

# Developing a Teaching for Learning Policy

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**TEN TIPS FOR A SUCCESSFUL WORKSHOP**

- MAKE IT CLEAR FROM THE BEGINNING THAT THIS IS ABOUT PRACTICE, NOT THEORY. WHATEVER IS AGREED TO IN THE POLICY WILL BE THE EXPECTATION IN THE FUTURE.
  
- INVOLVE GOVERNORS AND AS MANY MEMBERS OF STAFF AS POSSIBLE, NOT JUST TEACHERS AND TEACHING ASSISTANTS. EVERY ADULT IN SCHOOL IS A CONTRIBUTOR TO SUCCESSFUL LEARNING.
  
- TRY TO GIVE THE EXERCISE THE TIME IT DESERVES. IT IS POSSIBLE TO MOVE THROUGH THE PROCESS QUICKLY, BUT MUCH CAN BE LOST IF DISCUSSION TIME IS CUT SHORT.
  
- KEEP GROUPS SMALL - FOUR OR FIVE ARE GOOD NUMBERS FOR USEFUL DISCUSSION.
  
- TRY TO MIX THE MAKE-UP OF THE GROUPS - e.g. ONE TEACHER, ONE TEACHING ASSISTANT, ONE 'OTHER STAFF', ONE GOVERNOR AND, WHERE POSSIBLE, ONE MEMBER OF THE LEADERSHIP TEAM.
  
- ASK LEADERSHIP TEAM MEMBERS TO HELP EVERYONE TO CONTRIBUTE TO THE DISCUSSION.
  
- MODEL SOME ASPECTS OF GOOD TEACHING - MAKE SURE EVERYONE IS COMFORTABLE, START WITH AN ICE-BREAKER AND INCLUDE BRAIN-BREAKS.
  
- HAVE THE PRE-PREPARED SHEETS READY TO HELP MAKE THE WORKSHOP FLOW, BUT BE PREPARED TO BE FLEXIBLE.
  
- TAKE THE RESULTS AWAY AND PREPARE A DRAFT TO GO BACK TO ALL STAFF AND GOVERNORS FOR CONSULTATION. USE THE MODEL POLICY AND FRAMEWORK TO FILL IN ANY IMPORTANT GAPS. USE ITALICS TO HIGHLIGHT THESE IN THE DRAFT.
  
- WHEN STAFF HAVE AGREED THE FINAL VERSION OF THE POLICY REMIND EVERYONE THAT, ONCE THE POLICY IS ADOPTED BY GOVERNORS, IT WILL BE USED BY THE SCHOOL TO HOLD ITSELF TO ACCOUNT ON THE QUALITY OF TEACHING AND LEARNING.

## **SECTION 2:**

# **A Model Teaching For Learning Policy**

**MODEL TEACHING FOR LEARNING POLICY**

**1. Introduction**

This policy is central to the school's purpose as a place of learning. It reflects our shared values and our aspirations for all members of the school community in their capacity as lifelong learners.

**2. Definition of Learning**

At Anywhere Primary School, we define learning as:

- the process of building new concepts, knowledge, skills and attributes through a variety of experiences;
- the refinement of existing concepts, knowledge, skills, attributes and behaviours through thought, experience and shared communications;
- the development of personal characteristics;
- making sense of the world around us and discovering where we fit into it;
- a continuous, lifelong process of personal development.

**3. Principles of Effective Learning**

We believe that children learn best when:

- they feel happy, comfortable and safe; (4.1)
- their confidence and self-esteem are high and they enjoy positive, trusting relationships with adults and peers; (4.2)
- they are challenged, encouraged and supported by peers and adults, including family; (4.3)
- adults and older children provide good role models as learners and members of the community; (4.4)
- the learning environment is stimulating and properly resourced; (4.5)
- teaching is authoritative, purposeful, positive, well-paced, varied and stimulating; (4.6)
- they are actively engaged in the learning process; (4.7)
- our teaching takes account of their individual needs and interests. (4.8)

