



Long Lane Primary School

Teaching for Learning Policy

Date	Description
October 2024	Agreed by the Operations Committee

Review Schedule	2 Years
Next Review	October 2026

Intent

The aim of the Teaching for Learning Policy is to make explicit the shared and agreed principles and practices upon which teaching and learning are based at our school across all areas of learning.

We aim to develop a 'love for learning' where every individual is valued for their unique contribution.

We aim to provide pupils with the knowledge and skills needed to become successful learners who are confident, inquisitive and independent: ready to embrace local and global challenges.

At Long Lane we value a growth mindset and understand and promote the metacognition of learning.

At Long Lane Primary School *learning* is:

- Acquiring, developing and applying knowledge and skills.
- Understanding through the combination of applied skills, knowledge and discovery.
- Developing the language of learning through oracy
- Developing metacognition through a growth mindset and the Secrets of Success
- Active, challenging and engaging – through practical, relevant and immersive tasks
- Scaffolded to support and broadened to extend
- Assessment for learning

Learning in our school is a collaborative process between adults and children; between school and home. Formative assessment lies at the heart of this process.

Each child has an entitlement to a curriculum which offers the maximum opportunity for development; is well resourced and takes place within a stimulating and nurturing environment.

We will follow the Early Years Foundation Stage (EYFS) Statutory Framework in Reception. (Please refer to the Early Years policy for more information).

The requirements of the National Curriculum, for Key Stage 1 and Key Stage 2, will be met through integrated and subject specific schemes of work, as appropriate.

In order that children reach their full potential, Teaching for Learning should ensure that each child:

1. Develops interest and motivation in their work.
2. Derives satisfaction from a sense of achievement.
3. Has the confidence to challenge themselves.
4. Is offered a balanced, ambitious and broad curriculum with opportunities to deepen learning.
5. Has equality of access to the curriculum.
6. Experiences continuity and progression in their learning.
7. Is supported and challenged.
8. Experiences a range of learning methods.
9. Is involved in both integrated and subject specific activities.

10. Works individually and as a member of a group.
11. Has their progress monitored and recorded.
12. Receives frequent, relevant feedback (see section 7).

This policy statement and the curriculum overviews will provide a framework for each teacher to plan on a termly and weekly basis for the needs of the children.

Implementation

Teaching for Learning Guidance and Procedures “Strive to Succeed”

1. Expectations

Set high expectations and give every learner confidence that they can succeed.

2. Learning environment

Create an ethos and environment in which children can enjoy learning, reflect, feel safe and secure, improve and grow in confidence, is fundamental to learning and, therefore to our school. Care is taken to ensure that displays are purposeful and support learning without creating an overly stimulating learning environment which some children may find it difficult to work in. We ensure that all children have the opportunity to display, present and publish the work they are proud of at some time during the year.

As a school we will have classroom environments that support the child, Teaching Assistant and Teacher in the learning process and celebrate learning.

We will do this by ensuring that each classroom has:

- Clearly labelled resources which children can access independently.
- Displays showing children’s work, supported by key questions.
- Displays that are interactive, support learning and demonstrate the use of key vocabulary as well as celebrate
- Interactive tables / areas- displaying equipment and resources, where appropriate.
- A balance of displays **representing the diversity** of the class and our society. E.g.-photos and maps.
- A visual timetable
- Displayed near the computers the Internet use - Code of Conduct, (age appropriate).
- A display of the Class charter (Jigsaw).
- The School Vision displayed.
- ‘The Secrets of Success’ displayed
- A display of the ‘learning zones’
- Working walls to support specific subject learning

3. Classroom management

Children should be taught to respect their environment and keep it tidy. The children should be supported to:

- use resources independently and to tidy up afterwards.

- understand the school behaviour expectations.
- be a team player within their house.
- aspire to be class monitors, to do jobs and to tidy and care for the room and equipment.
- stop and listen and understand any signals used.
- use an agreed non-verbal signal if they wish to speak to an adult in class or assembly.

Where possible and applicable to **the** learning, groupings of children should be varied throughout the day e.g. - ability based, mixed ability based, individual, pairs, small groups, larger groups, mixed gender-based groups, etc.

4. Routines

Children will enter classrooms from 8:45am with the school day beginning at 8.55am. This short period of time should be used by the children to get ready for learning.

