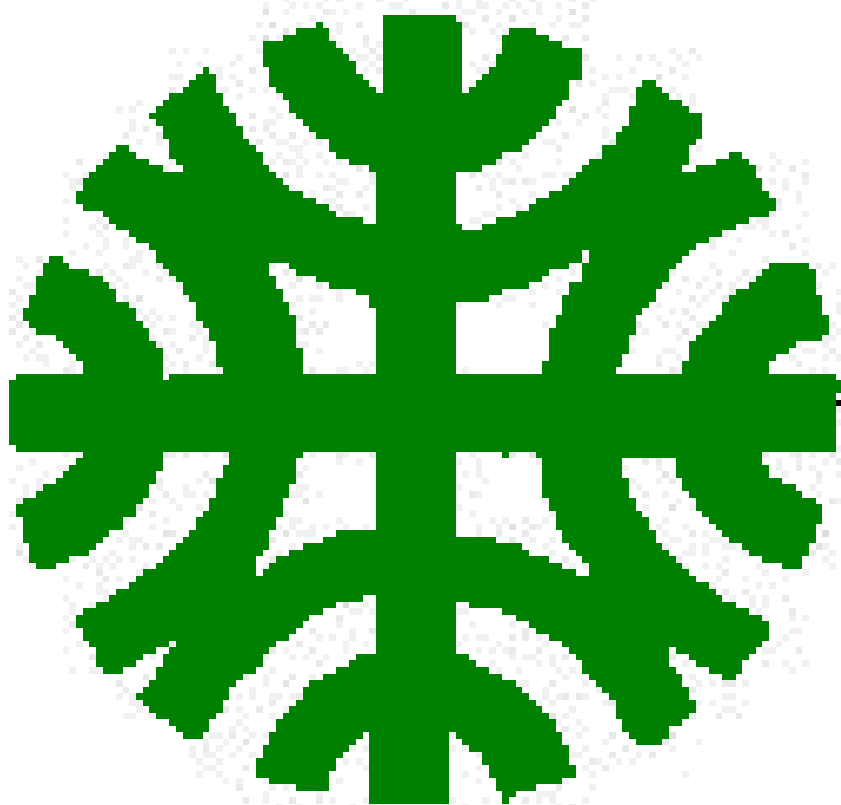


St. Finian's Primary School



Teaching For Learning Policy

Introduction

At St Finian's Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We believe that learning should be a rewarding and enjoyable experience for everyone; it should be fun.

We believe that people learn in different ways. By creating a learning and teaching culture in the school, by constantly involving staff in professional development and by recognising that the principal is a leader of learning, staff in St Finian's believe that they have a solid foundation for an excellent teaching for learning environment.

Aims

By adopting a whole school approach to teaching for learning we aim to:

- Meet the needs of all pupils effectively using approaches to learning and teaching, which are consistent, innovative and challenging.
- Provide an inclusive education for all children which takes into account the different learning styles.
- Provide a positive learning environment.
- Ensure there is a broad and balanced curriculum
- Give children the skills they require to become effective lifelong learners.
- Meet the needs of all staff by offering staff development opportunities.

Planning

Planning and preparation for lessons is key to achieving effective teaching for learning. In St Finian's planning has agreed to take the form of the following:-

Long Term Planning – Yearly, consisting of Learning Objectives.

Medium Term Planning – Half-termly, consisting of Learning Intentions

Short term Planning – Week, consisting of Learning Intentions, Success Criteria, Activities, Reflections, Resources including ICT and Thinking Skills, differentiation.

Classroom Environment

The surroundings in which children learn can greatly influence their academic performance and well-being in school. In St Finian's primary School everyone is treated with respect and trust. Special effort is made to establish good working relationships, both in the class and throughout the school. Children are aware of the school rules and are involved in agreeing their class rules.

Classroom assistants and other adults who help in the classroom play an important role. As well as working with children they can assist in the evaluation of children's work and make an invaluable contribution to the learning environment of the school.

Children are aware of routines in classes in the morning, when a bell rings and for task board activities. There is a visual timetable displayed in each classroom of lessons throughout the day.

Around the school we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use and be proud of. Classrooms are well organised to ensure children have the opportunity to learn in different ways. Displays in the classroom are changed on a half termly basis and should include interactive displays, informative displays and celebrating achievement displays.

Teachers will:

- Share class rules/code of conduct in class display. Remind children of circles to success.

