

Teaching for Learning Policy 2024-25



This policy must be considered together with -
Assessment for Learning, English, Maths and Curriculum Policies

New Hall Primary School

Teaching for Learning Policy

The quality of learning that takes place at New Hall is directly related to the quality of teaching that pupils receive. We are committed to supporting lifelong learning in our pupils. Our curriculum highlights the need for us to make learning an 'all round' experience and to identify that the skills needed by pupils leaving education will need to be transferable across the workplace, whilst still providing fundamental basic skills in Literacy and Numeracy.

RESPONSIBILITIES

- It is the responsibility of all teachers to provide the highest quality teaching for all of their pupils.
- It is the responsibility of the subject leader to monitor the quality of the learning and teaching within their subject and to offer support and guidance.
- The Senior Leadership Team are responsible for monitoring the standards achieved as a result of quality teaching and also to identify areas for development.
- Governors have a statutory duty to monitor that the processes are in place and that the school is addressing pupils' need.
- It is the responsibility of all teachers to be familiar with school policies and to apply them.
- All planning needs to be uploaded, dated and easily accessible for others to see e.g. supply teachers, via SharePoint/Staff Shared or a paper copy readily available.
- Assessment documents need to be saved on SharePoint and be relevant, up to date and ongoing throughout the academic year.
- Parents are responsible for supporting the school by engaging with home learning and sending their children to school regularly.

QUALITY LEARNING

At New Hall we have identified as a staff that quality learning means that pupils are:

- Enthusiastic, motivated, focused and on-task
- Making progress, engaged and achieving
- Displaying positive behaviours
- Building on prior learning and understanding how new learning adds to this knowledge
- Transferring learnt skills across the curriculum
- Independent and confident
- Making positive contributions
- Displaying a 'have a go' attitude

- Challenged and inspired

QUALITY TEACHING

At New Hall we have identified as a staff that for quality learning to take place then consistent, quality teaching needs to include:

- Well planned, engaging lessons
- Enthusiastic, pacy delivery
- Achievable objectives with appropriate challenge according to need
- Teaching styles and activities matched to the needs of the children
- Ongoing modifications/assessments in lessons to ensure progress is made
- Personalised learning
- A variety of behaviour strategies
- Effective questioning that may be targeted
- A variety of teaching styles (VAK)
- Effective use of our teaching assistants
- A variety of stimulating resources
- Appropriate praise
- Effective vocabulary and grammar
- Speaking and Language opportunities

LEARNING ENVIRONMENT

In order that quality learning and teaching become a whole school process then staff must also consider the learning environment, so that pupils are provided with every opportunity to:

- work individually, in groups and as a class co-operatively
- make decisions and problem solve
- use appropriate social skills to review and discuss their learning
- to lead their own learning independently
- use their initiative, receive support and learn from each other
- achieve academically by becoming proficient
- show resilience and perseverance to produce high quality work
- ask questions that challenge
- rehearse and apply learning facts, concepts, methods and strategies they have learned
- receive teaching that is systematic and clear through a sequence of learning opportunities

ASSESSMENT

At New Hall as a staff we have identified that we use a range of assessment tools, these include

- Formative and summative assessments
- Assessment for Learning (AfL) including quizzes, hinge questions and live marking
- Early Years Foundation Stage Profile (EYFSP)
- End of Key Stage 2 SATs
- Phonics check (Year 1 and retakes in Year 2 as necessary)
- Y4 Multiplication Check
- Mind the Gap activities where appropriate
- Small group interventions across the year delivered in a timely manner
- Targeted interventions for specific learning objectives
- A clear marking policy
- Progress on the TPT/IEP for SEND pupils
- Ongoing pupil progress meetings and analysis that informs future planning

NON NEGOTIABLES

Classroom Learning - Staff will intervene in lessons to ensure that learning is taking place. (This could be a Mind the Gap (MtG) task, small group activities, IEP targets for SEND pupils or whole class intervention). Staff are not expected to follow rigid formats for lessons, only to ensure that ALL children make progress in EACH lesson. Staff must use their professional judgement to apply the most appropriate method of imparting knowledge.

Staff will not have an over-reliance on IWB and 'flipcharts'. Being creative in their teaching is the key to success and also ensures that staff are committed to ongoing professional development.

Classroom Displays - Displays will be minimal but have impact. English and Mathematic displays will reflect the work taught that week (on paper) so that pupils can regularly refer to it.

Classroom Resources - Resources will be clearly labelled and used appropriately and consistently to reflect the teaching objectives.

School Environment - our fantastic grounds should be the starting point when planning any lesson - would the teaching for learning benefit from using the Maths Academy, MUGA, Forest School or any other outdoor areas?