



**LUKE PICKETT**

## **TEACHING AND LEARNING POLICY**

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### **INTRODUCTION**

Luke Pickett will always put children first. He believes that learning should be an enjoyable and exhilarating experience for everyone. Learning involves making connections, making choices and the realisation that learning may take different directions.

### **Aims**

- To put every child at the heart of everything we do.
- To ensure that every child is valued and heard.
- To benefit from the highest quality of support in a stimulating, safe, child-friendly learning environment.
- To ensure that every child feels safe and happy.
- To instil values of caring for each other near and far.
- To instil values of politeness and respect of others.
- To develop independent, self-motivated life-long learners who are adaptable to the challenges that the future holds.
- To enable our children to have high aspirations.
- To provide a curriculum which is exciting, dynamic, creative and one which promotes social and personal development.
- To raise achievement through motivation and high expectations.
- To ensure equality of opportunity regardless of race, religion, gender or disability.
- To involve the community to enrich the lives of our children and, conversely, the lives of those in the community.
- To provide an environment rich in experiences, full of fun and be a place where learning comes to life.
- To instil children with the skills of taking responsibility for assessing risks in school and the wider environment.
- To develop inquisitive minds and encourage children to seek their own answers.
- To promote assessment for learning, making children partners in their learning.
- To support the wider needs of our parents, carers and families and involve them in our children's learning.

## CONTEXT FOR EFFECTIVE TEACHING AND LEARNING

*'I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of misery or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanised or de-humanised.'*

[A teacher]

### What does this look like when teaching?

- There are high expectations of children and adults.
- There is consistency of expectations and procedures throughout the setting.
- Parents and visitors are welcomed and valued as partners in supporting children's learning.
- Children:
  - are engaged, motivated and enjoy their learning;
  - are happy, enthusiastic, social and supportive;
  - understand their next steps of learning;
  - are encouraged to have high aspirations and expectations of themselves;
  - are celebrated for 'academic/personal' achievement;
  - are respected, valued for their differences/similarities/abilities and are taught in ways that are meaningful to them;
  - are given time to voice worries and concerns;
  - trust their teacher and peers and have good relationships with them;
  - learn in a supportive atmosphere: no shouting, sarcasm or put-downs;
  - can take risks confidently;
  - are given a balance between listening, talking and doing;
  - feel that their work is valued;
  - learn in an environment which is stimulating and supports their learning and interests;
  - learn in a supportive atmosphere: consistent behaviour management, positive and negative consequences;
  - feel their achievement/progress/contributions are recognised by themselves and others;
  - can see the purpose of a task;
  - are set tasks which are challenging but are achievable;
  - feel confident in having a go and that it's okay to make mistakes;
  - can explore new ideas/experiences;
  - are given a wide variety of learning activities to engage different learning styles;
  - are given opportunities to decide on curriculum development;
  - build new learning on what they already know;
  - actively encouraged to drink water to keep hydrated;
  - are allowed to go to the toilet when they need to;
  - are taught skills and can then apply them to new situations;
  - are able to work in a comfortable environment: open windows, turn heating down;
  - have a safe and secure environment: locked doors, visitor badges etc.;
  - are proud of their achievements and their setting;

