The Raleigh School
Learning and Teaching Policy

Revised September 2021 Next review September 2022

Our Motto:- The Continual Pursuit of Excellence

Our vision, intent and aims:-

The intent follows our strategic focus (the 'continual pursuit of excellence') and through our carefully planned curriculum, which ensures progression and coverage, aims to achieve the following:

1. Develop into happy and confident individuals with a secure foundation in learning that will last throughout their lives
2. Develop lively and enquiring minds through knowledge with understanding
3. Establish a command of the subjects contained in the National Curriculum.
4. Value and understand religious and moral beliefs, and develop a respect for the views of others
5. Understand something of the world in which we live in (in regard to our mutual dependence on others as individuals, groups and nations)
6. Appreciate human achievements and aspirations
7. Create a school of national acclaim

Senior leadership and subject leaders play an important part in the success of our curriculum by leading a programme of continuous monitoring, evaluation, review and development. Subjects are planned to ensure progression of knowledge and skills across the school. Our curriculum design ensures the needs of individuals and groups of children can be met within an outstanding quality learning environment, where classroom teaching is complemented by targeted individual support from a highly experienced Extended Learning Team (ELT). This approach together with the enjoyment of the broad and balanced curriculum has a clear impact on attainment, progress, confidence and behaviour.

Aims;

- to provide a variety of learning experiences using different teaching styles and requiring a wide range of thinking skills underpinned by Bloom's Taxonomy (see Curriculum folder – Learning to Learn)
- to encourage the children to take an active part in curriculum design
- to ensure that staff use appropriate ongoing assessment methods that pupils are able to understand
- to provide learning situations which offer a range of opportunities for participation individually and collaboratively
- to encourage discussion between pupils and their teachers about learning expectations, personal targets and knowing the next steps in their learning
- to ensure that teaching and learning meets each pupil's needs and abilities

- to give opportunities for pupils to reflect and act upon marking and feedback, as well as to evaluate their own work as a means of identifying goals for further progress (see Responding to Children's Work Policy)
- to guide pupils, involving parents wherever possible, to help pupils to recognise and assess their particular strengths (see SEND policy that includes SEND & TAG (Talented, able & gifted))
- to ensure that assessment, tracking progress and recording of attainment is an integral part of the learning process
- to encourage pupils' families and wider community involvement enabling pupils to contribute to the community and use it as a resource for learning.

Ethos

It is our belief that children learn best;

- when children's time at school is seen as part of an educational process that lasts for life
- when all adults connected with the school are well informed, share the aims and support the ethos of the school
- where there is staff teamwork resulting in a consistency of high expectation and approach
- when the school is a welcoming place and where there is a friendly, open approach to parents and children, fostering an essential partnership between home and school
- when the children feel safe and secure in their relationships with their teacher
- where there is a reassuring, supportive and positive attitude towards children
- when everybody's individuality is valued
- when the foundations of self-discipline are laid through the recognition of the needs of others, enabling the child to become responsible and aware of their own actions and consequence
- where there is a fair and agreed behaviour policy
- where equal opportunities exist for all and where attitudes of tolerance, sharing, co-operation, understanding of and respect for others are fostered
- when governors take an active interest in the school
- where community links support learning
- when the learning environment is attractive, safe, calm, well-organised and stimulating.

Learning Environment;

The class teacher has responsibility for ensuring that the learning that takes place is effective for all pupils. Effective instruction is underpinned by Rosenshine's principles (see Appendices). The characteristics of the classroom environment are a vital element in support of this, it has a fundamental influence on the way teachers and pupils work, think, learn and feel. At the beginning of each school year clear expectations are set and agreed with the children about classroom rules, rewards & consequences, (see Behaviour Anti-Bullying & Rules Policy). These should include aspects conducive to creating an engaging, purposeful, and safe environment.

Learning takes place in an environment which;

- is welcoming
- is challenging and engaging
- is focused and calm
- is happy and caring
- is well organised
- is well-resourced, with resources clearly labelled encouraging independence

- has resources that are attractive and varied
- is safe
- makes learning accessible to all
- provides equal opportunities
- provides extension tasks linked to individual subjects
- provides a working atmosphere
- celebrates achievements through display
- is well-managed and conducive to learning
- has well-established routines
- reflects the school's aims and values

Pupils learn in a variety of ways. At The Raleigh School pupils are given the opportunity to;

- work individually, in a variety of groups, and as a class
- make decisions
- take risks
- choose resources
- work co-operatively and collaboratively
- solve problems
- be creative
- discuss their ideas
- develop social skills
- develop independence
- share in the responsibility of caring for classroom equipment
- use initiative
- receive support
- achieve academically
- use a variety of learning styles
- use an open mind set
- use a wide repertoire of thinking skills.

