



TEACHING AND LEARNING POLICY

Responsibility for Document:

HEADTEACHER/SLT/ All Staff

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INTRODUCTION

This policy is to be read in conjunction with the Mission Statement, Feedback and Marking Policy, SEND Policy, Assessment Policy, Positive Behaviour Policy, Curriculum Policy, Child Safeguarding and Equality Policy.

At Denmead Junior School we strive to create a growth mind-set for learning and life for all our children by using growth mind-set language and behaviours. This encompasses all interactions, between pupils and staff, amongst staff and amongst pupils. In addition we promote the Learning Skills of Resilience, Resourcefulness, Reflection and Reciprocity. In everything that we strive to do and the way that we do it, we promote, model and teach the children the Values of Friendship, Understanding, and PRIDE (Preparedness, Respect, Inspiration, Determination and Excellence). House captains are also responsible for promoting a value of their choice during their term of office.

Aim

The aim of the policy is to outline the school's approach to teaching and learning. It is designed to act as a reference point for existing and new staff whilst also giving clear guidance on the school's approach to teaching and learning to a wider audience, particularly parents and carers.

Denmead Junior School's Definition of Learning:

At our Inset day in February 2019, we agreed and defined learning as:

- gaining new knowledge and developing skills
- applying this knowledge and skills to new areas of learning to meet or exceed ARE
- developing understanding of key concepts
- connecting ideas and concepts across subjects and topics
- being inspired to question, investigate, reflect and communicate

Based on the following statement:

"A 4 year old learns in the same way as an 11 year old."

With our definition of learning above, we agreed that all children learn in different ways as within the above five areas children will have different strengths and preferences – it is not age dependent.

Principles

- There should be a consistent framework and overall approach to teaching and learning based on the specific needs of the children at Denmead Junior School, which would also meet the needs of all individuals through personalised learning within the culture of high expectations
- Such a framework should be developed with regard to sound educational research as well as a broad range of evidence of effective practice from other schools locally, nationally and internationally, and then tailored to the needs of DJS.
- This framework would allow for a deepening of children's understanding and articulation in the curriculum as well as revisiting and re-presenting concepts until they are understood by all.
- Such a framework should have any terminology clearly explained and understood by all staff (see appendix 4: glossary of terms)
- The quality of any teaching approach should be judged on the impact it has on pupils' making expected or accelerated progress in their learning. Every minute of every lesson for every child, every day must be used to positively impact on children's progress
- Teachers and senior leaders should regularly reflect on teaching strategies being used in order to evaluate their impact and seek ways to further improve the quality of teaching across the school.
- Teachers and senior leaders should create ways for good practice to be shared through coaching, team teaching and feedback from learning walks and observations
- Within a consistent framework for teaching and learning, there should always be scope for teacher creativity and individuality. Teachers should be encouraged to innovate to achieve the best possible outcomes for the children they teach. (Teachers should follow the Plan, Do, Review model of approaching planning, teaching and assessment as outlined in Appendix 2).
- Lessons should be stimulating, engaging and challenging so that children develop positive attitudes towards learning and are motivated to become lifelong learners. Growth Mindset language should be used in feedback to the children, so children experience success with effort. (Please refer to the Marking and Feedback Policy.) Lessons should follow the guideline in appendix 1: How do children at DJS learn best?
- Lessons should promote and deepen children's understanding of the school's Learning Skills and Values.

Curriculum

The cornerstone of the curriculum at DJS relies on developing a passion for learning within every pupil, generating their own curiosity and developing their enthusiasm for the entire curriculum.

We focus on curriculum within the school so that pupils gain both a deeper knowledge of the world around them and the skills they will need to adapt their learning approaches as they develop into functioning members of society. Pupils should be allowed to thrive in our world as they develop their own curiosity and we are developing an adaptive curriculum that considers each individual learner's interests and abilities. We inspire curiosity by structuring learning through deeper questioning from teachers, learning support staff and the pupils themselves. This approach encourages pupils to develop their metacognitive questioning within a fully planned and adaptive curriculum.

As well as developing the learning skills of pupils, we aim to create opportunities for pupils to thoroughly enjoy their learning with meaningful and impactful results. This approach allows us to develop memorable learning opportunities constantly throughout a pupil's time at DJS. We assess the knowledge and skills that pupils are developing so that curriculum leaders can adapt the curriculum to meet the needs of individual learners and the school as a whole.

The process we use relies on the communication of all those involved in the learning processes of pupils, allowing us to maintain a relevant and high quality curriculum. Subject leaders take charge of their given subject by creating a range of planning documents for teaching staff to use that allow for a consistent development of skills throughout the school. Topics are chosen in a two year cycle that allows for pupils to gain a rich and varied outlook on the world they live in. Subjects are taught as independent lessons that enable pupils to easily identify the skills that they are learning. These separate subjects are brought together under the topics that have been chosen, allowing pupils to develop links on their own and generating impactful conversation within classrooms.