#### 4. **Strategies used to Promote Effective Learning**

4.1 To help children to feel happy, comfortable and safe, we will:

- implement appropriate induction and transition arrangements;
- smile at them, greet them and ask about their welfare;
- make time to listen to what they have to say;
- show them that we work closely with their families in support of their welfare and education;
- treat them fairly and consistently;
- rigorously implement equal opportunity, anti-bullying and race equality policies;
- ensure that the school is visually attractive and welcoming;
- ensure that they feel 'ownership' through personal spaces, name tags, classroom responsibilities etc;
- provide opportunities for physical movement in learning activities;
- provide opportunities for relaxation/energising in and between activities;
- use music to create appropriate moods.

4.2 To help build children's confidence and self-esteem and to enable them to develop positive, trusting relationships with adults and peers, we will:

- give them opportunities to take part in circle time, role play, show & tell, choose-do-review, class assemblies, school council etc;
- make use of learning/talking partners, peer assessment and collaborative working;
- use a range of reward systems;
- display their work and help them to display their own work attractively;
- look for opportunities to catch them doing well and to celebrate it;
- ensure that they experience success and praise every day;
- give constructive feedback verbally and in writing;
- use positive language and encourage them to do the same;
- acknowledge and celebrate their special days, including birthdays where appropriate;
- talk to them about their own lives, hobbies, interests and cultural background;
- celebrate variety in culture, religion and language;
- show respect for them and their contributions.

4.3 To ensure that children are challenged, encouraged and supported by peers and adults, including family, we will:

- inform parents about the curriculum they will experience next;
- communicate regularly with parents about their progress;
- communicate to children's families that we value their contribution;
- set homework appropriate to their age and ability;
- involve them in self-assessment and the identification of appropriate new targets;
- involve them in collaborative working;
- involve them in peer assessment;
- use target setting information and other assessment procedures to track their progress and identify their learning needs;
- involve them in peer support, e.g. break time buddies;
- enable them to share achievements through displays, class assemblies etc.
- provide a range of extra-curricular activities;
- encourage past pupils to maintain contact.

- 4.4 To ensure that adults and older children provide good role models as learners and members of the community, we will:
- encourage all school employees to be active, lifelong learners, who share their interest in learning with colleagues and children;
  - encourage parents to be lifelong learners who are actively engaged with their children's learning both in and out of school;
  - have high and clearly communicated expectations that every adult on the school premises will set a good example as a member of the community;
  - give children opportunities, motivation and encouragement to act as good role models and supporters of others;
  - invite members of the outside community to share with children their knowledge and experiences as learners and community members.
- 4.5 To provide a stimulating and properly resourced learning environment, we will:
- ensure the interior and exterior of the building are clean, appropriately decorated and well maintained;
  - ensure that classrooms are tidy and free of clutter;
  - ensure appropriate temperature and levels of oxygen are maintained;
  - ensure that children and adults have access to water as needed;
  - have appropriate resources according to the varying needs of the children;
  - ensure that resources are accessible to children;
  - vary the learning environment, using outdoor spaces and out-of-school visits;
  - set out informative, interactive and celebratory displays.
- 4.6 To ensure that teaching is authoritative, purposeful, positive, well-paced, varied and stimulating, we will:
- provide teachers and teaching assistants with day-to-day, line management support and a planned programme of continuous professional development;
  - take steps to ensure the personal well-being of members of staff;
  - provide a curriculum that covers, and goes beyond, the statutory requirements;
  - plan lessons that are adapted to meet the needs of individual children;
  - plan and deliver lessons and units of work that incorporate the principles of the Framework for Effective Teaching and Learning (Section 3);
  - monitor the effectiveness of our teaching through line management and subject management arrangements, including lesson observations, work scrutiny and scrutiny of teachers' planning and assessment records;
  - give children clear goals and time limits.
- 4.7 To ensure that children are actively engaged in the learning process, we will:
- implement the Framework for Effective Teaching and Learning (Section 3).
- 4.8 To enable our teaching to take account of children's individual needs and interests, we will:
- implement a range of target setting, assessment and tracking procedures appropriate to their age;
  - involve them in self-assessment and target setting;
  - talk to them about their interests and incorporate those interests in our teaching;
  - fully implement the SEN and G&T policies and action plans.