A range of teaching and learning styles are used in all areas of learning, to cater for the differing needs of children, as well as the wide range of curricular content being covered. Children are encouraged to develop thinking skills, independent learning skills and problem-solving skills, both on their own and collaboratively. Time is given for pupils to reflect on previous learning as a means of recognising their next steps.

Resources

Each curriculum leader is responsible for ensuring access to resources that are needed to support or enhance a subject area. Teachers are responsible for liaising with curriculum leaders in order to select and use appropriate resources to promote active learning.

Displays (see Display Policy)

Learning and Teaching

Teachers value all pupils irrespective of their ability, race, gender, age or achievement.

In order to achieve the maximum teaching and learning potential, teachers at The Raleigh School will have;

- a secure knowledge of the National and Early Years Foundation Stage Curriculum programmes of study
- secure understanding and knowledge of key skills in the National Curriculum and Chris Quigley's Milestones
- an understanding of the SEND Code of Practice
- knowledge of the SEND and TAG policies
- the ability to motivate children to learn
- the ability to plan activities with clear objectives that are conveyed to the children
- the intent to involve the children in curriculum design whenever possible
- skill in using a range of questioning (*see appendix)*
- expertise to provide feedback constructively and respond to pupils work in a way that moves them forward
- engage in a marking dialogue with the child (written and/or oral)
- the ability to draw on a range of approaches and resources to make subject knowledge interesting and engaging to children, through cross curricular links
- the knowledge to provide differentiation so that challenging work is planned for more able children, whilst less able children feel supported and motivated
- set high expectations that challenge children and deepen their knowledge and understanding
- the skill to ensure that teaching is well matched to the children's stage of learning and moves them on
- the ability to use a range of teaching styles
- the skills to encourage creativity, imagination and higher order thinking skills
- the knowledge and use of a range of classroom management skills, including those identified in the school behaviour policy (see Behaviour, Anti-Bullying & Rules Policy)
- the organisation to ensure that assessment strategies are implemented and records relating to agreed areas of learning are kept
- the knowledge to make the best use of the contribution of parents, the community and work carried out at home
- the skills to recognise and manage effectively the support of other adults in the classroom.

Support Staff
(see Staff Handbook)
All year groups have time allocated for a teaching assistant to work with the class. Some of this time will be specifically for the support of children with special needs and some will be for the general support of class teachers. They could be involved in supporting individuals, leading a group activity, or providing general classroom support.

Parental Involvement
Parental involvement is actively encouraged. Parents may support in class in order to enhance learning for all of the children or assist in classroom tasks. Parents are essential partners in the completion of homework tasks including listening to children reading aloud.

Approaches to Teaching
At the Raleigh School there must be a good balance of individual, group and whole-class teaching. Teachers choose carefully the style of teaching that is the most effective for a particular task. Groups will differ in composition and size for different activities. There may be several different activities in progress and at these times the teacher will be helping mainly one group or individual whilst the remainder will be involved in planned independent activities. It is important that while this is in progress children stay on task.

Time Management
It is important that activities are well planned so that each child is working at their correct level. All children should know what to do as soon as they enter the classroom and after they have completed a lesson introduction or task. Efficient planning and classroom organisation maximises learning opportunity.

Curriculum

Planning
Pupils follow the appropriate National and Early Years Foundation Stage Curriculum through topics based on specified milestones. Curriculum mapping for each subject area details how the curriculum is covered throughout the school. Medium term plans, including Learning Objectives, form schemes of work for individual subjects. These are broken down into short term plans, using a format containing agreed elements. All planning is on the curriculum network and can be accessed virtually.

Good short-term planning;

- has clear objectives for what children are to learn and how these will be achieved in a lesson or series of lessons
- includes success criteria which may be in the form of “I can…” statements
- summarises activities and resources
- shows how knowledge and understanding can be extended and how the work will be adapted to suit children who learn at different rates, including pupils with Special Educational Needs and Talented, Able & Gifted pupils
- identifies opportunities for cross curricular working to support the Creative Curriculum and links to computing
- includes provision for a variety of learning styles and thinking skills
- identifies teacher and TA focus
- is evaluated daily to inform next day’s planning, (this can be in the form of handwritten very brief notes or annotations e.g. showing next day’s focus group where LO not met).

It is our belief children learn best when;

- the curriculum is broad, balanced and begins from the child’s own experiences and previous learning
- they have the opportunity to extend and apply their knowledge and skills through well planned, clear activities
- they have equality of opportunity to gain full access to the curriculum
- they are presented with interesting opportunities, choices and challenges
- they are encouraged to be involved in curriculum design

- they are encouraged to learn through positive reinforcement of successes
- lessons are presented using a variety of teaching styles, techniques and strategies
- children are involved in setting their own targets and recognising the next steps in their learning
- they use a wide repertoire of thinking skills.