Children should be encouraged to self-register and make their lunch choice. These must be completed by 9:00am.

At play and lunchtimes, the hand bell signifies the end of play. The first bell instructs the children to stop and the second to walk quietly to their line. Children will be accompanied back into school from the playground by the adult on duty: teacher/teaching assistant/lunchtime controller. Staff will meet children at the classroom door.

At Lunchtime:

- All children will eat in the hall (weather dependent in a designated space in the playground)
- All children are able to mix together freely in the playground and field
- The playground and field areas will be zoned to support different interests and hobbies
- Children will have opportunities for further learning through play using equipment to support imagination, problem solving, working together and risk taking (knowing safety rules)
- Designated rooms will be open for inside activities (supervised by an adult or Y6 leadership programme/Wellbeing ambassadors)
- Children will be able to enter the building during lunchtime with permission only (collecting a band from an adult) for; first aid, toilet, quiet time, club

At the end of the school day:

- Reception and KS1 and lower KS2 will be collected from their classroom by a parent or carer.
- In Year 5/6 parents can choose to allow their child to walk home on their own.
- If parents are late to collect their children, they will be collected in the main foyer where they will be supervised.
- Children attending after-school club must go straight to the library for registration.
- Children attending other clubs must go straight to their designated area.

5. Planning

There are three kinds of planning detailed below: **a) Curriculum overview, b) Schemes of work** and **c) Lesson plans**

a) Curriculum overview

The National Curriculum 2014, for all statutory subjects, Berkshire Agreed Syllabus for RE and 'Jigsaw', for PHSE & C, provides detailed guidance on: expectations, Learning Objectives, possible teaching activities, resources, approximate time and progression for all year groups from Year 1 to Year 6. Reception follow the Early Years Foundation Stage Framework (2021).

The school produces a curriculum overview which breaks up the curriculum areas for all three key stages (FS, KS1, KS2 -Lower and Upper) into manageable termly blocks. This ensures breadth and balance in curriculum provision and continuity and progression from term to term and year to year.

Planning is discussed by all teachers in order to ensure continuity and progression but to also develop ideas. Teachers should take the learning entitlements and objectives from the **National Curriculum** and the **Curriculum Companion** documents as appropriate, to inform planning for each subject area and turn these into programmes of work for each term, mapping out what needs to be done week by week in order to achieve these goals. Consideration should be given to creative cross- curricular links and to where learning is to be revisited to deepen understanding and aid long-term memory.

The plans should include notes on:

- Statutory assessments.
- Non-core assessments. i.e. RWI, PUMA, PiRA, VR, NVR etc.
- Themed weeks.
- Planned educational visits.
 - Parental engagement opportunities and wider community links

Teachers need to keep a copy of their Curriculum overview in their teacher's file for monitoring by Head, Deputy Head, Team Leaders and subject coordinators.

b) Schemes of work

Teachers should use schemes of work to construct their lesson planning.

We use the following published schemes of work to support our planning for:

- Music - Charanga
- French – French scheme (resident French teacher)
- PE – Complete PE (support from Liam Bint – sports coach)
- RE – Jigsaw Discovery Scheme
- PSHE – Jigsaw Scheme
- No Outsiders – PSHE and British Values
- Accelerated Reader – Reading scheme
- Phonics & Spelling – Read, Write Inc.
- Handwriting - Nelson
- Computing – Teach Computing

(Please see more detail on Foundation Subjects through appendices in Curriculum policy)

Maths/ English/ Science

Please refer to the guidance in each policy.

c) Lesson planning

Teachers may need to adapt their planning on a daily basis to reflect the needs of the children in their class. Lesson planning should be shared with Teaching Assistants and should be a working document used to plan and assess children continually. These plans should reflect the schemes of work but can be in any form the teacher decides.


The lessons plans should:

- Turn the learning objectives from the schemes of work into the actual teaching and learning activities that will take place including broadly differentiated activities which meet the learning needs of the pupils.
- Include clear success criteria; the expectations of exactly what the children have to do in order to achieve the learning objective.
- Be annotated to reflect SEND (including lowest 20%)/ EAL/greater depth provision for each class e.g. SAP targets.
- Detail how any adult support will be used e.g. TAs
- Be annotated -recording any changes that have occurred, work not covered, and notable attainment during the lesson ie. Children exceeding/not achieving the learning objective.
- Detail how the adults' time will be used e.g. to work with a particular group.
- Include a range of questions (closed, open, enquiry-led etc)
- List essential vocabulary for each lesson.
- Detail resources required.
- Be available for supply teachers or HLTAs to follow and for monitoring by Head, Deputy, Team Leaders and subject coordinators.
- Include a review of prior learning from both recent lessons and earlier in the year or previous years.