Within the classroom teachers use short, medium and long term planning, year group expectations, progression of skills documents and subject leader support to plan effective and engaging lessons for all. Learning targets and success criteria are carefully managed to allow all pupils to access the learning, with different resources used to support and challenge individual learners. Lessons are planned with the mentality goal of developing long life learners that are focussed on active learning, developing a pupil's discovery of the subject content. All staff within the school set high expectations for learners in all areas of the curriculum and all subjects are regularly assessed (see the Assessment policy for further information).

General Teaching Strategies (Delivering the Curriculum)

1.The use of learning targets and success criteria

The use of learning targets and success criteria (steps to success or ingredients for success) help children to understand the focus of the learning for the lesson and how to be successful. They are the *'tools which enable pupils to exercise power over their own learning'* (S.Clarke, 2008, Active Learning Through Formative Assessment).

In all lessons, children will be made aware of the learning target (LT) at it is shared both verbally and visually. It should be recorded in children's books at the top of any piece of work.

This in the form of a small pre-printed sheet which has the Learning Target and success criteria clearly written. The success criteria are in table format allowing both the child and the teacher to assess the success of a piece of work against the criteria.

Learning targets and steps to success should always be written in child-friendly language so that they can easily be understood by all. They should also be de-contextualised i.e. focus on the **learning** not the task or specific context e.g. *'To write a diary entry'* *not* *'To write a diary entry as if we were Anne Frank'*.

The learning target is supported in each lesson by a set of success criteria (sometimes referred to as 'Steps to Success' or Ingredients for Success). The success criteria refine the learning target by either giving a clear list of steps that a child needs to take in order to be successful (process success criteria) or by giving a set of possible ingredients that the child may choose to include in their work

to help them achieve the learning target (outcome success criteria). Teachers may differentiate the success criteria for different groups of children so that all children are stretched and supported by the criteria. It is important that the differentiation of the success criteria does not limit any groups of children.

Teachers will refer back to the learning target and success criteria throughout the lesson and during learning reviews (mini plenaries) to revise what the children have learnt, where they have been successful and what they might learn next to continue the learning journey. This helps to keep the focus on the learning rather than the tasks and also empowers children to take control of their own learning which has a positive impact on their learning behaviours.

Children need to be supported to understand why they are learning what they are learning. Links within topics to other subjects and lessons and to real life relevance should be made explicitly for the children.

2. Use of WAGOLs (What A Good One Looks Like)

Seeing examples of excellence helps children to understand what they need to include in their work to be successful. Children can use WAGOLs to help them understand what is expected of them and what excellence looks like. WAGOLs can be generated through the use of the children's work in the lesson and from previous lessons or having pre-prepared examples. Children should be taught to analyse and unpick WAGOLs so that they can identify what makes a piece of work effective or successful.

When using children's work, teachers should be sensitive to the feelings of the child whose work is on show, particularly if the group are going to be suggesting improvements. Analysing children's work in this way is dependent on the teacher having created a culture of trust in the classroom where everyone is working together to help each other improve.

Often teachers will generate their own WAGOLs so that children have a clear example of excellence to aspire to. This is particularly the case in writing where children need to have high quality models of writing shown to them to 'upscale' their writing.

In addition 'What a Bad One Looks Like' (WABOLL) can be also be used effectively with the children. This would **never be a child's work** but one that the teacher has made up.

3. Metacognition – developing active learners

At DJS we believe that learning is at its best when children are encouraged to be curious, are actively engaged and seek to challenge themselves. The use of metacognition is an effective strategy that continues to be embedded throughout the school. Metacognitive strategies are used to establish and develop proactive life-long learning habits.

Metacognition is developed through a range of strategies that allow children to reflect and then deepen their understanding. These include:

Explicit metacognition lessons that model the process of metacognition
Think, pair and share (talk partners)

Add, Build and Contest

Active listening; self-questioning, self-reflection and metacognitive questioning

Verbalising thinking in all curriculum areas

“With the advent of talk partners, there is no longer any opportunity for pupils to opt out while the confident few do most of the talking and thinking. Teachers have more time to listen to pupils, noting the level of understanding and addressing misconceptions on the spot.” (S.Clarke, 2008, Active Learning Through Formative Assessment)

All children are expected to respond to the teacher’s questions and children know that anyone can be called upon to answer. Teacher talk is about modelling thinking and children are given the opportunity, through peer collaboration, to reflect and discuss their own thinking. This ensures that children do not become passive or disengaged learners. The balance of teacher talk and pupil activity is essential to maintain active learning.