## **Measuring the quality of learning (see Appendix for Teacher Attributes)**

### ***Effective learning happens when the teacher:***

- has high expectations of all children and ensures that effective support is given to accelerate the progress of any pupil who is falling behind their peers;
- uses a range of teaching styles and activities to sustain pupils' concentration, motivation and application;
- utilises excellent subject knowledge to inspire pupils and build their understanding;
- uses appropriate technology to maximise learning;
- uses resources, including other adults, to contribute to the quality of learning;
- devises lesson plans that are linked to a current assessment of pupils' prior learning and is differentiated, so that it consolidates, builds upon and extends learning for all pupils;
- ensures that children know how well they are doing and are provided with clear, detailed steps for improvement;
- employs effective questioning to gauge pupils' understanding and reshapes explanations and tasks where this is needed;
- assesses pupils' progress accurately and is alert to pupils' lack of understanding during the lesson so that they can move swiftly to put it right;
- ensures that all children are challenged and make good progress, especially those at the ends of the ability range and those who lack confidence;
- ensures the children are enthusiastic and enjoy their lessons;
- plans for learning which is exciting and interesting;
- ensures that all children are involved in the lesson and all contribute in some form;
- uses teaching methods that are very well matched to the content and to the learners;
- checks progress throughout the lesson; assessment is regular and helpful;
- gives opportunities for children to evaluate their own and others' progress accurately and constructively;
- ensures that children know how to improve as a result of regular and constructive feedback;
- develops pupils' basic and other cross-curricular skills, for example, literacy, numeracy, independent learning and PSHE;
- is honest/fair/caring/calm;
- promotes a positive atmosphere in class and around school;
- listens;
- has confidence in children's ability to make progress;
- shows professionalism by being a good role model;
- makes learning relevant;
- allows children to make a fresh start;
- provides a stimulating environment;
- makes effective use of their Teaching Assistant.

### ***Effective learning happens when the teaching assistant:***

- helps children to learn;
- promotes a positive atmosphere in class and around school;
- gives children confidence when working individually, in groups and during whole-class teaching;
- helps children become independent, not dependent;
- intervenes to further/support learning;
- helps children resolve problems and conflicts;

- is enthusiastic and brings in experiences from outside school;
- has good subject knowledge;
- knows in advance what is being taught;
- has a consistent approach with that of the teacher, including giving rewards and warnings;
- is well informed about the children;
- has a good relationship with the teacher and children;
- communicates well with the teacher, including giving feedback on progress;
- highlights achievements that could otherwise go unnoticed;

***Effective learning happens when parents:***

- provide a happy environment at home;
- ensure their child comes to the setting for every session, on time not thirsty or hungry;
- ensure school is viewed positively;
- actively support the aims of the setting;
- support the school's behaviour policy;
- support their child with areas of difficulty;
- make learning at home fun.

**Luke Pickett will aim to:**

- Be kind and helpful
- Not shout at children
- Make learning fun
- Make children laugh sometimes
- Be kind but not afraid to tell someone off if they need disciplining
- Say things clearly and make sure children understand what has been said
- Not have favourites
- Be fit and healthy
- Smile!
- Be someone who gives help when children need it
- Be someone who doesn't get cross when children can't do something
- Be someone who children can talk to
- Never give up
- Let children have a drink and go to the toilet when they need to
- Get to class and clubs on time

**Parents should aim to:**

- Give constructive criticism of home learning
- Help to complete home learning if needed
- Help children learn
- Treat children with respect
- Help children to understand the meaning of words
- Challenge children
- Help children to find information and understand it
- Help children to read
- Provide a healthy meal each day
- Help children be on time
- Equip children for school/club – instruments, music, writing equipment

- Play with children

## **CURRICULUM**

The curriculum is all the planned activities that are organised in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that are provided in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. Luke Pickett aims, in conjunction with schools and parents/carers, to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

The curriculum is planned in three phases. A long-term plan will indicate what units/topics need to be covered during that year, the skills focuses, and to which groups of children. A medium-term plan will be developed from the long-term plans. A focus will be decided that will inspire the children and is based on their prior learning and experiences. A short-term plan will be written on a weekly or daily basis. These set out the learning objectives for each session, the differentiated activities, use of resources (including the TAs) etc.

## **LITERACY EXPECTATIONS**

During lessons Luke Pickett will support, where appropriate:

- Phonics/spelling
- Handwriting
- Reading
- Speaking and listening
- Literacy targets
- Library visits

## **MATHEMATICS EXPECTATIONS**

During lessons Luke Pickett will support, where appropriate:

- Cross curricular links
- Counting
- Mental work including times tables
- Fractions
- Problem solving
- Presentation

## **PROMOTING BRITISH VALUES**

The DfE have reinforced the need *"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."*

Luke Pickett upholds British Values which are defined as:

- democracy
- rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

## **CONNECTING THE LEARNING**

Sharing the 'Big Picture' through an initial elicitation with pupils will impact on the learning through developing a clarity and transparency of what the learning will be about. This will establish the learners' prior knowledge and skills enabling greater progress and challenge to be incorporated into a unit of learning.

