



TIMU ACADEMY TRUST

Policy Document for: Teaching and Learning

Approved: November 2015

Due for Review: November 2018

Aims and Purposes

Raising standards in our Timu Academy Trust must be focused on the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis.

Across our Trust the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

**We expect every teacher to be an
outstanding teacher – no child
deserves less**

All lessons have *shared learning intentions*

- Learning intentions are shared orally in child friendly language and displayed.
- All learning intentions begin with 'At the end of this lesson I will know/be able to/ understand...'
- All pupils share the same learning intention
- Learning intentions are not muddled up with the context of the lesson.
- The learning intention must be shown in the pupil's book at the top of the learning ladders

All lessons have..... *Well planned success criteria*

- All pupils are clear about how they will achieve the learning intention.
- Success criteria (learning ladders) are written by the teacher visibly displayed for the children to follow during the lesson or drawn up with the children
- Children use the success criteria to self assess their own or their partner's work.
- Children are reminded of the success criteria during the lesson – often children's work is used to illustrate the success criteria in action.
- Success criteria may differ according to the needs of each group/individual but must always be challenging

- Learning ladders shows clear differentiation and steps towards greater success. We want all our children to access the same learning and it is through the use of materials/ apparatus/ adult support that may differ from child to child

All pupils are..... *actively engaged in learning, showing high levels of enthusiasm, interest, resilience and confidence*

- Pupils are actively engaged during all parts of the lesson – teachers take into account children’s concentration span and ensure pupils are not sitting passively for long periods.
- Opportunities to *Think/Pair/Share* and discussions with a *Talk Partner* are regular features in all lessons.
- Mini whiteboards are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
- Visuals, artefacts, auditory input are all used creatively as a way to enhance learning. Teachers use the “real thing” where they can.

All pupils receive regular and clear *feedback which enhances learning*

- AfL and Effective Marking is embedded in everyday practice and is used to inform teaching and learning.
- All pupils are clear about how they need to improve.
- Marking is linked to the learning intention and success criteria identifying next steps
- Pupils are given regular time to address issues raised in marking

Learning is enhanced through *the effective use of additional adults*

- Additional adults are clearly directed to support learning.
- Teaching assistants are fully engaged with pupils on the carpet and tables during lesson times. They are not photocopying work, sharpening pencils or sticking work in books during learning time or watching the teacher They are clear about who they are supporting and why.
- Planning is shared in advance with teaching assistants, which they clearly understand
- They sit next to the pupil/pupils they are working with, quietly engaging the pupils, explaining the task or using other resources, e.g. number line to facilitate learning.
- They are involved in assessing pupil’s understanding, recording observations and feeding assessments to the teacher.
- They have a demonstrable impact on the quality of learning for the group of pupils they are working with

There is a positive climate for learning where

- All core routines are followed
- Key expectations are agreed and constantly reinforced
- Children know how to be effective learners
- Children demonstrate good learning behaviours
- Behaviours are modelled and reinforced by all staff at all times

The learning environment (including Learning Walls) are bright, well organised learning spaces where

- Pupils need to know how to access resources and respect the classroom environment.
- Class rules/code of conduct is on display in all classes.
- Classrooms are tidy, labelled and organised. Pupils take responsibility for ensuring their classroom is a pleasant and safe place to learn.
- Pupils are taught to respect equipment and resources.
- Basic equipment (pens/pencils/rulers...) is readily available at all times – pupils do not

- have to waste time getting rulers/pencils from trays etc.
- All trays are clearly labelled – word processed/not hand written.
- Displays reflect the topics or texts being studied so that there is immediate recognition by others
- All classes have interesting book corners or storytelling areas where books are valued and enjoyed
- Labels for resources are either word processed or written in the school's handwriting style
- Teacher and Children's resources are always tidy and well organised
- Classrooms have relevant learning prompts displayed which are used in lessons, all items displayed have a purpose in teaching & learning
- Children's work should always be displayed and celebrated
- Displays are a learning resource – they are not just a reflection of the learning

Learning Walls

- All classrooms have a literacy and numeracy wall which is a prominent part of the classroom
- They display current learning and thinking and are usually blank at the start of each unit of work
- Although a work in progress the walls are tidy, well organised and displayed so they act as an effective learning support
- Walls often include children's thoughts, ideas and questions
- Walls could include vocabulary, key questions, shared work, modelled work and children's work

A Detailed Guide to our Lesson Structure

All lessons should follow a basic structure made up of **four** phases.

