



Teaching and Learning Policy

The Teaching and Learning policy will link to Gwladys Street C P and N School's aims:

We want our school to be one:

1. Where everyone has access to an engaging, creative and challenging curriculum that promotes a love of learning.
2. Where everyone feels safe, happy and secure in our learning community.
3. Where everyone works in partnership with the wider school community.
4. Where Golden Opportunities are provided in an Inclusive Setting.
5. Where everyone respects each other and works as a team to achieve our GOALS.
6. Where children develop lively, enquiring minds, self-confidence and independence.
7. Which promotes a healthy lifestyle and positive, spiritual and moral values.

All staff working at Gwladys Street C P and N School should ensure:

- they have high expectations of themselves and their pupils.
- they expect all pupils to make rapid and sustained progress.
- they check understanding and intervene when needed.
- they challenge pupils and provide further steps for learning.
- they provide high quality marking and give constructive feedback to pupils to assist them in the next steps.

Teaching

We expect:-

Staff to have a secure knowledge and understanding of the subjects they teach and seek advice from subject leaders and SLT when needed.

Staff to plan engaging lessons for all groups of pupils and access high quality resources.

Each lesson shows a Learning Objective (WALT) and success criteria (Steps for Success) which are explained to the children and on display throughout the lesson. Each lesson builds on prior learning.

Throughout the lesson the teacher is able to use a range of Assessment for learning strategies.

There is more 'pupil voice' than 'teacher talk' and a range of cooperative learning strategies (eg. Rally robin, talking partners, stand 'n' share) are used.

Different learning styles are catered for and links are made to other areas of the curriculum or SMSC.

Teachers must use high quality models and images at the beginning of the lesson. All lessons should have a plenary at the end of the lesson which addresses misconceptions or consolidates learning and next steps introduced.

Teachers have a high expectation of presentation, quality and quantity of work. All adults should be actively involved in learning; guided groups should be planned for to ensure these children make rapid progress.

Learning

Pupils provide high levels of engagement, commitment and cooperation within learning time.

Pupils respond well to teachers and lessons proceed without interruption.

Pupils show good concentration and make good progress.

Work is sustained with a sense of commitment and enjoyment.

Pupils work confidently, raise questions and persevere to find all possibilities.

They are able to evaluate their own work and that of their peers confidently and correct their work accordingly from constructive feedback.

Lesson timeline for teaching at Gwladys Street

<u>Teacher</u> <u>Modelling</u>	<p>Children to reflect on marking from previous learning. Prior learning consolidated. Introduce WALT and learning with Steps for Success.</p>	<p>AFL Strategies used throughout. Correct terminology used and ICT.</p>
	<p>Direct teaching of new learning and modelling at age related expectations. (TAs actively involved with children)</p>	
	<p>Interactive strategies used throughout for children to think, rehearse and reflect. <i>(Children may use a range of resources including whiteboards, coins, number lines, cooperative learning techniques.)</i></p>	
	<p>Set out expectations for end of the session <i>(eg.layout for children, presentation)</i></p>	

<u>Main activity</u>	<p>Focussed activity where most children are independent. (Children have prompts and the model displayed and steps for success.)</p>	<p>AFL Strategies used throughout. Celebrate children's achievements.</p>
	<p>Teacher/TA are with a guided group to provide further learning opportunities.</p>	
	<p>Mini- plenaries may be used to address misconceptions/refine work or next steps of learning to be introduced.</p>	

<u>Plenary</u> <u>10 mins</u>	Address success criteria and learning within groups - who has achieved. <i>(eg. use visualiser/self assessments/peer assess)</i>	AFL Strategies used throughout. Celebrate children's achievements.
	Demonstrate depth when appropriate using application questions.	
	Teacher to introduce next step of learning - rehearse for next day and amend learning for next day.	

Teachers will use the Early Years Foundation Stage Framework and National Curriculum 2014 to deliver a broad and balanced curriculum focusing on depth of learning and ensuring access to all learners. They will use the new school's assessment systems to ensure that gaps are filled and plan accordingly. Planning should ensure that all groups are planned for and differentiated accordingly in line with the school's planning formats.