the knowledge of the individual children and what constitutes their best. Therefore, expectations of the children will be realistic and achievable. High expectations in areas such as attendance, punctuality, appearance and presentation will be modelled by all staff and this will reflect in the pride that the children take in themselves and, consequently, their work.

### Teaching strategies

At Queenborough School and Nursery, a variety of teaching strategies are employed by teachers, as appropriate to the content of the lesson.

These include:

- Skilled questioning;
- Exciting and imaginative 'hooks and openers';
- Modelled, shared and guided writing;
- Guided group teaching;
- Instructing, explaining and expanding;
- Providing the opportunities and skills needed to use a range of high quality resources
- Observing and listening;
- Assessing and praising;
- Probing, guiding and presenting interesting problems;
- Using hands on and sensory experiences;
- Whole-class, group and one-to-one discussion;
- Mind-mapping ideas;
- Providing open-ended tasks with little guidance to promote independence or problem solving abilities;
- Learning through playing or 'doing';
- Displaying a sense of humour;
- Child demonstration/ peer teaching;
- Demonstrating and modelling skills and processes;
- Including ICT opportunities wherever possible.
- A 'hands-down' approach to questioning in which pupils target specific children with questions or use a randomised approach such a lolly-sticks or name generator;
- Mid-lesson learning stops to pause and consolidate learning;
- Drama and role play.

### Curriculum and lesson content

At Queenborough, we understand the need for pupils to be engaged in their learning. Therefore, we have invested in a curriculum which is inspiring, exciting and collaborative, which provides our children with opportunities to learn within a cross-curricular, theme-based model. The cross-curricular themes allow opportunities for the children to learn and develop skills across the curriculum, while being inspired and excited by the prospect of coming to school. Teachers strive to include 'wow moments' in their lessons, in order to capture the wonderment of the children and provide inspirational starting points to themes. Each term, children are

involved the in process of planning what they will learn about in the subsequent term. Further details can be found in the Curriculum Policy.

### Interaction and Discussion

We passionately believe in the role of talk in children's learning and development. Discursive classrooms allow children to share their ideas, scaffold the ideas and thinking of others, learn to appropriately challenge the views of others and to be challenged themselves. Teachers understand that many of these processes need to be explicitly taught and modelled and do not assume that the children will possess these skills. Positive, mutually respectful interactions are modelled at all times by all staff, within and outside the classroom and every member of the school community will have their opinion valued. Teachers will vary the way in which discussion takes place so that whole class, small group and partner discussion are all common practice. Teachers will draw upon a range of teaching strategies such as instructing, explaining, questioning, discussing and demonstrating, as required. Talk-partners will also be changed regularly, so that children have the opportunity to discuss their learning with a range of different people.

### Learning Objectives, Success Criteria and Learning Outcomes

All lessons will have a clear learning objective which will be shared with the children where appropriate. Learning objectives will usually begin with the phrase, 'To be able to...' or 'To know...' or 'To understand...' This ensures that learning objectives are focussed to improving knowledge, skills or understanding.

Where appropriate, these learning objectives will be shared with the children, but only at the stage of the lesson where this will have the most impact: this is not always at the beginning. This will ensure pupils understand the learning journey that will take, or has taken place during their lessons.

Success Criteria, which may also be called 'steps to success', are the key processes or skills that the children will need to demonstrate in order to achieve the overarching learning objective. These may be decided by the teacher however, usually teachers will be able to involve the children in deciding what the success criteria for a particular lesson will be. In most lessons, the success criteria should be visible and constantly referred to by both staff and students as they strive to achieve the learning objective of the lesson. Teachers may plan mid-lesson learning stops in order ascertain how successful children have been in achieving the success criteria.

Learning outcomes refers to the desired product of the lesson, for example the piece of work that is to be created. Staff understand the difference between learning objectives and outcomes and ensure that any learning outcomes are suitably matched to the learning objective and allow the children to meet the success criteria of the lesson.

### Routines

Establishing a sense of routine in the classroom promotes independence and creates an environment in which children feel safe in the knowledge of 'what happens next'. Teachers will

try to maintain a routine for the children in their class and will ensure that the children are made aware of the outline of each day. Children who experience difficulties in the change of a routine will have personalised systems in place, such as visual timetables. As children become familiar with their daily routine, they should be given opportunities to take independence in regular tasks such as preparing the books or equipment needed for a lesson, sitting in the appropriate seat or group without being told and preparing themselves for lunch or break. Again, these are skills which will be modelled and taught until the children gain confidence.