### **Clarity**

Luke Pickett will involve the children in their learning journey. In whole class situations this will be achieved by making explicit to them three things:-

- ② **What** they are learning (learning objective)
- ② **Why** they are learning it
- ② **How** they can be successful (success criteria/outcomes)

The input of content/new information should use methods that show an awareness that learners may employ different strategies in order to achieve a set goal. At this stage we should aim for these inputs to be memorable and to challenge and inspire in order to access long term memory.

Chunking of information (3s, 5s and 7s) has been proven to be effective with boys, and the length of input should not exceed the on-task capability of the learners. Whole class shared teaching session should display these elements and be interactive. Teacher modelling and demonstration should provide effective scaffolding.

### **Activity**

Groupings are flexible. Children work primarily in individual or mixed ability groups. In instrumental teaching, beyond Grade 1 or 2 it is sensible to work in ability groupings.

Children who are statemented or at school action+ will have opportunities to work independently as well as sessions with their teacher and TA.

The independent activities will be differentiated and children are encouraged to choose the level of activity that will challenge them and help them to progress to the next step in their learning. In Foundation and KS1 the children will sometimes be guided as to the most appropriate activity for them and encouraged to make challenging choices when given the opportunity. KS2 children will be able to choose between levelled activities which help them to self-assess themselves and become assessment confident children. All children are encouraged to challenge themselves. Teachers and Teaching Assistants may work with focus groups or particular children, ensuring that over the week their time is used fairly and effectively across all the children in the class.

### **Demonstrate understanding and engagement**

During the lesson Luke Pickett considers pace, interest, concentration and application of effort. He deploys effective questioning techniques. Where possible, the use of learning partners encourages collaboration and confidence.

### **Review for recall and retelling.**

Review is important to long-term learning and recall. Plenaries and mini-plenaries should provide a variety of review and feed forward techniques. Comparisons will be made to the 'How' statements. Again, this helps the children to peer assess and comment on what someone else has done well and areas they need to improve.

## **Marking**

The purpose of marking is to improve learning. Marking provides the opportunity for feedback and feed forward. Comments are made in relation to success criteria and identify areas for improvement. Feedback and feed forward can be done orally. This is particularly important for children unable to access written communication. Luke Pickett will follow the marking policy of the relevant setting.

## **Home Learning**

The purpose of home learning is to help continue to raise standards of attainment. For instrumental tuition, home learning refers to practise at home.

### *Expectations:*

- Children are expected to practise on a regular basis. Luke Pickett will notify about how long, and what type of practise should be undertaken;
- Parents are expected to actively encourage and facilitate practise sessions;
- Luke Pickett will set home learning for classes, groups or individuals in order for children to consolidate or practice skills;
- Children can record special achievements in or out of school e.g. music;
- Children are expected to set themselves high standards of presentation;

## **ASSESSMENT FOR LEARNING**

Assessment for learning is the process of identifying what the learner has or has not achieved in order to plan the next steps in the teaching or learning it involves using assessment in the classroom to raise children's achievement and is based on the idea that children will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim. Children will be taught to recognise the difference between a task and its learning intention (separating what they have to do from what they will learn).

To involve children fully in understanding learning outcomes Luke Pickett will:

- explain clearly the lesson or activity (**What**)
- discuss **Why** they are learning it
- share the specific assessment criteria with children - verbally or written (**How**)
- help children to understand what they have done well and what they need to do to improve their learning.

'**How**' or success criteria may be evident in:

- planning
- written form in a children book - copied or stuck in
- visual form on a teacher's whiteboard/working wall
- a verbal explanation to a class/group/individual

Feedback and marking should provide constructive feedback to every child, focusing on success and improvement against learning intentions; enabling them to become reflective learners. Feed forward in marking helps them to 'close the gap' between current and future performance.

## Target Setting

Luke Pickett and children may set targets relating to specific goals.

Children will be encouraged to guide their own learning, with the teacher providing help where necessary or appropriate.