We aim to nurture the children’s ability to be independent thinkers, learners and problem solvers.

4. The Use of Learning / Working Walls in English and Maths

At DJS we use learning/working walls in English and Maths. These are working displays that support children’s learning in lessons.

In English, the learning/working wall helps the children to understand how the lesson fits into the bigger picture by showing them the ‘learning journey’ for the unit of work in. The learning journey shows the different stages of learning the children progress through during a unit of work, usually this takes the forms of the key learning targets for the unit and the outcomes along the way, including the final outcome.

In Maths, the working wall will include methods and examples of ‘how to...’ related to the current topic. At DJS we use heuristics as a problem solving approach and classes should have the heuristics ‘tool box’ on display to support children when solving problems. 5 key questions are also displayed and used to deepen children’s mathematical understanding.

The working / learning wall also contains visual reminders and models to support children’s learning i.e. if a teacher has modelled or demonstrated a concept to the children in a lesson, this can be added to the wall for reference. The walls will also contain key vocabulary that the children learn as they work through the unit and examples of high quality pieces of work (WAGOLLS).

Working walls are designed to be interactive. Items go on and off the board on a frequent basis i.e. modelled examples from the flipchart, visualise or whiteboard. The work on the working wall is not mounted or ‘beautifully displayed’ as it is constantly changing and evolving.

5. Feedback to pupils

‘When teachers seek, or at least are open to, feedback from students as to what students know, what they understand, where they make errors, when they have misconceptions, when they are not

engaged – then teaching and learning can be synchronized and powerful. Feedback to teachers helps make learning visible.’ (Hattie, 2009, ‘Visible Learning’)

Feedback to pupils can take a number of forms i.e. teacher to pupils, pupils to pupils and pupils to teacher. The most effective feedback teachers give pupils occurs during the lesson itself, because this is at the point of learning.

‘The aim is provide feedback that is ‘just in time’, just for me’, ‘just for where I am in my learning process’ and ‘just what I need to help me move forward.’ (Hattie 2012, Visible Learning for Teachers’)

During lesson time, verbal whole-class feedback is given i.e. the teacher giving pupils feedback on a general misconception following a task at the beginning of the lesson, or celebrating success. Feedback is also given during the lesson to individuals which will allow them to address a misconception, work on a specific target or move their thinking on. Children are required to respond to feedback.

Feedback is most effective when there is error or incomplete knowledge or understanding and at Denmead Junior School mistakes are not seen as embarrassing or a sign of failure. Our feedback to children will always use the language of ‘Growth Mindsets’ – please refer to our Marking and Feedback Policy.

Feedback is also given in the form of marking. The school has developed a marking policy which gives clear guidance on this area and the school has an expectation that all children will respond to marking by correcting errors, improving work, and practising key skills. Children receive the ‘Feedback Fox Award’ for showing that they have acted upon the feedback given by the teacher. This is a weekly award, chosen by the class teacher of each class.

6. Promotion of the DJS Learning Skills and Values

As part of the school’s vision statement, we have identified, along with parents, governors and children the need to build children’s understanding of and skills in the learning behaviours of:

- Resilience- this incorporates the ‘feeling’ or emotional aspects of learning skills
- Reciprocity – this incorporates the ‘relating’ or social aspects of learning skills
- Resourcefulness – this incorporates the ‘thinking’ or cognitive aspects of learning skills
- Reflectiveness – this incorporates the ‘managing’ or strategic aspects of learning skills

All staff therefore need to incorporate these into their teaching along with our learning Values of Friendship, Understanding, and PRIDE (Preparedness, Respect, Inspiration, Determination and Excellence). Each month a skill and value is focused upon. The class teacher chooses who should receive the weekly award and why.

7. Intervening and Having Impact on Learning

For teaching and learning to be outstanding, teachers must 'systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning'. (Ofsted July 2014)

During lessons, whilst teacher may sometimes have a focus group, they will also monitor the progress of all pupils. This is achieved by teachers and LSAs taking time to read and look at children's work with them, asking them questions and listening to conversations.

Teachers look for opportunities to address misconceptions with children or try to challenge children's thinking to improve the quality of their work i.e. "Think of a better word to describe the house than the one you have used?" "Re-write that sentence but this time..." This way, teachers are constantly challenging pupils to improve their work in a specific, constructive and supportive manner.