### Lesson structure

Teachers will appropriately match the structure of their lessons to the learning objective and learning outcomes. Lessons could consist of any of the following:

- An inspirational 'hook' or opener.
- A starter: a fast paced activity which aims to improve a specific skill which may or may not be linked to the learning objective;
- Teacher input: the section of the lesson in which the learning is shared through teacher-child interaction ;
- Differentiated pupil activities: the task that the children are to undertake for the main body of the lesson, matched to their individual needs and abilities;
- Guided group work: a group of children working with an adult within the room on a specific skill or target to move them forward in their learning;
- A plenary or consolidation: a summary of the learning that has taken place in which pupils reflect upon their learning and the achievement of the learning objective. New learning or next steps may be introduced here;
- 'Mini-plenaries', also known as 'mid-lesson learning stops': a consolidation of learning midway through the lesson, where a teacher may want to consolidate a point made in the introduction.

### Support staff

Teaching Assistants work alongside Class Teachers and play a vital role in the development of the children within the class. Teaching Assistants will be well-briefed of their role for each lesson and should play an active role in supporting the children in all phases of a lesson, including the input and plenary. Teachers will ensure that all support staff receive a copy of the weekly lesson planning, so that Teaching Assistants are prepared for every lesson and their role within it. Teaching Assistants will use their knowledge of the children in their class along with the direction of the Class Teacher to support specific groups or individual children. They will provide feedback to the Class Teacher about the progress of the children with whom they have worked, including marking the work of these children for the consideration of the Class Teacher.

### The Learning Environment

We believe that all areas of our school should be bright, friendly, cheerful and welcoming. In order for high quality learning to take place, effective teaching needs to take place within a stimulating learning environment. Following are the ways in which such learning environments are established.

## Furniture

The furniture within the classroom will be appropriately matched to the age and size of the children within the class. Furniture will be monitored regularly by the Senior Leadership Team who will replace or replenish furniture as required. Children will be encouraged to look after the furniture in the classroom and respect equipment within the classroom. In the first instance, Class Teachers are responsible for ensuring that furniture within their classroom is respected by the children.

## Resources/Equipment

Teachers will ensure that the resources and equipment in their classrooms are of a standard which will prompt children to take a pride in themselves and their work. Any resources which fall below this standard will be discarded or replaced, at the discretion of a Senior Leader. There will be a balance of purchased, teacher-made and child-made resources throughout the school. Children should take ownership of the resources in their classroom and use them with care and respect. Teachers will set their expectations of handling resources at the start of the school year and remind the children of these expectations when resources are being used. Some equipment, such as Design Technology resources (saws, glue guns, hammers etc) will require specific training and adequate supervision; a risk assessment should also be undertaken when using this sort of equipment. Teachers can seek the guidance of Subject Leaders for assistance in using subject specific resources and tools.

## Displays

Displays in classrooms and around the school reflect the high standards of presentation and effort that we expect from our children. Displays may serve a variety of purposes:

- Displaying children's work: this gives the children a sense of ownership of their classroom and school. Displayed work will reflect the standard expected by the class teacher and will only be work which the children and teacher feel is their very best.
- Working walls: these are used in the core subjects to show the process in which the children are learning. These displays are working areas which are updated regularly. They are used as a point of reference and information for the children while they are working.
- Target walls: some displays are used to display the children's targets in reading, writing and numeracy.
- Interactive displays: these encourage the children to write on, move or rearrange items on the display to show their understanding of the subject matter.
- Celebration: some displays will celebrate the achievement of children such as those who are 'children of the week' or our playground 'buddies'.

We strive for displays which are visually attractive and reflect the pride that we take in our work. Backing paper and borders will be used to ensure that displays are well presented, all items will be backed in coloured card and the text will be accessible and readable to the children. There is a guide in place to assist members of staff with the process of creating an effective display.

### Learning outside the classroom

We believe in giving the children plenty of opportunities to learn outside the classroom. Where possible, class teachers will make use of the school grounds and local area to support the learning that is taking place. Each class will also take part in an educational visit at least once per year and this will usually be used as the stimulus for the work taking place at school. There is one whole-school trip per year, where all children from Year 1 to Year 6 travel together to an educational experience. This provides a whole-school stimulus. Our oldest children are also offered the opportunity to take part in a residential activities week at the end of Year 6 in order to help them become more 'secondary ready' and develop their independence. We are also a Forest School and all children before they leave will have the opportunity to take part in forest-based learning opportunities, linked to the learning capacities of Building Learning Power.

