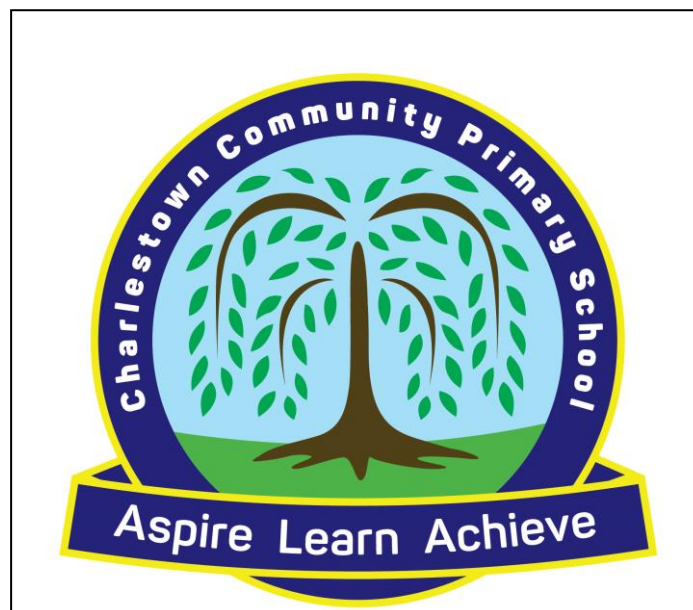


Charlestown Community Primary School



Teaching and Learning Policy

May 2016

Teaching and Learning Policy

Aims and purposes

Any attempt to raise standards in our school must be focused on the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that takes place on a daily basis.

In our school the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

**We expect every teacher to be a good teacher – no child
deserves less!**

By adopting a whole school approach to teaching and learning across the school, we aim:

- To provide consistency of teaching and learning across the school
- To enable teachers to teach effectively as possible
- To enable children to learn as efficiently as possible
- To give children the skills they require to become effective lifelong learners
- To provide an inclusive education for all children
- To learn from each other, through the adoption of a collaborative approach to teaching and learning, where good practice is shared.

There is no single recipe for improving teaching and learning in school, however this policy outlines some of the **key elements** which are key to raising standards in teaching and learning. It also sets out a **broad structure** for lessons, based on best practice and research linked to how we best learn.

Key elements and principles of teaching and learning across our school –
a practical summary guide:

All lessons across our school should include the following elements to ensure high quality teaching and learning, new teachers to our school will receive training to ensure they fully understand these elements and to enable them to be able to embed these strategies in their everyday practice.

All lessons have..... *Clear Learning Outcomes:*

- Learning outcomes are shared orally and displayed
- All learning outcomes begin with **“By the end of the lesson I will know/ be able to/ understand.....”**
- All learning outcomes are written up and shared orally in child friendly language.
- Learning outcomes **are not muddled up with the context** of the lesson.
- Children write the learning outcome in their book when they are ready.
- When marking children’s work, the main focus is on meeting the learning outcome and next steps for development

All lessons have..... *well planned success criteria:*

- All pupils are clear about how they will achieve the learning outcome
- Success criteria are displayed for children to follow during the lesson or drawn up with the children, e.g. steps to success
- Weekly planning includes success criteria for each learning outcome
- Children use the success criteria to assess their own or their partners work through self and peer assessment, when appropriate
- **Children are reminded of the success criteria during the lesson** – often children’s work is used i.e. on the visualiser to illustrate the success criteria in action.

All lessons are.... *clearly differentiated to enable all pupils’ access to learning:*

- All learners are challenged appropriately
- Planning shows clear differentiation

- Differentiation should not ‘put a cap’ on children’s learning and **children should be actively encouraged to attempt more challenging work**
- Learning outcomes are the same for all children, we want all our children to access the same learning and it is through the use of materials/ apparatus that differentiation may occur from child to child.

All pupils are**actively engaged in learning:**

- Pupils are actively engaged during all parts of the lesson- teachers take into account children’s concentration span and **ensure pupils are not sitting passively for long periods**
- Opportunities to use Think/Pair/Share and discussions with at Talk Partner, along with other **Kagan Structures**, should be a regular feature in all lessons and used appropriately to enhance the children’s learning opportunities

Pupils should be..... **trained to develop the skills to engage in discussions with at partner or with members of their ‘Kagan’ group:**

- Mini whiteboards can be used for **shorts bursts of activity**, to develop understanding and to ensure children are active during a lesson
- Visuals, artefacts, auditory input are all used creatively as a way to enhance learning
- “Hooks” will be used to engage children in their learning
- A range of Kagan structures can be used to encourage the children to engage in discussions

All pupils receive regular and clear.....**feedback which enhances learning:**

- AFL and effective marking must be embedded in everyday practice and is used to inform teaching and learning
- All pupils are clear about how they need to improve
- Marking is linked to the learning outcome and identifies next step prompts, these form children’s short term targets
- Children are given regular “fix-it” time to address issues raised in marking using a purple pen
- All children’s work will be marked in line with the school’s Effective Feedback and Marking Policy
- Teachers and other adults should make every effort to mark some children’s work during the lesson, this is referred to as **marking at the point of learning.**
- **When work is marked it should be divided into three groups to show:**

- Those children who have fully understood and need to be challenged the following lesson during 'fix-it' time
- Those children who have made a few mistakes that need to be corrected during 'fix-it' time the following day / lesson
- Those children who have made many errors and have not understood what has been taught and need to revisit their learning with the teacher or teaching assistant at the beginning of the next lesson / next day during 'fix-it' time
-

Learning is enhanced through***the use of ICT:***

- ICT is to be used wherever possible to enhance learning. Although ICT is nearly always used at the start of a lesson to engage children and in the plenary to consolidate learning, it should also be used during the lesson as a learning aid, i.e. use of iPads. We are continually searching for ways to use technology as a learning tool.