6. High Quality Teaching


Lessons should follow Rosenshine principles;


Rosenshine's 10 Principles of Instruction

1. Review learning at the start. 


2. Present new material in small steps. 


3. Ask lots of good questions. 

4. Provide models and worked examples. 

5. Practise using the new materials. 

6. Check for understanding. 

7. Obtain a high success rate. 

8. Provide scaffolding and support. 

9. Encourage independent practice. 

10. Weekly and monthly review. 

The teacher is responsible for ensuring the following:

- Confident **teacher knowledge and understanding** of the subject matter to be taught
- **Pre-planning** of tasks, activities, pupil grouping arrangements and resources
- To support metacognition, a clear statement to pupils of the intentions of the session i.e. a clear explanation of the **learning objectives** of the lesson. (The learning objective must be shared verbally or clearly written up on the board, but this does not have to be at the beginning of the lesson, it can be when appropriate)

- A clear explanation to pupils of the activity and expected outcome through the use of the **success criteria** and effective modelling (including of the thought process).
 - Effective teacher input which ensures good pupils understanding (e.g. Use of images and practical activities to support explanation / understanding, ensure that **key ideas and words** are shown on the board / flip chart for referral).
 - Appropriate pupil work; **activities** which help **pupils explore, develop, practice and retain the new learning to achieve the learning objectives.**
 - Scaffolding and direct teaching until pupils are confident to work independently (this could include pre-learning activities)
 - Thorough **resourcing** of such activities (with additional resources to support some pupils/ stretch others).
 - Consideration of needs to have been given to the needs of **different** pupils e.g., ensuring the **more able are stretched and less confident are supported.**
 - **Time targets** may need to be set to ensure pace. Children should be reminded of this at appropriate moments.
 - **Expectations** of pupils' work need to be made clear e.g. quantity of work, presentation, other qualities pupils should be maintaining in their work.
 - Prompting children to decide where their learning will fit into **the zones of learning** will establish the amount of **effort** they are aiming to give in any task and reinforce our **Growth Mindset** ambitions for all (see addendum).
- Attitudes to learning or “**The Secrets of Success**” should be reinforced to children. The 8 skills and habits, as detailed below, will enable them to develop into successful learners, successful friends and success in their adult life (see addendum).

- During the lesson, teachers should give consideration to:
 - Checking that the introduction and the tasks being worked upon are proving appropriate to the different needs of different pupils
 - Working with/alongside particular pupils to support / stretch them
 - Assessment of pupil's progress
 - General circulation around the class to check everyone is successfully on task, or to assess pupil performance and to support and give **immediate feedback** is encouraged.
 - A **mini plenary** to address misconceptions if necessary or to share good examples referring to the success criteria.
 - Activities should be **reviewed** - reinforcing the learning which it is hoped will have taken place
 - **Assessment for learning** such as; live marking and instant feedback, putting in support for tackling misconceptions and pre-learning to support engagement
 - **Reflection** – Not all reflections have to be written, they can be done orally through activities such as simply by sharing with a partner. It is the act and language of reflecting that is important rather than the recording of it.
 - **Prior learning** will be revisited at regular intervals to support the retention and recall of information.

- **Formative Marking and assessment** procedures which inform both pupils and teacher of what has been achieved and what needs to happen next. This could be during the lesson or retrospectively.

Depth of learning

Consideration should be given to children's prior learning when planning. The following terms are used to understand where learning should be pitched and what the next steps for learning should be.