All classrooms are equipped with access to the Internet and Interactive 'Clever Touch' boards so, when it is not possible for the children to go into the outside world, the outside world can come into the classroom. For further information about education visits, see our Educational Visits Policy.

### Health and Safety

The safety and well-being of our children is of paramount importance at all times. Every lesson will be carefully considered by teachers to ensure that all risks are minimised. Teachers take responsibility for ensuring that teaching spaces are clear and free from hazards. Risk assessments will be put in place for activities with a higher element of risk and these will be approved by the Headteacher. If any member of staff is in any doubt about the suitability or safety of an activity, they will seek approval from a member of the Senior Leadership Team. All staff are aware of where to locate the Health and Safety policy and staff are responsible for remaining familiar with its contents.

### Reading corners and author tables

To maintain the high profile of Reading, every classroom will feature a Reading corner. These areas will be inspiring and calm areas of the classroom in which children can spend time enjoying books. Teachers will monitor the impact of the Reading corners and update them as necessary. Children will be involved in the process of deciding how the books are organised, for example by genre or author. Classroom books should be monitored to ensure that they are of a high quality and children will be taught to take pride in caring for the books within their class. If teachers wish to order new books to replace or replenish those in their book corners, they should speak to the Literacy Leader or a member of the Senior Leadership Team.

Classrooms may also feature an 'author table', displaying a selection of books by the chosen author, as well as a range of reading material which might support that author. It is hoped that this will build up the repertoire of authors that the children have, so that they are able to discuss their favourite authors and the reasons for this.

## Planning and assessment

At Queenborough, planning and assessment are intrinsically linked. High quality planning reflects the needs identified by regular and accurate assessment, thereby ensuring that lesson content is matched to the starting point of the learners. Planning takes place in three stages-long, medium and short term. Subject leaders provide long and medium term planning on which Class Teachers can build schemes of work, tailored to the needs of their children. Below is the short term planning format which shows how teachers plan their lessons:



### QUEENBOROUGH SCHOOL AND NURSERY

#### Lesson Planning

<b>Subject:</b>	<b>Theme/ Focus:</b>	<b>Year Group:</b>
<b>Teachers:</b>	<b>TAs:</b>	<b>Pupil Premium Children:</b>

Lesson Number: 1	LO:	BLP focus:	
<b>Engaging with learning:</b> Hook, Opening, Inspiration, Engagement, Starter, <u>Warm up</u> .	<b>Understanding and Remembering:</b> Listen, Locate, Match, Label, Name, Observe, State, Tell, What, Where, When, Who, Repeat, Identify, Discuss, Estimate, Explain, Demonstrate, Interpret, Outline, Predict, Restate, <u>Summarise</u> , Illustrate, Infer.	<b>Applying and Analysing:</b> Apply, Calculate, Choose, Classify, Research, Categorise, Demonstrate, Experiment, Group, Link, Make use of, Organise, Perform, Plan, Practice, <u>Analys</u> , Arrange, Choose, Discover, Distinguish, Examine, Find, Group, Investigate, Compare, Test, Simplify.	<b>Creating and Evaluating:</b> Adapt, Add to, Build, Change, Combine, Compile, Compose, Construct, Create, Design, Develop, Devise, Write, Estimate, Imagine, Invent, Make up, Modify, Plan, Predict, Produce, Solve, <u>Visualise</u> , Appraise, Evaluate, Assess, Compare, Choose, Justify, Judge, Measure, Persuade, Recommend, Test, Validate, Vote
<b>Pre-teaching required:</b>	<b>Roles of adults:</b>	<b>Assessment for learning:</b>	<b>Correctional teaching required:</b>

Teachers employ a range of both formative and summative assessment. Formative assessment takes place every day and takes the form of observations, questioning, marking and discussions with pupils about their learning. Summative assessment may be used at the end of a unit or towards the end of the year to confirm a teacher's level judgments. For more detailed information on assessment procedures, see the Assessment Policy.

Pre-teaching refers to time invested prior to a lesson by the Class Teacher or Teaching Assistant to prepare children for whom misconceptions or difficulties are predicted. Teachers will use this time to brief children on the learning that is due to take place in the lesson so that these children approach the lesson with more confidence.