Children will be given opportunities to:

- reflect on their own work
- be supported to admit problems without risk to self-esteem
- be given time to work problems out.

## Review

This policy will be reviewed annually.

Signed: 

Date: July 2019

Mr Luke Pickett  
Peripatetic Teacher





## **APPENDIX 1**

### **RICH QUESTIONING:**

- Hands down; teacher selects pupil(s) to answer using for example lolly sticks.
- Wait time; all pupils have the opportunity to think before answering.
- Pupils encouraged to consult in their group/with a partner in order to formulate an answer.
- Teacher involves a number of pupils in the answer to a single question creating the opportunity for discussion eg “What do you think?” “Do you agree with that answer?”
- Use of wrong answers to develop understanding.
- Appropriateness of questions.
- Quality of questions i.e. good question stems e.g. “Why does.....?”; “What if.....?”; “How would you.....?”; “Could you explain.....?”.
- Opportunities for pupils to formulate questions.

Children’s own ideas are explored about the new focus and they have ‘a go’, using their own strategies and ideas first. The teacher questions and observes in order to better understand their current understanding and to adapt teaching to meet children’s needs.

The teacher’s modelling and teaching follows children’s ideas, building on them. Children’s feedback – individually, in pairs or in groups – gives indications of their understanding, which the teacher uses to shape the next steps in learning and teaching.

The task is set and the teacher asks children to summarise the key points to remember (the success criteria). These are written or pasted up. They may have been gathered already during the course of the lesson. There may also be success criteria for aspects of learning, such as working with others.

Children are reminded throughout the lesson to use the success criteria to decide where they are doing well and where they need help, from each other or from an adult.

The teacher’s role during the task consists of giving continual feedback either to individuals or with a focus group, asking open questions and enabling children to reveal and develop their understanding.

During the course of the activity children are asked to identify success against the learning objective of their work, and to identify a part to be improved or developed. Self-assessment or peer discussions are used as the vehicle for this assessment and improvements are made there and then.

### **EFFECTIVE FEEDBACK AND MARKING:**

- Feedback focuses on learning objective (How).
- Evaluative comments which indicate how to improve – ‘next steps’.
- Opportunities for/evidence of, follow up.
- Written comments in book.
- Oral feedback in plenary sessions, individually or collectively.
- Oral feedback while pupils engage in a task

## **PEER AND SELF-ASSESSMENT:**

Opportunities for pupils to reflect.

- Pupils requested to read through/mark their own work.
- Teachers making mark schemes/assessment criteria explicit to pupils.
- Pupils using mark schemes/assessment criteria to evaluate their own work.
- Pupils' use of traffic lights or thumbs up/down
- Response partners.
- Whole class review of work eg in plenary.
- Small group work; evaluation and support.

## **REGULATING LEARNING:**

- Good use of time - teacher's ability to engage with a number of pupils, rather than becoming 'stuck' with one or two pupils.
- Teacher's awareness of the needs of the rest of the class whilst engaging with individual pupils/a group.
- Judgement about whether or not to intervene.
- Appropriate strategies employed e.g. questioning, feedback, redirecting learning, facilitating self-assessment, exemplification, scaffolding, etc., leading to improvement.
- Teacher's recognition, as appropriate, of need/opportunities for group or even whole class teaching input.
- The teacher asks children to reflect on their most successful learning and the area most in need of development or improvement, using the success criteria as a guide.
- The teacher orchestrates a plenary to discuss the learning developed in the lesson. Children are encouraged to make an overall self-evaluation about success and improvement needs via talk partners.
- The lesson ends with a recap of the overall learning objective for the current unit of work. Children are helped to see how today's learning can be extended and how it connects with what they will be learning next.

## **Planning**

- Ensure clear objectives based on understanding.
- Identify ability groups and who they are working with (rotation of groups with teacher/TA).
- Ensure planning shows appropriate pitch for ability, year group.
- What are they doing in the mental oral starter to access the main learning objective?
- Make explicit context when there are clear cut cross-curricular links.
- Include extension questions/material.
- Use of resources to support.
- AFL.
- Variety of questions to assess learning, challenge children's thinking.
- Establish success criteria, preferably with children, but not always.
- What are the key points, misconceptions?
- How do the children know what they have learned?