8. Split Teaching/Cut Away Groups

At DJS because every second of every lesson counts for every child, teachers will often use the following teaching and learning strategies:

Split Teaching

This is almost the opposite of whole class teaching. Fluid group of children are taught by both the Class Teacher (CT) and the Learning Support Assistant (LSA) by 'split teaching'. Groups of children will begin the lesson with an independent task e.g. a challenge or follow up from the previous lesson. In the meantime, there are groups working with the class teacher and another with the LSA. Once the groups with adults have received their input then they work independently whilst the CT and LSA move on to check the first groups and then give them their input. The lesson continues with groups receiving teaching and instruction from the adults, with periods of independent work (often checking their answers) and reviews with the class teacher or LSA.

Not all children need the same input at the start of the lesson and so teachers will let one group start their work independently whilst giving an input to another group or the rest of the class. This ensures that children are not sat through inputs that are not relevant to them and therefore not wasting time.

Alternatively one group may work as a group with an LSA. This might be to address a common misconception that the teacher has identified amongst the group or to deepen learning by taking them on to the next challenge. It enables pupils to begin their learning at the appropriate point and allows teaching to be specifically focused to the needs of the group or individual.

Alternatively the teacher may decide to work with this group whilst others work independently or with the LSA. Teachers will achieve a balance between working with this group and supporting and monitoring the progress of other children in the class. Often this means that the teacher will work with a group for around five minutes before supporting the progress of the other children in the class and then return back to the group.

The groups are fluid and will change based on the children's needs rather than being a fixed group of pupils. The teacher and LSA will use Assessment for Learning (AFL – or Feedback as Assessment) during the lesson to assess learning and progress and may decide to reshape the lesson by asking a group to come to the carpet or to a specific table to support or extend learning.

In this way all children receive specific teaching that directly meets their needs from an adult along with specific and immediate feedback during the lesson.

Cutaway 'children'

At any point in a group teaching situation, by either the teacher or LSA, a child who has 'proved it' i.e. they can achieve the learning will then be 'cutaway' from the group to begin independent work.

9. Teacher Questioning

Effective teacher questions support learning in a variety of ways e.g.

- By encouraging children to articulate their thought process out loud i.e. questions such as "How do you know that?" "Why do you think that?" "Can you explain what you did to get that?"
- Challenging children to extend their understanding or think in a different way i.e. "How else could you do that?" "Could there be a better way?" "What if...?"
- To stimulate thinking i.e. "What is the same?" "What is different?" "Can you see a pattern?" "What do you think comes next?"
- To assess knowledge and understanding i.e. "What have you discovered?" "How did you find that out?" "Why do you think that?" "What made you decide to do it that way?"
- In Maths we are promoting the following questions:
 - What is the same and what is different?
 - Which is harder and which is easier?
 - Can you show me an example of.... and another... and another?
 - What if I change.....?
 - If I know....what else do I know?

Effective questions help teachers to get feedback from children during the lesson about their current level of understanding and any misconceptions that they might have. Effective teachers listen carefully to the responses children give and react accordingly.

When asking pupils questions it is important to allow for 'wait-time'. Giving children time to respond usually improves the quality of the answer as it allows them to consider the question and formulate a response. The use of talk partners can again be effective here and gives children the opportunity to explore their answers with a partner before responding.

Open-ended versus closed questions

We use both types of question in the classroom depending on the purpose of the question. If a teacher wants to quickly check whether or not children have understood the task or a simple procedure / factual understanding then a closed question might be appropriate. However, open-ended questions are more effective in getting children to think more deeply about their learning.

Whole-class versus small group or 1:1 questioning

Again, both of these strategies can be used to support learning in the classroom. Teachers should be aware of the potential pitfalls of whole-class questioning i.e. the other children becoming disengaged as the teacher and one child interact. We use a range of strategies to avoid this to ensure all children are actively engaged:

- Whole-class response systems i.e. mini-whiteboards
- Response / Talk Partners (see above)
- Random name selection for choosing who will answer a question – this can be through the use of lollipop sticks
- ‘Add/Build/Contest’ – children respond to a teacher’s question or child’s question – either ‘offering or adding an idea/suggestion’ – this is accompanied by a hand signal – palm open and facing upwards; building on the teacher or child’s idea – the accompanying hand signal is two hands indicating the top and bottom sides of a brick; or contest where the child disagrees with the idea – the accompanying hand signal is two fists. This encourages all children to listen to everyone and to form their own opinions and responses
- At DJS we want children to listen equally intently to each other as well as to adults. We use the phrase ‘track me’ to get children to look at the teacher, and we also ask children to e.g. ‘track ...name of child’ so that they also look at the child who is talking. (We also use the phrase ‘link and listen’ as a command for all children to put pens down etc, link their hands and listen.)

Small group or 1:1 questions can also be highly effective and allow teachers to tailor questions to meet the needs of specific learners or groups of learners.

Questions should be asked throughout lessons not just at certain points i.e. during inputs.