- Ensure classrooms are tidy, labelled and organised. Pupils take responsibility for ensuring their classroom is a pleasant safe place to learn.
- Basic equipment is readily available to children to ensure there is no time wasted getting pencils, rulers from cupboards etc

Lesson Structure

All lessons in our school should follow a basic structure made up of four parts

- Phase One - The Introduction
- Phase Two –Teaching
- Phase Three – Learning
- Phase Four – Plenary

Age, ability, timing of lesson, subject area and the particular focus for the lesson will all have a significant impact on the pace and structure of lessons. The phases are not always sequential. Good teachers may for example review learning throughout a lesson and not just at the end.

Teaching and learning is not the same thing. Encountering information is not the same as understanding it. While the stages are inextricably linked, they are separate processes. This should be reflected in the lesson.

Phase One – Introduction

This is an opportunity for staff to

- discuss prior learning (*use questioning to consolidate learning*)
E.G. Think about three important things you learnt in the last lesson – tell your partner
In two minutes, I am going to ask you what you learnt in the last lesson. You may talk to your partner.
Jot down on your whiteboards what you already know about this topic. Work in pairs.
- provide an overview of the lesson ahead
Use learning walls as a reference point for the “bigger picture”
Pupils can write their own questions and add them to the learning walls
Pupils could carry out research at home and add this to the learning walls.

- Share Learning Intentions with children
Teachers share these verbally – By the end of this lesson you will all know/ be able to / understand...
- Teachers will try and capture the imagination, stimulate curiosity, generate interest and set the challenge during this phase.

Phase Two – Teaching

The emphasis in this phase is on providing students with new information or skills. This is the teaching phase and information is delivered in many ways to take account of the different learning styles:

- Exposition
- Audio visual aids – e.g video clips/you tube
- Posters, pictures etc
- ICT – Internet/ cd roms
- Modelling
- Text Books, Big Books
- Use interactive display

This phase will take place in a short burst of between 10-15 minutes to ensure concentration is not lost. Research shows this to be most effective.

Effective questioning is used throughout this phase keeping pupils alert and providing feedback on their understanding.

This phase may also contain activities designed to help the children understand/make sense of the new information. Quite often it will be suitable for partner or group activities in this phase.

Success Criteria will be shared during this phase. *Success criteria remain on display throughout the lesson and are referred to regularly by teacher or at least at beginning of activities, middle and during plenary.*

The format for the rest of the lesson will be shared with children and new tasks and activities explained to different ability groups by teacher or classroom assistant.

Phase Three Learning

The emphasis in Phase Three is on developing understanding, demonstrating understanding and assessing understanding. **This is the key phase.**

Teachers will :

- Ensure there are a different range of tasks to engage pupils in the form of group work, paired work and independent work.
- Encourage pupils to work both independently and collaboratively.
- Allow children to demonstrate their understanding through tasks or activities linked to Learning Intentions
- Ensure each and every child is challenged at their own level.
- Use effective open ended questions
- Provide thinking time before children give an answer e.g *“in two minutes I am going to ask you...”*
- Provide a wide range of resources are accessible and used to stimulate children.
- Ensure there is appropriate support from adults in the room.
- Ensure there is constant assessment of understanding throughout the lesson by using questioning, observations and use of AFL techniques.
- Organise activities and resources ensuring children know what to do when stuck.
- Children use success criteria to self-assess their own or a partner’s work.
- There should be short bursts of activity, to develop understanding and to ensure children are actively involved in lesson. Mini whiteboards, think pair share, talking partners should be regular features in lessons
- ICT is used to enhance learning where possible

Phase Four Plenary

The emphasis this phase is on reviewing what has been learned and reflecting on how it has been learned.

