



Charlton-on-Otmoor CE Primary School
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Teaching and Learning Policy 2020-21

Teaching and Learning Policy – Aims and Vision

Aims

- To deliver consistently high quality teaching that challenges all pupils to make rapid and sustained progress throughout their school career.
- To support teachers in ‘a career-long commitment to the continuous improvement of practice, and an agreement to develop their practice in ways that are likely to improve outcomes for their students’ (William).
- To create a culture where teachers support each other in developing and sharing best practice in a way that is manageable and has maximum impact on pupil achievement.
- Our current aims are to ensure:
 - ✓ Progress through challenge for all
 - ✓ Promote deep learning in pupils
 - ✓ Improve the quality of pupils’ written work
 - ✓ Improve outcomes for disadvantaged pupils
 - ✓ Promote a growth mindset in pupils

Vision

Our vision is that through excellent teaching, all pupils make excellent progress. We want all teachers to be involved in improving the quality of their classroom teaching through deliberate practice and reflection supported by peers. All members of the school community will be able to identify their training needs and take ownership of developing their own skills within a supportive but challenging learning community.

In order to learn well and make good or outstanding lessons, pupils will:

- ✓ Feel valued within the school community
- ✓ Develop excellent relationships with the individuals in their classes
- ✓ Work as part of a mutually supportive team (across the whole school and within year groups)

- ✓ Feel supported to take risks

Teaching and Learning Principles

- Providing a supportive and positive environment which values all members of the school community
- Providing rich and varied contexts and experiences so pupils can develop a broad range of knowledge, skills and understanding
- Offering a curriculum that promotes spiritual, moral, social, cultural, physical, mental and emotional development
- Developing pupils' confidence and capacity to work both independently and collaboratively
- Encouraging pupils to respond positively to a rapidly changing world

Quality First Teaching

We use a 'Quality First Teaching' approach, which incorporates these non-negotiables:

These are things that must always happen.

Planning lessons:

- ✓ Teachers will have up-to-date data to inform them whether students are on, above or below targets. This is shared with support staff.
- ✓ Data used to plan lessons – stretch the highest achievers/remove barriers for lowest achievers/SEN.
- ✓ Designing tasks, discussions and activities which help pupils make progress towards the learning intentions
- ✓ Tasks, discussions and activities which allow pupils to make progress towards the learning objective are essential.
- ✓ These tasks, discussions and activities need to be carefully planned, in order to ensure that they are purposeful in helping students acquire the knowledge or develop the skills that the need to achieve the learning goals.

At the start of the lesson:

- ✓ Ensure all pupils are ready to learn
- ✓ Learning objective will be shared with the class

During the lesson:

- ✓ "Teaching to the top", ensuring high expectations for all, with no limits or "ceiling" placed on learning
- ✓ Children will understand the Learning objective and understand how to achieve it well
- ✓ Teachers will carefully model successful work, until all pupils understand how to achieve well
- ✓ Every lesson will feature differentiated tasks if necessary, to allow all to make progress
- ✓ Questioning must be "rich", enabling deep thinking to take place for all pupils. Teachers to use a range of strategies, including structured group and paired discussion, to

generate higher levels of participation and engagement from pupils

- ✓ Mini-plenaries are essential throughout the lesson for good AfL and ensuring all pupils on on-task and on track for good or outstanding progress
- ✓ All pupils will make good progress
- ✓ Lessons will be engaging and enjoyable

Feedback

Providing effective feedback which shows learners how well they've done, and structures their next steps. The quality of feedback pupils receive on their work is a highly-influential factor on their learning. Teachers should aim to provide clear, focused commentary on student progress, showing the pupil where and how they have met success criteria and made progress towards the learning objective. Feedback should also indicate to students the next steps they might take to improve further. Crucially, it is the teacher's role, when giving feedback, to then design activities which ask the student to engage with the feedback and put the guidance into action. Other forms of feedback include self and peer assessment, both of which are powerful only when clear learning objectives and success criteria are in place. (Also, see **Marking and Feedback policy**)

Behaviour for Learning:

Expectations will always be high and in line with our **Behaviour policy**. It will also include:

- ✓ Full engagement of all pupils throughout the lesson
- ✓ Pupils looking at the teacher when the teacher is speaking
- ✓ Pupils being mutually supportive and respectful

After the lesson:

- ✓ Pupils will be able to communicate what they have learnt
- ✓ Marking and feedback must be in line with the whole school policy
- ✓ Teachers will reflect on lesson and evaluate learning outcomes for all groups

Structure

- ✓ Effective direct instruction from the teacher is a valuable, high-impact strategy, but it is difficult to sustain its effectiveness for long periods. It is therefore advisable that direct instruction is well-judged in terms of timing and focus.
- ✓ Tasks should be low access / high challenge. This means that all students need to be able to attempt the task meaningfully, whilst there needs to be sufficient challenge for higher-attaining students.
- ✓ Thoughtful use of Success Criteria is an efficient way to achieve this – how do students complete this task in order to show that they have learned really well?

Monitoring the policy

The policy will be monitored by the headteacher. Outcomes from monitoring will be reported to the Governing Body via the P and C committee.

Related Policies:

- Marking and Feedback Policy
- Behaviour Policy
- Assessment Policy