Teachers must have high expectations of children’s verbal responses, providing them with scaffolded support to help them articulate their thinking. Children are therefore encouraged to speak in whole sentences; and to expand their answers by providing reasoning/explanation and evidence (PEE – point, evidence, explain).

10. Challenge

Challenge at DJS means developing higher order thinking skills and knowledge –without limits. We want children to recognise that challenge is essential to learning (regardless of ability), that challenge is everywhere and that it needs to be embraced. Children need to understand that learning requires effort and a ‘growth mindset’. When challenged, children are no longer in their ‘comfort zone’ and so they need to develop the strength of character and mindset in order to welcome challenge in the present and the future. This is explored in PDL lessons.

We have high expectations of all children and expect all children to achieve well. When planning learning activities teachers ensure all children are challenged appropriately. This ensures that children remain engaged and motivated. With the new curriculum the main way we do this is by setting up tasks which enable children to deepen their knowledge, skills and understanding through demanding applications, rather than moving them on to new learning. All children’s learning should be supported by appropriate resources and/or support.

We use a range of strategies to challenge and meet learners' needs:

- **Split teaching and 'cutaway' children** – so children receive the teaching that they need
- **Pre-teaching and surgery sessions**
- **Different levels of support/task structure/scaffolding/concrete resources** – At times children will be working on similar tasks but some groups will have additional support or structure to help them access the task i.e. additional prompts / resources to help them with the task. At times, this may take the form of additional adult support.
- **Different tasks including open ended tasks** – On occasion, within lessons different groups of children may be working on different tasks based on their needs.
- **Learning Reviews (Mini-plenaries)** – Throughout the lessons teachers monitor the progress of all children and may lead mini-plenaries with groups of children to address common misconceptions or to take the learning onto the next level.
- **Fluid grouping and planning** – During lessons and units of work, teachers may re-group children based on how their learning is progressing i.e. if a child is making particularly good progress they may be moved to work with another group or given the next challenge whereas as a child who needs extra support with a certain concept may join another group of pupils who are having similar difficulties. This allows the teacher to ensure that they are constantly challenging and supporting children at the appropriate level.
- **Metacognition** (see number 3)
- **Questioning** (see number 9)

11. The role of additional adults (LSAs - Learning Support Assistants)

In some classes there are additional adults in a lesson to support the learning of pupils. LSAs play a vital role in supporting the learning of pupils. To be effective it is important that:

- They know what their role is in the lesson i.e. which children they are supporting and how they are expected to support them.
- Children do not become over-reliant on adults – they are there to help children access the learning and challenge, not to do the work for them. It is important that all children are able to work independently.
- During whole-class inputs LSAs have a clear role and are not just sat watching the teacher. This could include supporting specific children, helping specific children to focus on the input, running a separate 'split-teaching' group as directed by the teacher or making written assessment notes for the teacher based on children's responses.
- LSAs use effective questions in the same way as teachers (see above)
- LSAs annotate or mark work and give feedback to children.
- LSAs give feedback to teachers during the lesson so they can adapt lessons to ensure all pupils make good progress.

12. The Learning Environment

The emotional learning environment:

Is as important as the physical one. Teachers, other adults and children must create an environment which is safe and calm and where children feel valued, trusted and respected. Children should be encouraged to challenge themselves, and take risks with their learning so that they make errors, thereby allowing teachers to identify this learning point and teach it directly. Please refer to Appendix 1: how do children at DJS learn best.

Because DJS's community does not reflect the typical communities in Britain today it is even more important "that resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience." *Ofsted Outstanding September 2015.*

In conjunction with that it is important that teachers ensure that "they are quick to challenge stereotypes and the use of derogatory language in lessons and around the school." *Ofsted Outstanding September 2015.*

The physical learning environment:

We believe that it is important to provide a stimulating and organised learning environment to promote learning. Children and adults should all take pride in the learning environments throughout the school. In practice, this means that:

- Classrooms should be kept organised and tidy. Adults role model and encourage children to take a pride in their classroom e.g. by looking after resources, putting things away, having a tidy book corner and picking up litter.
- Resources across the school and in classrooms should be well organised and labelled and very easy for the children to access (ideally on their tables).
- Each child has an AFL pack (Assessment For Learning) pack which they are responsible for which includes key resources e.g. mini white board, board rubber, post it notes, etc.
- There should be vibrant interactive topic/subject displays with higher order questions both inside classrooms and in communal areas.
- Every classroom has maths and English working walls.
- Each classroom should have a reading display explaining the new reading skills with the National Curriculum, and a book area which helps reinforce a love of reading
- There should be displays either inside classrooms or in communal areas which celebrates children's work. This must be to presentation standards of handwriting, layout and spelling.
- Key vocabulary should be displayed e.g. tricky words, topic vocabulary