Teachers will:

- Actively involve children in reflecting on what they have learnt through questions such as:
 - What did you learn? (LI)
 - How do you know you succeeded? (SC)
 - Explain how you completed your task?
 - Explain to someone else how to complete the task if they had to do it
 - Explain the best way to tackle that task to a partner
 - If you had to do that task again , how would you do it?
 - What did you do during the task that you found most helpful?
- Refer to Learning Intentions and success criteria
- Outline the next steps in learning

Key prompts to ask when planning and delivering a lesson

Am I crystal clear about what I want the children to be able to do/to understand/to know at the end of the lesson?	•	Have I written the learning intention up on the whiteboard in child-friendly language?	•	Have I thought about the steps to success and planned the success criteria in advance?
• Have I thought about the questions I will need to ask to deepen children's understanding/assess learning?	•	Have I thought about how I am going to engage and motivate the children at the start and during the lesson?	•	Have I thought about how I will meet the needs of all learners, including the more able? Are activities challenging and designed to deepen understanding?
• Have I set clear expectations of what pupils are expected to achieve by the end of the session?	•	Have I thought about how I will meet the needs of the EAL learners in my class, e.g. what visuals will I use in the lesson?	•	Am I giving the children thinking and talking time before answering questions
• Am I going to be introducing new vocabulary to the children	•	Have I made sure children are not going to be sitting passively for long periods	•	Have I included any time for pupils to respond to marking from previous lesson?
• How am I going to meet the learning styles of all pupils?	•	Have I shared the planning with my teaching assistant? Is he/she clear who she is supporting and how?		Have I got a balance of teacher instruction, intervention and children working Independently
How am I going to conduct my plenary?		Have I planned opportunities for pupils to talk about their learning in pairs and groups?		How are pupils going to assess their own learning or that of their peers?

The Role of Principal and Board of Governors

In St Finian's the Board of Governors play an active role in all aspects of school life. They fully support the teaching and learning taking place in school by :

- monitoring and reviewing the school policies on learning
- supporting the use of appropriate teaching strategies by allocating resources effectively.
- Ensuring that the school buildings and premises are best used to support successful teaching for learning.
- Monitor how effective teaching for learning strategies are in terms of raising pupil attainment.
- Ensure that staff professional development and PRSD promote good quality teaching.
- Fulfil their role as Link Governors meeting termly with coordinators to review progress or relevant action plans.

The Role of The Parents

We believe that parents have a fundamental role to play in helping their children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding parent meetings to discuss children's progress and to explain our school strategies for teaching.
- Sending an annual report to parents in which we explain the progress made by each child and indicate how the child can be improved further.
- Explain to parents how they can support their children with learning at annual curriculum meetings.
- Encouraging parents to support their children in their homework.

We believe that parents have a responsibility to the school to:

- Ensure that their child has the best attendance record possible.
- Ensure that their child is best equipped for school for partaking in activities.
- Do their best to keep their child healthy and fit to attend school.
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- Promote a positive attitude towards school and learning in general.

Relevant Policies

There are many areas of school life that will impact on teaching for learning. This policy cannot run in isolation and it is the responsibility of the school to ensure that the following policies are reviewed and updated on a regular basis:-

Special Needs Policy

Subject Policies

Homework Policy

Discipline Policy

Pastoral Care Policy

Feedback and Marking Policy

Assessment Policy

Monitoring and Evaluation Policy

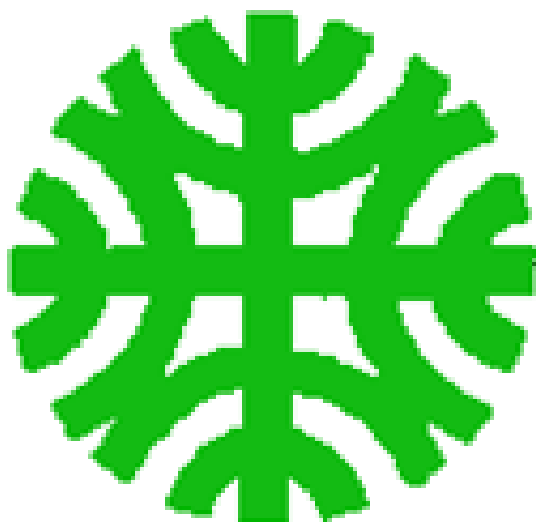
Child Protection

It is also of paramount importance that teaching for learning remains an integral part of the School Development Plan.

Each new teacher will be given a copy of this Policy upon arrival at St Finian's Primary School by the principal. All areas are explained in detail and new teachers will have the opportunity to ask questions and to seek clarification.

Adopted by Board of Governors:

Review Date:



Appendix One

An agreed approach to the teaching of reading in the Foundation Stage, Key Stage One and Key Stage Two includes:-

- A rich introduction
- Strategy reminder
- Independent reading
- Observation, marking and feedback
- Plenary
- Future targets.

This approach will be employed by all teachers on a daily basis for the teaching of Guided Reading.