Embedding computing skills
To embed computing we aim to include it as a learning and teaching tool wherever possible.

Computing is;

- taught in a cross-curricular way, as well as discretely
- used to enhance the different teaching styles and offers an additional media in which to support children's learning
- used to support the learning of pupils with Special Educational Needs and Talented, Able & Gifted pupils
- accessed through a variety of tools at school and at home

The school's website supports the information exchange between parents and children and celebrates special occasions and events involving pupils.

Monitoring & Evaluation of Teaching and Learning

Assessment and Record Keeping (see Assessment Policy)
Teachers at The Raleigh School use both formative and summative assessment methods. Informal assessment is ongoing and shared regularly with pupils as a means of helping them know the next steps in their learning. Teachers keep records of pupils work in accordance with the school assessment policy. Assessment forms the basis of tracking the progress of each individual in core subjects.

At The Raleigh we believe that assessment should;

- inform planning
- directly impact on the way forward in a specific aspect of learning
- be a means of discovering what pupils know, understand and can do
- include methods such as questioning, listening, watching, reading, marking (see Marking Policy), and pupils evaluating their work with their teacher
- be recorded as appropriate
- help adults to provide positive and constructive feedback
- directly impact on improvement in the quality and context of an individual's work
- include self-evaluation and reflection
- be free from stress and fear of failure
- inform parents of progress.

Curriculum Monitoring (see monitoring policy)
Each curriculum leader has the responsibility to support the effective teaching and learning of their subject in order to raise levels of achievement. This will involve the preparation and regular

review of subject policies, mapping to ensure coverage of the National Curriculum programmes of study, monitoring timetables to ascertain time devoted to their subject, the provision of appropriate teaching resources and offering advice and support to colleagues. To achieve this, a subject leader also has the responsibility to monitor the quality of teaching and learning through use of observations, book evaluations, monitoring planning etc.

A subject leader may look at a teacher's medium and short term plans;

- to ensure that there is the right amount of time devoted to their subject
- to ensure consistency across a year group
- to ensure progression from one year group to the next
- to ensure that there are clear learning objectives
- to ensure there are clear success criteria
- to ensure that the programmes of study are being covered
- to see evidence of planned differentiation and appropriate activities
- to ensure both Special Needs and Talented, Able & Gifted pupils are identified

A subject leader may observe teaching of the subject;

- to monitor the quality of teaching of that subject
- to ensure the learning objectives are made clear
- to observe the use of teaching resources
- to consider the response of the children to the lesson
- to ensure the correct expectations are in place for what the children can achieve
- to monitor progression through the year groups or Key Stages

Following observations or evaluations a subject leader will provide feedback to the class teacher;

- to identify strengths in his/her teaching
- to highlight areas for development and to provide support and advice for colleagues
- to provide evidence that may be used for performance management.

The evidence gained from monitoring teachers' plans and observing lessons will help the subject leader build up a picture of the quality of planning and how the subject is being taught throughout the school. It also shows the levels of achievement of different age groups. This information will highlight Continuing Professional Development (CPD) needs or additional resources. It can be used in the whole school audit that forms part of the preparation of a new development plan and so help decide future priorities.

Governors

School governors hold leaders to account for the educational performance of the school. To this end governors are aware of the importance of high quality teaching to improve outcomes and the systems used to measure teaching quality. Link governors meet at least twice yearly with subject leaders to validate action plans and monitor progress. Subject leaders also report to governors throughout the year at committee level (curriculum and learning committee) to update on key principles of assessment and school improvement and the appropriateness and potential impact of proposed initiatives.

Staff development

Children learn best when staff have;

- opportunities to develop personally and professionally
- access to relevant, well-planned INSET, both within and outside school
- support and encouragement from Governors, Head teacher and colleagues
- opportunities to lead INSET
- opportunities to share and exchange ideas
- opportunities to observe each other
- access to performance management
- had high quality induction as ECTs

Supply Teachers (see Staff Handbook)
Each classroom will contain a visible weekly timetable. Details of lesson planning and Special Educational Needs will be held by the parallel class teacher. Medical information, including food allergies will be found in the register tray. The Raleigh School Staff Handbook is available for all supply teachers to read.

School Policies (see policy guidelines)
School policies can be found on The Raleigh School network. It is the duty of all staff to be familiar with school policies and to apply them.

Voluntary Helpers (see Volunteer Guidelines)
Voluntary helpers are a valuable resource and we should welcome their involvement in the classroom. They can help in many ways across the whole curriculum. This may be on a regular basis or for a specific event. In all cases it is very important that the teacher should take the time to ensure that the volunteer fully understands and is well prepared for the activity in which he or she is involved. Volunteers are made to feel welcome in the school and are offered refreshment from the Galley at break times. All adults helping on school trips or on site are DBS checked. Evidence should be shown to the School Business Manager.