Attachments:

Appendix 1: How do children at DJS learn best

Appendix 2: Plan, Do, Review model of approaching planning, teaching and assessment

Appendix 3: Plan, Do, Review model success criteria

Appendix 3: Denmead Defaults: The Denmead Way – a teacher’s crib sheet

Appendix 4: Glossary of Vocabulary



I have the skills necessary for learning

Resilience: noticing, perseverance, managing distractions, absorption, *stamina*
Reciprocity: imitation, inter-dependence, empathy and listening, collaboration
Resourcefulness: questioning, capitalising, making links, reasoning, imagining
Reflectiveness: planning, meta-learning, distilling, revising

I have the learning values of:

Understanding, friendship, with PRIDE:
 Preparedness, Respect, Inspirations,
 Determination, Excellence

I have the desire to learn

Interested, motivated, focused; engaged, inspired, curious
 Want to reach the next step; Growth mindset; Pride and belief in myself. Understand the reason for learning; learning has purpose related to the real world

Appendix 1:

The Emotional Learning Environment

The environment is safe and calm
 I feel valued and trusted (respect)
 There is a buzzy, stimulating and purposeful atmosphere and no time is wasted
 I can learn independently
 I know that positive, encouraging support is there from the CT, LSA and other children
 It is fun, I can talk to others about what we are learning
 It is safe to take risks with my learning and make mistakes because I will learn from them
 All adults role model good learning attitudes for me in everything they do and say
 All adults have excellent subject knowledge and can explain how error can be turned around
 Adults take responsibility for their CPD to improve their subject knowledge and how they can help me
 Adults use questions and explanations skilfully to support me in making progress
 I value and trust the adults and children in my class (respect)
 Adults know me well and my learning needs are met
 There are observable errors made by adults for me to spot
 I can be honest about my strengths and areas to develop
 I can be honest about others strengths and areas to develop

The Physical Learning Environment:

I know support is there from resources on the tables, in my book, on the classroom walls
 I know how to use that support
 I can observe 'what a good one looks like' (see examples of excellence)
 The environment is up to date (with relevant/new displays)

How do children at DJS learn best?

Through the school's Learning and Teaching and Positive Behaviour Policy

In a lesson I have the opportunity to:

Be challenged at the right level
 Make rapid progress
 Undertake a mini-assessment which will inform the teacher's planning for the rest of the unit
 Discuss my ideas, hear ideas of others, have a go, practise
 Ask questions, get feedback
 See 'what a good one looks like'
 Know the ingredients for success or steps to success (success criteria) and what they look like
 Have an element of choice
 Be reflective
 Process thoughts about my learning - metacognition
 Prove what I have learned, master my skills
 Check my answers after doing a few questions (3-5)
 Collaborate with my peers in groups of no more than 3
 Teach others
 Know how this learning fits in with the learning journey; know the purpose of this learning, and how to apply it
 Learn in a variety of ways; Visualise my achievements
 Access memorable learning



Subject Knowledge and Understanding

There is developmental progression for each core aspect in English and Mathematics which informs planning for all groups of learners including SEND and Disadvantaged. Teachers adapt their lessons as a result of ongoing assessment and good subject knowledge.

Knowledge of English and maths is secure, enabling teachers to embed literacy and numeracy across the curriculum.

Teachers are able to plan for point of instruction and point of application using secure subject knowledge.

Teachers use a variety of ways to enable children to demonstrate their learning and through good subject knowledge identify next steps through target setting and feedback.

Through strong subject knowledge teachers have appropriately high expectations for all groups of pupils.

Teachers have secured a good understanding of the increased expectations of the new curriculum and are on target for the vast majority of pupils to be achieving at age expected by the end of the year.

Assessment for Learning

There are effective systems to assess learning in Maths and English daily.

Teachers effectively question to assess understanding and challenge thinking.

Teachers confidently adapt their lessons in response to ongoing assessment through a range of appropriate strategies.

Written and verbal **feedback is developmental** so that children have ownership and know their next steps.

Teachers and other adults give ongoing focused feedback to different groups of children during the lesson.

Teachers and LSA have a clear understanding of success in learning, misconceptions, and gaps in core skills to inform future lessons. (*sort Novice, Apprentice, Master and Expert against outcomes*)

ANY gaps in core skills and knowledge are highlighted and prioritised for individuals and groups in the planning and then addressed.

The activities are well matched to the learning intention and to the interests of the children and demonstrate learning.

The learning environment supports effective assessment for learning.

Appendix

Evidence Base: learning walks, work sampling, planning scrutiny, pupil conferencing

Planning

Through training, modelling and coaching:

Teachers plan effectively, efficiently and purposefully.