	Basic level of learning	Advancing level of learning	Deep level of learning
Description	Instructional, modelling, heavily dependent	problem solving interpret; categorise; organise; classify and compare reminders and guidance will still be needed and there is greater cognitive (thinking) challenge.	more complex and abstract problems/tasks, perhaps requiring many steps and which may have many possible solutions. explain concepts; investigate; hypothesise; design; create; prove and use evidence and reasoning to support ideas.
Definition	Learning something for the first time	begin to deepen your understanding and gain in confidence and skill,	higher order thinking skills are needed. Learners are able to be more independent in their thinking, need little support


Impact

7. Feedback /marking / observations (Assessment for Learning)

- Feedback/marking/ observations are the teacher's day to day / week to week means of assessing pupil progress and, thereby, of planning work to meet pupils' needs.
- Feedback/marking/ observations, therefore, are a part of assessment and **inform future planning and teaching**. Plans can be annotated rather than marks made in each child's book to show how groups or work is to be re-arranged for the following day(s).
- Children found not to be making expected progress will be targeted for additional support/scaffolding to ensure they 'keep up' (typically less confident 20%). This will happen day to day and also through Pupil Progress Meetings using the Class Needs Analysis tool.

- Where teachers mark children’s work, they should mark clearly in a different colour to the child’s work, using a purple pen.
- Feedback/marking/observations will celebrate success whenever possible in order to raise self-esteem and encourage all children to work to their full potential. Work may be taken to other teachers for further praise and encouragement.
- Feedback/marking/observations will **relate to a clear learning objective**.
 - Some pieces of work may be marked with a single tick or an appropriate stamp to show that the learning objective has been met.
 - Incorrect spellings may not always be corrected.
 - Presentation may be marked if the written work exceeds the expectations, there is an improvement or it needs addressing.
 - Teachers may choose to ‘focus mark’ or ‘live mark’ or involve children in the marking process
- Children need to receive frequent regular feedback for their learning in **Maths, English and Science**.
 - Self and peer marking can be employed to provide immediate feedback to children.
 - **Verbal feedback** is key – *When teachers use good verbal feedback strategies, it saves time and boosts pupils’ engagement; from a study by UCL Institute of Education (2019)*
 - Formative marking, including **verbal feedback**, should be given regularly and when appropriate for each child. By the end of Y1 – children respond to formative marking when appropriate and with guidance. By the end of Y2 – independently for *most* children.
- As feedback is given in the core subjects each lesson, children need to be given the opportunity to read and respond appropriately.
- Therefore, **children should be given classroom time to respond to the teacher’s feedback/ marking, where appropriate**. Children will respond to written comments either during a lesson or at a specific timetabled time.
- For all other subjects feedback will be relevant to the task and clearly linked to the learning objective. Teachers should use their judgement in how detailed this feedback should be.

Marking Code

Sp or _____	.....	Spelling to be looked up and corrected
R	.....	Use ruler
C	.....	Check work/correction
A circle drawn	.....	Shows where a piece of punctuation is either inaccurate or missing
▲	.....	Word missing
	.....	An action that the children need to respond to

Completed work

G (Guided work - adult led)

I (Independent work)

P (Partnership work - collaboration)

8. Presentation

- From reception, all pupils should be taught to hold writing tools correctly, to sit properly and to hold their book or paper at a suitable angle.
- The use of rubbers will depend on the aim of the lesson, e.g. in Maths and handwriting lessons they should not be used, whilst in work being prepared for presentation they may be used.

KS1

- KS1 pupils should write with a pencil.
- KS1 pupils are encouraged to develop and use a joined cursive script, following the Nelson handwriting programme.
- All work should be dated, with children dating work themselves when appropriate.

KS2

- All work is to be dated. In Mathematics, Science, topic and D.T. it may be written in numbers, e.g. 12/11/19, whilst in other subjects it should be written in full, e.g. Tuesday 12th November 2019.
- The date may be included with the learning objective that is on a sticker if used.
- Key Stage 2 pupils may choose to use a handwriting pen for written work.
- KS2 pupils are encouraged to use a joined cursive script, following the Nelson handwriting programme.
- When working in books, a line will be drawn using a ruler at the end of one piece before commencing the next.
- In maths, pupils should work in pencil. One digit should be put in each square.
- Pupils entering the school in the later stages with a clear, legible, joined handwriting style will not be expected to change their style.