## **APPENDIX 2**

### **TEACHER ATTRIBUTES FOR POSITIVE BEHAVIOUR MANAGEMENT AND EFFECTIVE LEARNING AND DEVELOPMENT**

- Care and Support
- Creates and sustains a caring climate.
- Aims to meet developmental needs for belonging and respect.
- Is available/responsive.
- Offers extra individualised help.
- Has long-term commitment.
- Creates one-to-one time.
- Actively listens/gives voice.
- Shows common courtesy.
- Respects others.
- Uses appropriate self-disclosure.
- Pays personalised attention.
- Shows interest.
- Gets to know hopes and dreams.
- Clear about strengths/areas to improve on.
- Gets to know life context.
- Gets to know interests.
- Shows respect.
- Shows no favouritism.
- Fundamental positive regard.
- Is non-judgmental.
- Looks beneath “problem” behaviour.
- Uses positive language.
- Uses humour/smiles.
- Is flexible.
- Shows patience.
- Creates opportunities for peer-helping.
- Uses cross-age mentors (older pupils, family/community members).
- Sees parents as partners rather than unwelcome intrusion.

#### **High Expectations**

- Sustains a high-expectation climate.
- “No-excuses/Never-give-up” philosophy.
- Aims to meet developmental needs for mastery and challenge.
- Believes in innate capacity of all to learn.
- Focuses on whole child (social, emotional, cognitive, physical, spiritual).
- Understands the needs motivating student behaviour and learning.
- Sees culture as an asset.
- Challenges and supports (“You can do it; I’ll be there to help.”).
- Connects learning to pupils’ interests, strengths, experiences, dreams, goals.
- Encourages creativity and imagination.
- Conveys optimism and hope.
- Affirms/encourages the best in others.
- Attributes the best possible motive to behaviour.
- Articulates clear expectations/boundaries/structure.
- Disciplines strictly and fairly.

- Provides clear explanations.
- Holds pupils accountable.
- Recognises strengths and interests.
- Mirrors strengths and interests.
- Uses strengths and interests to address concerns/problems.
- Uses a variety of instructional strategies to tap multiple intelligences.
- Employs rigorous assessment.
- Continuously challenges racism, sexism.
- Helps to reframe self-image from at-risk to at-promise.
- Helps to reframe problems to opportunities
- Conveys message to pupils that they are resilient.
- Sees pupils as *constructors* of their own knowledge and meaning.
- Teaches critical analysis.
- Encourages self-awareness of moods and thinking.
- Relates to family and community members with high expectations.
- Communicates to home to report children's good behaviour and achievements.
- Helps family members see children's strengths, interests, goals.

### **Participation/Contribution**

- Builds a democratic, inclusive community.
- Practices equity and inclusion.
- Aims to meet developmental needs for power/autonomy and meaning.
- Provides opportunities for planning.
- Provides opportunities for decision making.
- Provides opportunities for problem solving.
- Empowers pupils to create classroom rules.
- Holds regular and as-needed class meetings.
- Uses adventure/outdoor, experience-based learning.
- Offers peer-helping.
- Offers cross-age helping.
- Offers peer support groups.
- Uses cooperative learning.
- Provides ongoing opportunities for personal reflection.
- Provides ongoing opportunities for dialogue/discussion.
- Uses restorative justice circles in place of punitive discipline.
- Engages pupils—especially those on the margin—in a school climate improvement task force.
- Invites the participation and contribution of family and community members in meaningful classroom activities.

- Infuses communication skills into all learning experiences
- *Reading*
- *Writing*
- *Relationship*
- *Cross-cultural*
  
- Creates opportunities for creative expression
- *Art*
- *Music*
- *Writing/poetry*
- *Storytelling/drama /role play*
- *Dance.*
  
- Provides opportunities for pupils to use/contribute their
- *Strengths and interests*
- *Goals and dreams*
- *Gives meaningful responsibilities.*
  
- Includes and engages marginalised groups
- *Pupils from different ethnic backgrounds*
- *Pupils with special needs.*