Outcomes for assessment for learning inform planning on a daily basis.

The expected learning for different groups of pupils in the mid (week) and short term (day) are precise.

Learning walls are seen by children as the plan for the learning journey and they know what a good one looks like.

The activities are well matched to the learning intention and to the interests of the children and demonstrate learning.

Planning is a map of learning adapted on the way. (Not activities)

Planning clearly shows the pitch (level) at which different groups are learning.

The developmental feedback to children, assessment for learning, teachers' subject knowledge informs successful planning.

ANY gaps in core skills and knowledge are highlighted and prioritised for individuals and groups in the planning and then addressed.

Targets are identified through AFL and marking and re-enforcement opportunities identified in planning.

Planning a balance between closed and open tasks depending on the purpose of the activity. (links to assessment for learning)

Accurate assessment of where children are in their learning and what they need to learn next in order to make progress: so that the vast majority achieve at age related expectations.

Lesson Delivery

Teachers have a good repertoire of teaching skills to the changing learning dynamics in their classroom.

Adults use different styles and approaches to meet the needs of different groups of children

There is appropriate **challenge** for all children through skilful planning and adaptation during the lesson.

The **pitch of the lesson** is well matched for all groups in children resulting in a **good pace of learning**.

Expectations of the quality and quantity of the work produced results in good productivity.

Explanations are timely and of the length to suit the need at any time during the lesson. Children are clear about the **accountability and responsibility for their learning and their next steps** in each lesson. Additional adults make a difference to children's learning because planning and the expected outcome are very clear within a given timeframe.

Resources are used appropriately enabling children to make decisions and choices about what they need to enable them to learn successfully.

Teachers create a culture where children are encouraged to take a risk and develop as self-reflective learners as an outcome from whatever the outcome is.

Every lesson counts because all of the time is used to maximise learning.

Scaffolding of learning is paced appropriately to balance risk taking, pupils' ownership and support.

Lessons have the right balance between teaching, practice and application.

Probing questions challenge children's thinking which may then adapt the delivery of the lesson in order to continue the challenge.

The learning environment supports effective lesson delivery.

Appendix 3: Teaching and Learning Policy - Denmead Defaults: The Denmead Way – a teacher’s crib sheet

In the lesson: “Use every minute of every lesson for every child, every day”

Denmead Default	What that looks like in a lesson
Whole class teaching only when necessary	Make and keep children aware of where they are on the learning journey – very brief After no more than 5 minutes – one or two groups of children are off working independently or with a LSA Some children may begin working without an input but are monitored by the teacher. This will be based on AFL in the previous lesson.
Active participation - every child answers If whole class teaching then there must be active participation by all children within 5 minutes	Teacher asks a question; children have think time or think/pair/share time; any child is asked; child selected via lolly sticks or other system but no hands up
Children must use the right vocabulary when explaining	Adults must model language required - metacognition Use it in scaffolding Vocabulary must be displayed
Teachers respond with a question, prompt or thought – to extend children, or to scaffold them (verbal or written); or give feedback	Use questioning to deepen learning See Maths questions Write out the next 2 questions for that child – specific to them (ideally not worksheet based) Use scaffolding strategies if a child is unsure to generate a successful outcome for them Insist on children using the right language/vocabulary Metacognitive questions and response sentence starters.
If children are working in groups	no more than 3 in a group
Use fluid groupings	Children may have English, Maths and Home seats but you will move them to different tables according to the teaching that you and the LSA need to do in that lesson
Plan to create specific error (observable and diagnosable), to put children in the ‘pit of uncertainty’ When you have created that moment then it’s an ‘Andy fist pump moment’ because you can make a difference – go ahead and teach it – that’s ‘deliberative practice’	Set the task (group) at tables or on the carpet: Use mini white boards Show me Teach it Children to work through an example Prove it independently on white boards then can do it with another example Move them to the table/carpet to work independently
Use honesty cards (i.e. the answers) in all subjects	Children work through 3-5 examples They then stop to check their answers They mark their own They work through any errors with a purple pen
Carry a pen and give feedback and mark as you go	After working with a group, move to another or to targeted children to give them feedback
Pay attention to detail – notice everything: monitor by: observe, listen, question, assess, evaluate, reflect, give feedback	Every child has an AFL pack

then address misconceptions there and then (or say we will revisit this afternoon/tomorrow) i.e. you continually assess their on-going needs	
Use an example of excellence (a WAGOLL) and collect these from children to use now or later	Share across the year group
Give children quality time with you	You work meaningfully with children i.e. You teach a group You give assessment to another group You teach another group etc
Children get quality time with the LSA	They work meaningfully with children i.e. They teach a group They assess another group They teach another group etc

Assessment as Feedback/AFL in the lesson

Check children's understanding	Mini white boards – show me Then prove it – working independently
Probing questions	In Maths we are promoting the following questions: <ul style="list-style-type: none"> • What is the same and what is different? • Which is harder and which is easier? • Can you show me an example of.... and another... and another? • What if I change.....? • If I know....what else do I know?
Reshaping of tasks	Teacher intervenes with question, challenge, moves child to different group, changes task...