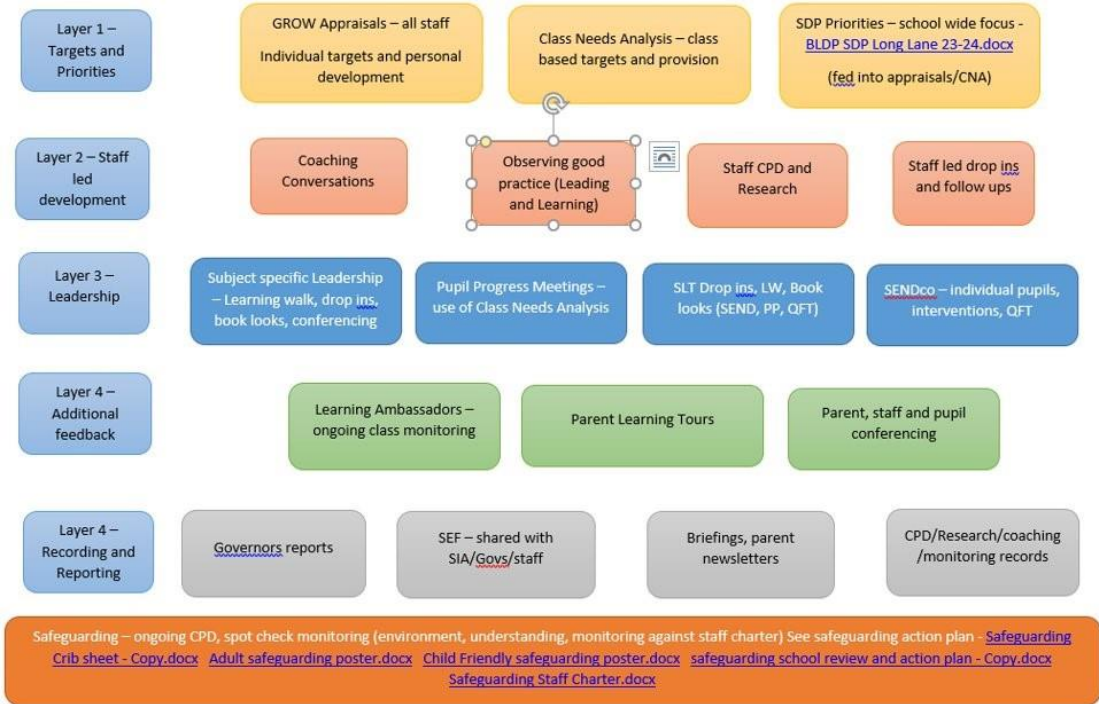
Monitoring and Evaluation

- Teachers plan and evaluate their own class provision through the Class Needs Analysis tool. This document outlines a context for their class (including percentages of vulnerable groups, strengths and weaknesses of the cohort), allows the teacher to plan provision (including focus groups) for the term and evaluate the success of this class provision.
- This tool is used to evaluate (with data and progress focus) at Pupil Progress Meetings that are held once per term
- This is an ongoing process of 'Plan Do Review' that highlights not only High Quality teaching provision but also flexible groupings, targeted support and specific intervention
- Pupil progress meetings help staff and leadership to ensure that groups and individuals are monitored for progress and identified for additional support

9. Home Learning Expectations (*Please see separate Home Learning Policy*)

Home Learning is optional in KS2

	Key Stage One (KS1) <i>Year 1 & 2</i>	Key Stage Two (KS2) <i>Year 3, 4, 5 & 6</i>
Reading	A minimum of 10 minutes daily with an adult (adult to sign in the Reading Record on each occasion), with children being encouraged to re-read books (up to three times).	Y3/4 A minimum of 10 minutes daily with an adult. The adult to sign in the Reading Record on each occasion. Children being encouraged to read books twice. Y5/6 A minimum of 10 minutes daily at home. Reading records to be signed by an adult daily.
Home Learning	IXL and other home learning may be set by the teacher Home learning may be provided on an individual basis to support specific learning needs.	IXL , TTRockStars and other home learning may be set by the teacher Home learning may be provided on an individual basis to support specific learning needs.



Appendix

Growth Mindset



Secrets of success



<p>Linked policies: Maths</p>	<p>Linked documents: Home-School Agreement</p>
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English Science Early Years Assessment and record keeping Curriculum E-safety SEND Behaviour Off-site activities Length of the school day Anti-bullying Shared learning Uniform Collective worship	Teaching British values Jigsaw Discovery RE Jigsaw PHSE
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