Phase One: Setting the Scene

Set the scene, place learning in a wider context, link to prior learning; review previous lesson; **provide the 'big picture'**, share learning intentions.

Although this is **relatively short** in duration it includes a number of key features. The emphasis on this phase is on:

Creating an appropriate working atmosphere

Pupils will not learn if they are not in an appropriate state to learn. We use a range of metacognition strategies to establish a climate conducive to learning including:

- Creating a classroom environment that is stimulating, reassuring and organised,
- Being fully prepared for lessons,
- Ensuring resources are prepared and on tables in advance of lessons,
- Other adults to sensitively engage with a pupil who are not 'ready to learn'.
- Greeting pupils with a smile!

Linking the lesson to prior learning

Linking the lesson to prior knowledge, e.g. reviewing previous lesson;

Think about the three most important things you learnt in the last lesson – now tell your partner.

In two minutes, I am going to ask you what you learnt last lesson. You may talk to your partner if you wish.

Today's lesson is about the water cycle. Jot down on your whiteboards what you already know. Work in pairs.

Providing an overview

The brain is more likely to absorb details when it can place them within a wider context. This is often referred to as **'providing the big picture first'**.

Sharing learning intentions with pupils

Pupils must know exactly what they are going to learn and what is expected of them by the end of the lesson. For learning intentions to be shared effectively, teachers must:

Move away from saying 'Today we are doing'... and instead say **'By the end of today's lesson you will all know/be able to/understand...'**

Use child-friendly language – there is little point in sharing learning intentions if pupils don't understand what you mean.

Refer to them at the start and during of the lesson *and* during the lesson.

Triggering the brain

The brain will tend to notice things if has been primed to look for them. Beginning a lesson by saying;

'Today when I am reading I want you to listen out for some really powerful adjectives that you can use in your own writing later on'

Phase Two: The Teaching Input

Pupils receive **new information**; instruction/exposition; modelling of expectations – **new teaching**

The emphasis in this phase is on:

Providing pupils with new information or skills.

This is the teaching phase. Although we want all pupils to understand the information as they encounter it, the **emphasis during phase two is on providing the new information.**

The quality of the input during this phase will have a big bearing upon the extent to which pupils understand information. While high-quality exposition does not guarantee understanding, it does make it significantly more likely.

Periods of exposition are short

Pupils have limited concentration spans. A widely used and useful rule of thumb is that concentration spans will be about two minutes in excess of a chronological age. Periods of exposition are therefore kept short and punctuated by regular breaks or activities.

The input phase needs to be punctuated with expert questions used to tease out understanding

Although phase two is principally about exposition and delivering new information, it should be punctuated by regular questioning, both open and closed

The input phase is punctuated with activity (model whatever you want the children to do)

For example, a teacher might be modelling how to write complex sentences. She might ask the children to work with a partner to write one together on a mini whiteboard before continuing with further instruction

Phase Three: The “Doing” part

The emphasis in Phase Three is on:

- developing understanding
- demonstrating understanding
- assessing understanding

Phase Four: The Review and What next?

Precise interpretation of the four phase structure will inevitably be very different in different situations. Age, ability, timing of the lesson, subject area and the particular focus for the lesson will all have a significant impact.

Teachers may well scroll through the phases more than once during the lesson. For example, after a short period of exposition, pupils may be engaged in an activity designed to help them make sense of new material. This may be followed by another period of exposition and an appropriate exercise. (*mini plenaries*)

The phases are not always sequential. Review, for example, is not confined to the end of the lessons. **Good teachers weave review through the entire lesson and know that success criteria are only successful when repeated and referred to throughout the lesson**