



Stone Church of England Combined School

Policy for High Quality Teaching and Learning

Agreed: September 2014
Review: September 2015

Stone Church of England Combined School

High Quality Teaching and Learning Policy

What is the purpose of this policy?

This policy describes the overall approach to teaching and learning at Stone Combined School. It is essential reading for members of staff new to the school who need to incorporate its principles into their practice. It is also a key document for current staff, governors and parents. The school keeps its practice under constant review in order to improve, so this is an evolving document. This policy applies to all year groups at Stone School. It can only be fully understood within the context of the whole range of the school's other policy documents.

Aims of the policy

Through our teaching we aim to:

- have consistent expectations of high standards of learning, attitudes and behaviour, so that all achieve their highest potential regardless of their starting points;
- enable children to become confident, successful, enterprising, resourceful, resilient, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- establish an ethos of excellence and enjoyment by fostering challenge, confidence, and self esteem in all children and staff.

Principles that guide outstanding teaching

There are many principles that guide outstanding teaching. At Stone we understand that it is only with outstanding teaching that we will achieve outstanding learning.

To achieve outstanding teaching we need to:

- Be enthusiastic;
- Understand that the key principles of formative assessment underpin all outstanding learning, regardless of context. The key features are: clarity of objective, clear success criteria, effective questioning, opportunities for self and peer assessment, and meaningful feedback;
- Ensure a range of questioning is used to gather understanding and also to enhance thinking skills;
- Understand the need for clear differentiation to support all abilities;
- Ensure that knowledge of pupils' prior learning and learning needs are used to support and enhance planning and the delivery of lessons;
- Be flexible in our own teaching styles to ensure every child is targeted and supported;
- Be aware of how best to deploy resources including TAs to support all groups within the class;

- Be consistent with our delivery. At Stone we understand that one-off outstanding lessons will not achieve the desired outcomes;
- Ensuring that key lifelong learning skills and development of positive attitudes and values are embedded in all teaching;
- Be positive with all stakeholders in learning. We make parents partners with us in their children's learning;
- Understand that enjoyment lies at the heart of everything that is good.

What are the fundamental principles that guide outstanding learning?

At Stone Church of England School we are constantly striving for outstanding learning. We believe that all children are capable of being outstanding learners given the correct conditions both in and out of school. We believe that the following 10 points are features of outstanding learning and strive to ensure that these features are a part of all teaching.

Features of outstanding learning are:

- 1) **Clarity of purpose:** Pupils understand clearly what they are learning, why it is relevant, and the steps required to learn successfully. These are called process success criteria, and will be adapted to allow all groups to make progress. These may be generated by pupils as teachers model successful learning.
- 2) **Talk for learning:** Questioning and discussion advance the learning, features such as talk partners, thinking time and higher order questioning encourage all to improve their work.
- 3) **Assessment as learning:** Constant review, in the form of self and peer assessment, as well as teacher questioning and feedback, enables all to improve and make progress.
- 4) **Clear differentiation:** Learning is well matched to pupils' abilities because staffs thoroughly understand their learning needs and give all clear criteria for success.
- 5) **Effective deployment:** Adults are well prepared and provide precisely targeted support.
- 6) **Developing expert learners:** Children have opportunities to develop core skills such as problem solving or ICT across the curriculum
- 7) **Feedback:** Marking shows a clear impact on the quality of learning, there is a meaningful dialogue between teacher and pupil, and between pupils.
- 8) **Belief:** Enthusiasm and a belief that every child will make excellent progress pervades the lesson.
- 9) **Resources:** learning resources, including ICT, have marked impact on the quality of learning.
- 10) **Motivation and engagement:** Children are inspired to be active learners and to engage independently as much as possible.

Assessment

At Stone we understand the importance of implementing a range of formative assessment strategies to move learning forward and also to ensure that, as a school, we are working to maximise learning.

Assessment should inform teachers' planning so that appropriate challenges and support are given on a daily basis. Children must learn how to self and peer assess so that they can develop into more independent learners more quickly. Effective process success criteria are essential for effective learning and will be a part of teachers' planning. They are also the basis for marking and feedback both during and after lessons. Children are also given longer term curricular targets based on information from learning grid documents. These shape the broader learning outcomes for each group.

Please see the marking and feedback policy for how this is used to given instant feedback to children.

More formal assessment takes place termly. This data is fed onto a school database and the results are used as the basis for conversations between SLT and staff as to how to ensure children make expected progress.

Assessment is fed back to parents during Parent Consultations and via an end of year written report.

Assessment results are fed back to Governors on a termly basis through the Head teacher Report. It is the role of the Governing body to ensure that targets are challenging and are met.

Outstanding Teaching = Outstanding Learning

At Stone we are aware that outstanding teaching should naturally lead to outstanding learning. Outstanding teaching is that which all teachers at Stone aim for.

How are teaching assistants deployed?

Teaching Assistants are deployed to support a wide range of pupils across the school. In the first instance they are there to support children with a Statement of Special Educational needs ensuring that programmes are delivered as required. TAs are also expected to support children who are not achieving in line with national expectations. Where it is possible TAs may be used to facilitate the learning of more able pupils.

How is teaching and learning monitored and evaluated?

Our approach is described in detail in the monitoring and evaluation policy. We use the full range of strategies including lesson observations, scrutiny of work, talking to children and teachers, and analysis of data. Staff regularly undertake discussions about the quality of teaching and learning and complete peer coaching exercises which encourage them to reflect on the effectiveness of their teaching.