## 5.0 **A Successful Policy?**

5.1 When the policy is successful, we will see children who:

- are confident, well-motivated, independent, yet collaborative learners;
- enjoy their learning and who maintain good relationships with adults and other children;
- have a sense of pride in their work at school;
- make good progress against their targets.

5.2 When the policy is successful, we will see teachers and teaching assistants who:

- are knowledgeable, skilled, confident, motivated and happy in their work.

5.3 When the policy is successful, we will see parents who:

- are fully engaged in their children's learning;
- are proud of their children's achievements.

## 6.0 **Review**

**This policy should be reviewed annually.**



## **SECTION 3:**

# **A Model Framework For Effective Teaching And Learning**

## ANYWHERE PRIMARY SCHOOL

### MODEL FRAMEWORK FOR EFFECTIVE TEACHING AND LEARNING

- 1.0 We will use the five part framework of opening, teaching, learning, review/reflect and close. These phases are not discrete. They are interwoven and overlapping. They reflect a learning experience, not necessarily one lesson.

#### 2.1 **Effective Opening**

At the start of learning experiences, we will:

- take steps to capture the attention of the children, stimulate their curiosity and get them into a positive frame of mind;
- review previous learning and connect it to new learning;
- explain the purpose of the learning to be gained and encourage them to identify its relevance to the world and 'What's in it for me?';
- provide children with the questions they will be able to answer and the skills they will have acquired by the end of the lesson/topic;
- give children the 'big picture' by;
  - describing what they will be doing,
  - encouraging a sense of prediction, anticipation, curiosity, and positive expectation about the learning to come,
  - providing graphic, pictorial previews and overviews of the topic to be studied,
  - showing examples of what other children have produced/achieved.

#### 2.2 **Effective Teaching**

In our teaching, we will:

- be secure in our subject knowledge;
- clear about the learning objectives and success criteria;
- use assessment for learning techniques to ensure children make progress during lessons and over time;
- start lessons promptly and maintain good pace throughout;
- maintain a positive and pleasant working atmosphere using praise and positive language;
- use humour, drama, music, games, play and competition to enliven our lessons;
- provide opportunities for children to experience awe, wonder and reflection;
- ensure all children are actively engaged in the learning process;
- break the teaching content into logically arranged, manageable chunks;
- give clear, differentiated explanations and instructions;
- provide appropriate modelling and demonstrations;
- input new information using combined visual, auditory and kinaesthetic strategies;
- enable children to understand and use their own learning preferences;
- use whole class questioning and targeted, differentiated, closed and open-ended questions (incorporating 'what, how, why') to support our teaching and to assess understanding;
- encourage and respond positively to children's questions;

- adapt our teaching in the light of continuous assessment of children's progress;
- fully engage classroom support staff in the teaching and assessment processes.

### 2.3 **Effective Learning**

To promote effective learning, we will:

- ensure children are aware of personal targets for learning;
- give opportunities for children to learn in a variety of ways, using their multiple intelligences and preferred learning styles;
- provide multi-sensory and 'first hand' learning experiences whenever possible;
- encourage children to be independent and to choose their own strategies for learning;
- use planning frames for children to structure thinking and work;
- engage children in a range of independent and collective/collaborative, group-based learning activities, including peer-teaching, peer-assessment, talking/work partners, hot-seating, role play etc;
- provide activities involving problem solving and creative thinking;
- set clear expectations for learning outcomes;
- ensure most tasks have time deadlines;
- provide opportunities for children to use new knowledge and skills in a variety of contexts;
- encourage children to 'take risks' (risk being wrong) in their learning;
- teach thinking and learning-to-learn skills.