Correctional teaching refers to time invested after the lesson by the Class Teacher with children who did not achieve in the lesson. This box of the lesson plan is left blank and

annotated during/ after the lesson. Staff are aware that a different approach may be needed so that children who did not achieve initially are able to access the objective.

## Shared investment of teaching and learning

We understand that the teaching and learning of children at Queenborough School and Nursery will be most effective when there is a clear, two way relationship between the school and other stake-holders. Following are the ways in which teaching and learning at Queenborough School and Nursery is shared with all stakeholders.

### Parental involvement

We understand the importance of parental involvement and the impact that support from home can have on a child's education. Therefore we strive to maintain good communication with parents, keeping them informed of what the children will be learning and how they can support this at home. A termly newsletter, written by the Class Teacher informs parents of what the children will be learning during the next term, with suggestions of how parents could best support their learning. Open afternoons, in which the children can share their work, happen frequently throughout the year, as do reading afternoons. Parents are invited into school for concerts, assemblies, Christmas performances and end of year productions, with the intention of sharing and celebrating the work that has happened in school. The school also has an popular Twitter account in which home and school learning can be shared both ways.

Parent's evenings happen twice per year, with an optional third when reports are published. On these evenings, all parents are welcomed into school for a meeting with their child's teacher regarding their learning and general development, but parents are welcome to do this at any time during the year. This is supplemented by the mid-year and end of year reports, which show the children's academic levels, supported by a comment by the class teacher.

In the Foundation Stage and early into Key Stage 1, children have link books, which are used to maintain the communication between home and school in this important stage of children's development. We also use 'Tapestry' and online learning journal which shows parents of Nursery and Year R the progress that children are making against the Foundation Stage Profile, including photographic evidence.

### The Governing Body

The Headteacher reports to the Governing Body, ensuring that Governors have a clear understanding of the teaching and learning that takes place throughout the school. There are also staff governors, who can share this expertise. Senior Managers and Subject Leaders prepare reports for their areas of responsibility in teaching and learning, which are included in the Headteacher's report. Governors also come into school to see for themselves the teaching and learning that takes place, spending time talking with the children and staff.

### Senior Leadership Team

The Senior Leadership Team meets regularly to discuss the provision of teaching and learning, as part of the on-going school improvement process. Each member of the Senior Leadership

Team holds specific responsibilities in teaching and learning and ensures that all stake-holders are kept informed of their area of responsibility. The Senior Leadership team involves all staff in the school improvement process and, thereby, the evaluation and improvement of teaching and learning.

## Inclusion

All children, regardless of gender, race or economic background, have the entitlement to the best possible education that we can provide. All children are valued within our school, with their contributions celebrated. Teachers ensure that their lessons are accessible yet challenging to the lowest ability children, including those with specific educational needs or disabilities. Children of higher ability are stretched, challenged and extended beyond the learning objective, with specific strategies in place for meeting the needs of children who are gifted or talented. For further details, refer to the Inclusion Policy.

## Monitoring Teaching and Learning

Teaching and learning at Queenborough School and Nursery is monitored rigorously and robustly, with learning of the children at the forefront of all monitoring. There are regular rounds of Senior Leadership monitoring, using a triangulation method where lesson observations, work scrutiny and planning scrutiny are combined to achieve an overall grading for each teacher. Other methods of monitoring include pupil conferencing, questionnaires, learning walks and drop-ins; all of which are used throughout the year and can be found on the Senior Leadership monitoring timetable. Drop-in observations may be used by the Headteacher to ascertain a picture of the teaching and learning throughout the school or to focus on a specific whole-school learning focus. Subject leaders also have a monitoring timetable for their subject and employ the above mentioned strategies when monitoring the provision of their subject. For further details of monitoring, see the Monitoring Policy.

In Term 6 2015-16, a group of pupils established a group known as BLP Ambassadors. The plan for this group is to meet termly to discuss teaching and learning, including the school's learning model and BLP. This will then be fed back to staff.

## Lesson Study

Lesson Study is used as a means of ensuring that staff constantly strive to refine and invigorate their practice. In groups of around four, teachers jointly plan a lesson which focuses on a specific teaching strategy with a particular group of children in mind. One teacher subsequently delivers the lesson while colleagues observe. Following the lesson, a professional dialogue takes place and the lesson is refined and then redelivered by another colleague. At the end of the cycle, the group present to the rest of their colleagues the professional learning that has taken place as a result. Lesson Study takes place both in-house, as well as in partnership with another local primary school.

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