Equal Opportunities
All children have the right to equal opportunities. Staff expectations of behaviour and performance by all children should be the same. All activities, where possible, including extra curricular, are open to all children. (see Equal Opportunities Policy)

Policies

- Behaviour
- Equal Opportunities
- SEND & TAG
- Homework
- Assessment, Recording and Reporting
- Health and Safety
- Display
- Curriculum policies
- Responding to children’s work

Staff Development

- Performance Management
- Continuing Professional Development

Parents

- Home School Agreement
- Classroom rules, rewards and consequences

Appendices

Appendix 1 - Questioning

Good questioning encourages pupils to think more deeply and to share their thoughts and ideas with others. Teaching ensures that pupils are given access to a range of questions.

Type of questions	Example
Open	What do you think…? Why do you think…? How do you know…? Do you feel…? Find different ways of…? Can you try different ways of…?
Closed	What is…? What are…? When did…? How many…? Where is…? Where would you find…?
Recalling facts	Asks pupils to name an event, process or fact. Asks pupils to recall some information but not apply it.
Observing	Asks pupils to describe what they see, using appropriate vocabulary.
Hypothesising, predicting or speculating	Asks pupils to estimate, suggest why something happens and suggest what will happen as a result of doing something; to ponder, guess or draw an inference.
Concluding	Asks pupils to draw different threads together or follow a logical route to arrive at a solution.
Personal responses	Asks pupils to express personal feelings, thoughts and ideas.
Discriminating	Prompts pupils to consider advantages or disadvantages, to look at something from different points of view.
Designing and comparing procedures	Asks pupils to plan and prepare a process for tackling a problem. Asking pupils to predict and then analyse the most effective process.

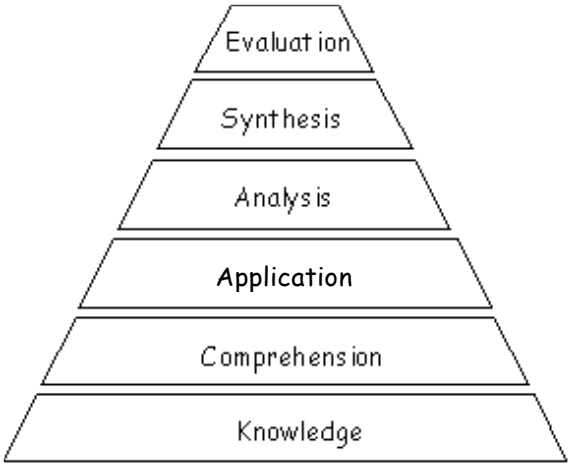
Interpreting results	Asks pupils to draw conclusions from data or information, particularly where they are expected to understand a trend, identify what might happen next.
Applying reason or what they know	Asks pupils to provide more than one solution to a problem. Asks pupils to apply one or more aspects of their learning in order to explain what has happened or might happen next.

Appendix 2 - Thinking Skills
All learning involves different types of thought. Teaching should regularly require a combination of the following:

memorising	questioning	planning	reasoning
imagining	inventing	predicting	sequencing
sorting	comparing	classifying	evaluating
transforming	analysing	applying	

Appendix 3 - Bloom's Taxonomy (Bloom, 1956)
See the *Teacher's Planning Kit* in planning/curriculum folders/Learning to Learn – all teachers to have the kit printed and to hand in class.

Bloom's Hierarchy:-



Appendix 3 - Motivational Learning (Barry Hymer)

- Instead of Walt and Wilf use
  i. WWW *We were wondering*
  ii. AWOL *Another way of looking…*
  iii. IQ *I'm questioning…..*
  iv. WISE *What I'm still exploring*
  v. Maintain success criteria

- Avoid intelligence and goodness praise – can lead to mindset of 'effortlessly superior' i.e. the child believing that effort is not required as they are 'good' or 'clever' (banned words) etc

- Reinforce verbally and/or via certificates
    i. the seeking of challenge
    ii. effort & stickability
    iii. reflections on different strategies
    iv. skills
    v. risk taking
    vi. resourcefulnes/independence/bouncebackability
    vii. hope/aspiration/ambition
- A growth mindset route (Carol Dweck) to creating high self-esteem
    i. be candid about child's current skills
    ii. help them to identify the skills needed to pursue a goal
    iii. help them to identify what they need to do to build those skills
    iv. help equip them with the attitudes, work habits and learning strategies they need
- Key factors in expert teaching
    i. Challenge – work towards a 50-50 chance of getting it wrong – particularly for the more able
    ii. feedback – self-talk, talk partner, AfL
    iii. Deep representations of key concepts – Aim to keep open mind – 'pegs' to hang learning on i.e. offer concrete examples to demonstrate abstract concepts

Appendix 4 – Rosenshine's Principles