### 2.4 **Effective Review and Reflection**

To enable effective review of learning and children's reflection upon it, we will:

- give positively worded, constructive oral and written feedback on their work and how they can improve;
- give feedback related to agreed targets;
- praise, reward and share success;
- provide children with opportunities to review and reflect upon what they have learned and how their learning might be applied to new situations;
- teach a variety of memory and recall techniques;
- enable individuals, pairs and groups to report back to others;
- enable children to share what they have learned and can do;
- enable children to ask questions of others;
- provide opportunities for children to consider future learning.

### 2.5 **Effective Close**

At the close, we will:

- use a variety of stimulating activities to provide a clearly signalled, positive and uplifting note to the end of the learning experience.

## DEVELOPING A TEACHING FOR LEARNING POLICY: SECTION 4

### WORKSHOP NOTES

N.B. Times shown are rough guidelines only. The facilitator will need to plan and manage the workshop according to the time available and the needs of the participants.

1.	“We define learning as ...” (10 min)	In groups, on paper - merge onto flip sheet.
2.	“We believe children learn best when ...” (10 - 15 min)	In groups, on paper - merge and write each heading on separate flip sheet.
3.	“In order to ...” (30 - 40 min)  Identify strategies to promote results of 2. above	In groups, working on separate flip sheets from 2. Play “musical sheets” to give all groups a go at adding to each heading. Share results.
4.	A framework for effective teaching and learning (5 min)  Parts 4 & 5 of the workshop can be extended or shortened according to the time available. They can even form the basis of a separate workshop.	Introduce the five parts: Effective Opening Effective Teaching Effective Learning Effective Review and Reflection Effective Close
5.	“In order to ...” (30 - 40 min)  Identify strategies to promote the five parts of the framework.	In groups, one heading per flip sheet. Play “musical sheets” to give all groups a go at adding to each heading. Share results.
6.	“When the policy is successful, we will see children who ...” (10 min)	In groups, on paper - merge onto flip sheet.
7.	“When the policy is successful, we will see staff who ...” (5 min)	In groups, on paper - merge onto flip sheet.
8.	“When the policy is successful, we will see parents who ...” (5 min)	In groups, on paper - merge onto flip sheet.

## DEVELOPING A TEACHING FOR LEARNING POLICY: SECTION 5

At our school, we believe that children learn best when:

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WORKSHOP HEADER SHEET SUMMARY

The responses to the statement "We believe children learn best when..." are likely to fall into the following categories.

1.  
To help children to feel happy, comfortable and safe, we will:
2.  
To help build children's confidence and self-esteem and to enable them to develop positive, trusting relationships with adults and peers, we will:
3.  
To ensure that children are challenged, encouraged and supported by peers and adults, including family, we will:
4.  
To ensure that adults and older children provide good role models as learners and members of the community, we will:
5.  
To provide a stimulating and properly resourced learning environment, we will:
6.  
To ensure that teaching is authoritative, purposeful, positive, well-paced, varied and stimulating, we will:
7.  
To ensure that children are actively engaged in the learning process, we will:
8.  
To enable our teaching to take account of children's individual needs and interests, we will:

## **SECTION 7:**

### **Workshop Header Sheets**

The beginnings of the strategy statements in the model policy are placed at the top of the following eight sheets.

1.

To help children to feel happy, comfortable and safe, we will:



2.

To help build children's confidence and self-esteem and to enable them to develop positive, trusting relationships with adults and peers, we will:

3.

To ensure that children are challenged, encouraged and supported by peers and adults, including family, we will:

4.

To ensure that adults and older children provide good role models as learners and members of the community, we will:

5.

To provide a stimulating and properly resourced learning environment,  
we will:

6.

To ensure that teaching is authoritative, purposeful, positive, well-paced, varied and stimulating, we will:

7.

To ensure that children are actively engaged in the learning process, we will:

8.

To enable our teaching to take account of children's individual needs and interests, we will:

## DEVELOPING A TEACHING FOR LEARNING POLICY: SECTION 8

“When the policy is successful, we will see children who ...”

“When the policy is successful, we will see staff who ...”

“When the policy is successful, we will see parents who ...”