



Head Teacher Mr. B. J. Owens

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# Edwalton Primary School

# Teaching and Learning Policy 2017

**Approved by Governing Body**

**22nd March 2017**

**Due for Review**

**March 2018**



# EDWALTON PRIMARY SCHOOL

**Flying  
High  
Trust  
Partnership**



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## Aims/Rationale

At Edwalton Primary School we recognise that quality classroom practice is the key to improving learning and pupil achievement. This policy is not designed to be a comprehensive 'recipe' of how to teach at Edwalton, but it aims to outline the fundamental principles which underpin all Learning and Teaching at our school. This policy has been developed by Edwalton Primary teachers after much staff development and research into using formative assessment strategies in previous academic years. The aim is both to reflect the current good practice in the school, and to encourage further development of interactive and formative assessment strategies.

This policy does not stand alone ; to be effective it must be embedded into our classroom practice and other related policies. **Therefore, this policy is linked to :**

- Behaviour Policy
- Planning Policy
- Marking and Feedback Policy
- Curriculum Map

And will also refer to other materials where they have contributed to our shared understanding of good practice. All can be found on the school website.

## Learning Objectives

Lesson design needs to begin with selecting appropriate learning material objectives according to the needs of the class, based on prior learning and understanding. More detail surrounding the planning of lessons can be found in the planning policy ; however, it is important to note :

### Learning objectives should :

- Set challenging expectations
- Be used as an assessment tool for future learning
- Support learning outcomes, in that each learning objective is a small step in arriving at what the learner is supposed to know or be able to do. We sometimes talk. Careful supported baby steps.
- Aid the selection and design of activities to be undertaken in a lesson/series of lessons

### Learning objectives should not :

- Simply describe that activity that children are doing

## Teaching Strategies

Our school has a high proportion of EAL children, SEN children and children with a wide range of barriers to learning. To ensure motivation, engagement and challenge of all children, a variety of learning experiences should be used.





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## 1. Whole-Class Teaching

### Learning Partners

A key element in teaching at Edwalton Primary is the use of learning partners. We recognise the importance of speaking and listening in all areas of the curriculum, and the need for all learners to articulate and therefore extend their learning.

Learning partners should :-

- Be organised and change regularly in set classes and base classes
- Be displayed in classrooms
- Have good accurate speaking and listening modelled for them, including the development and constant review of 'what makes a good learning partner'

### Interactive Strategies

There are numerous interactive strategies that can be used in whole-class teaching to engage learners. Such strategies often provide teachers with feedback information, including :

- Thumbs up, thumbs down to show agreement/understanding
- Mini-whiteboards/show me
- True/False sorting activities
- Cards/number fans
- Use of 'no hands up' random selection after talk partners have discussed (i.e. names on lolly-sticks)
- Use of drama/role play
- Hot-seating
- Green, amber and red cups

Alongside these, there is enormous scope for using technology (interactive whiteboards, iPads and visualisers) to ensure children are engaged with their learning. The information gained from these strategies should be used to determine a shift in lesson design immediately, or in subsequent lessons, for particular groups or all children, in order to challenge their potential and ensure learning time is maximised

### Modelling and Success Criteria

A key aspect of the teaching should be the clear and specific modelling of the task that children are required to do. **Shirley Clarke is specific about providing high quality models to guide and inspire children.** A recommended strategy is to use a good model to analyse and generate success criteria from. These success criteria are then a tool to guide children through their own piece of work. Assessment (self/peer/teacher) and plenaries are the opportunity to reflect on success and next steps, referring to the success criteria. Teachers should have a clear idea (i.e. on planning) which success criteria are important for the learning.

### Effective Questioning

Effective questioning means challenging children to deepen their thinking. Teachers need to take time to plan effective questions which go beyond straight recall with strategies. Teachers' responses to effective questioning should inform lesson adaptation to suit the needs of the learners :

- Giving a range of answers for discussion
- Turning the question into a statement
- Finding opposites – why does one work, one doesn't ?



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- Giving the answer and asking how it was arrived at
- Asking a question from an opposing standing

## 2. Group/Independent work strategies

As the promotion of speaking and listening is a key priority in our curriculum, children should be given opportunities to work collaboratively, or to share their ideas with others, regularly. Specific strategies for collaborative learning (which help make the curriculum accessible for all learners) include :

- Snowballing (talk partners first, then share with another pair/group – do you agree ?)
- Jigsaw (groups research one aspect of a topic, becoming 'experts'. Re-organise into home groups to complete task using expertise of each member)
- Matching/sorting
- Diamond ranking
- Mind/concept mapping
- Using speaking frames
- Drama/roleplay

## Differentiation

As stated earlier, the children at our school have diverse learning needs. Differentiation is therefore essential in matching learning opportunities with individual learning needs.

Differentiation can occur in :-

- The **content** delivered – teachers being clear about the knowledge, skills and attitudes they want groups or individuals to learn
- The **learning process** – varying learning activities or strategies to provide appropriate methods for students to explore the concepts
- The **product** – varying the complexity of the product (which means teachers setting clear expectations for the quality of the work expected, not just accepting a range of outcomes)
- Varying the **environment** in the classroom – using different teaching styles, groupings, levels of support

We must ensure that we offer all children access to an appropriate curriculum. In some instances it may mean an individual curriculum, although more often it means personalising learning by using some of the following strategies :

- Providing resources which are appropriate, careful selection and evaluation is required
- Planning for support of groups or individuals by additional adults or the teacher
- Being aware of groupings to support children (see below)
- Providing writing frames appropriate to the capabilities of the child
- Scaffolding support as appropriate to support the child
- Adapting activities as appropriate
- Providing word banks/pictures
- Adapting/re negotiating success criteria (this could be used to further the challenge for higher achievers)
- Utilising 'cut-away' groups
- Promoting independent choice
- Providing alternating methods of recording work (e.g. ICT, including iPads and talking tins)

It is key to recognise the link between effective formative assessment and effective differentiation : **in order to differentiate effectively, teachers must have a clear understanding of exactly where the children are at.**



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## Pupil Groupings

Teachers should plan opportunities for children to work collaboratively with others in a range of different groupings to enrich their learning experiences and opportunities. Grouping should be fluid and be relevant for pupils, according to their next learning steps. Teachers should keep the following criteria for groupings in mind when planning and ensure groupings are appropriate to the activity :

- Mixed-ability or similar ability groups
- Children's home languages
- Levels of English
- Teacher chosen or self-chosen
- Children's social behaviour
- Individuals leadership qualities

## Resources

At Edwalton we recognise that it is key to provide carefully chosen, clear, visually stimulating resources to support EAL, SEN and all learners. We have a wealth of ICT resources to engage learners : the use of these should be incorporated into planning.

Good and Outstanding Lessons observed at Edwalton Primary School have included a range of the following :

- Learning objective made explicit to the pupils
- Learning put into a wider context – why are we learning this ?
- Models of good work shared and used to generate success criteria
- A range of question types
- Range of interactive strategies, not dominated by teacher talking
- Clear, appropriate differentiation
- Activities which match the Learning Intention and fully engage the children
- Stimulating resources to support independent learning
- Children are asked to justify their opinions
- Clear success criteria referred to during lesson and in plenary or mini plenaries
- Self or peer assessment related to success criteria
- Planned meaningful time for children to improve their work in lessons

As we strive to keep developing the quality of our teaching and learning, this policy will be constantly reviewed over the year to consider how to best incorporate ideologies on lesson structure and learning power.