Planning for the lesson:

Carry out 'mini pre-topic' assessment tasks during lessons	
Plan the intended outcomes for the lesson/unit	
Work backwards to meet where the children are now (according to your mini assessments) – plotting learning targets along the way	
Learning Targets to be in child friendly language	Must be learning and not doing
Success criteria: must support the achievement of the learning target Use steps to success, or ingredients for success depending on task	
Match the needs of every child	
Planning must include vocabulary to be used and understood	
No lesson plan ever withstands the child – be prepared to be flexible and to adapt	
Rehearse lesson in mind – what will be the sticking points – how do you think children will respond?	

Appendix 4: Glossary of vocabulary

Active learning	Where children are fully active in the learning – doing/talking/thinking – the opposite of passive listening
Add/build/contest	A system whereby all children respond to the adult or each other by a hand signal which means that they either want to add something, build on it, or contest it
Assessment for Learning (feedback as assessment)	A variety of methods by which the adult gains information from the children about where they are in their learning; in order to plan the next learning activity so that they move forward in their learning.
Cutaway children/group	When a child has been in a group with the teacher or LSA and they ‘get it’, having proved that they get it – they then cutaway back to independent work
Differentiation	How learning tasks are designed to meet the precise needs of each child, so that they are all challenged in their learning. With the mastery curriculum this means applying knowledge and skills to a range of more complex and demanding challenges so that their learning goes deeper.
Fluid groups	Children are grouped for the lesson or next part of the lesson based on their misconceptions/understanding – the opposite of fixed ability groups
Growth Mindsets	The belief that intelligence is something that can be increased through effort – it is not fixed at birth
Guided teaching	Adult supporting a group through a process to allow for a degree of independence with immediate feedback from the adult
High Quality Inclusive Teaching (HQIT) (Wave 1)	Quality First Inclusive Teaching for all pupils including those with SEND (Special Educational Needs and Disabilities). This is the responsibility of all teachers
Check point cards	These contain the answers to questions – usually put around the room for children to check their answers having done 3-5 questions independently
Intervention teaching/programme	A planned series of purposeful sessions delivered to a child or small group of children with similar barriers to learning to enable them to make rapid progress so that they can ‘catch up’ and access daily classroom learning more easily (Wave 2 and 3 teaching)
Learning Journey	A map of the unit of learning in English, Topic or Maths showing the outcomes at the end, along the way, with Learning Targets
Learning Reviews/Mini plenaries	When the teacher or LSA pulls the class/group together to review the learning in order to gain assessment information or to draw attention to ‘tricky bits’ or misconceptions, and to provide extra scaffolding
Learning Target	What the children are learning in a lesson
Link and Listen	Command to interlink your hands and listen
Lollipop sticks	A pot with lollipop sticks with children’s names on. Adult pulls out a stick at random and asks that child a question
Personalised learning	Learning Journey/Learning/tasks/feedback that is individual to a specific child
Precision teaching	A learning intervention in a very precise area – e.g. learn 5 spelling words – which will probably need over-learning (opportunities for additional practice during the week within school)

Response/talk partners	Children are paired with another to talk to/respond to – can be child sitting next to them or set pairs
Scaffolding	Providing just enough support to enable a child to access a task or to develop their understanding – this can be verbal via stepped questioning, or through additional support materials such as sentence starters
Split Teaching	Fluid group of children are taught by both the class teacher and the LSA whilst other groups work independently before/after their input from the teacher or the LSA
Success Criteria	Process success criteria – the steps that the children need to make in order to achieve the Learning Target Outcome success criteria – the features of success in the final outcome – e.g. the effect on the reader of a piece of writing
Teacher intervention	Addressing a misconception that has arisen in the lesson with an individual or group – via additional explanation or task
Think-Pair-Share	Children are asked to think for 15 seconds, then turn to their partner to share their thinking
Track me....or Track child's name	Look at me.....or child....
WABOLL	'What a bad one looks like' – never a child's piece of work
WAGOLL	'What a good one looks like'
Wave 2 teaching	Short term intervention programmes: teacher directs appropriate provision with support from the SENDCo
Wave 3 teaching	Long term support, personalised provision – specific to individual children usually as part of an Educational Health and Care Plan