Learning is enhanced through.....***Co-operative learning:***

- Co-operative learning (Kagan structures) refers to a set of instructional methods in which children work in small, **mixed ability learning teams**. The children in each team are responsible not only for their own learning, but also for helping their team learn.
- Co-operative learning happens in all lessons and children should be placed in mixed ability groups for all subjects, with the exception of guided reading. **These groups should be changed at least once a term.**
- Before co-operative learning can be implemented positive teamwork behaviours need to be taught and reinforced.

Co-operative Learning standards are:

- Practice active listening
- Help and encourage each other
- Everyone participates
- Explain your ideas/tell why
- Compare tasks

Learning is enhanced through the use of.....

Consistent classroom management signals and procedure :

- Clear management signals are designed to minimise the time spent on behaviour management.

All of our staff must consistently use :

- High Five (put hand straight up in the air) to gain children's attention: over time this should become a non verbal signal with the expectation that children see the signal, they stop what they are doing, are quiet and look at the speaker, ready to listen.

Learning is enhanced through the.....

Effective use of additional adults:

- Additional adults are clearly directed to support learning
- Teaching assistants are fully engaged with pupils during lesson times.
They are not photocopying work, sharpening pencils or sticking work in books during lesson time!!!
- They are clear about who they are supporting and why.
- Planning is shared in advance with teaching assistants.
- They sit next to the child/children they are working with, quietly engaging pupils, explaining the task using resources i.e. a number line to facilitate learning.
- They may be monitoring the rest of the class whilst the teacher is working with a guided group.
- They are involved in assessing pupils understanding, recording observations, making and feeding assessments back to the teacher.
- **Teaching assistants should be making notes on teacher's planning (which should be accessible in the classroom each lesson) to record outcomes for the children / child they have been working with.**

How a good lesson should be structured:

- **Phase 1** – set the scene, place learning in a wider context, link to prior learning, renew previous lesson and provide the “big picture,” share learning outcomes.
- **Phase 2** – children receive new information, instruction/exposition.
- **(Phase 1 and 2 need to be short and succinct).**
- **Phase 3** – pupils make sense of information, processing, understanding and put into practice.
- **(Phase 3 should take up the largest portion of the lesson time).**
- **Phase 4** – review information and plan next steps.

The interpretation of the different phases of the lesson will inevitably be different in different classes, age, ability, timing of the lesson, subject and the particular focus of the lesson will have a significant impact.

However, Phase 3 is the main part of the lesson and should be allocated the greatest amount of time.

Teachers may use the different phases several times during a lesson i.e. after a short period of exposition, pupils may be engaged in an activity designed to help them make sense of new material. This may be followed by mini plenaries.

The phases may not always be sequential i.e. review does not have to be confined to the end of the lesson.

Good teachers weave the review through the entire lesson and know that success criteria are only successful when repeated and referred to throughout the lesson

Teachers need to ensure that there is not too much ‘Teacher Talk’!!!

Children need to be given adequate time to complete their work and demonstrate that they can put into practice the skills they have been taught.

Teaching and learning is not the same thing:

Encountering information is not the same as understanding it. They are separate processes and this must be reflected in each lesson.

Phase 1

This should be a relatively short part of the lesson and includes the following:

- **Creating an appropriate working atmosphere:**

Pupils will not learn if they are not in an appropriate state to learn. We need to use a range of strategies to establish a climate conducive to learning which include:

- Creating a classroom environment that is stimulating, reassuring and well organised
- Being fully prepared for lessons
- Ensuring resources are prepared and on tables in advance of lessons
- Other adults to engage sensitively with any pupil who is not “ready to learn”
- Greeting pupils with a smile

- Linking lessons to prior learning: e.g. reviewing the previous lesson
At the beginning of the lesson learners should have a 'good quality' 'fix-it' time, challenges for those who were successful in meeting the previous learning outcome, some fix –it's for those who made some mistakes, teacher or Teaching Assistant input for those who did not meet the previous learning outcome. This will be informed by previous effective marking and assessment of children's prior learning.

- Think about three most important things you learnt in the last lesson – now tell a partner.
- Today's lesson is about..... jot down on your whiteboard what you already know.

- Providing an overview

The brain is more likely to absorb details when it can place them in a wider context. This is referred to as "providing the big picture first."

- Sharing learning outcomes with children.
Children need to know exactly what they are going to learn and what is expected of them at the end of the lesson.

For learning outcomes to be shared effectively teachers must:

- Say "by the end of the lesson you will know/be able to/understand"
- Use child friendly language
- Refer to learning outcome at the start of the lesson and during the lesson

Children also need to be told explicitly what the expectation is for the amount of work they need to have completed by the end of the lesson.

Phase 2: Receiving New Information

Providing children with new information or skills

This is the **teaching phase**; the emphasis is providing the **new information**.

New information is delivered in many ways:

- Exposition
- Audio – visual aids – eg video clips
- Diagrams, pictures etc
- ITC – CD roms, internet
- Demonstration
- Modelling
- Books

The quality of the input during this phase will have a big bearing upon the extent to which pupils understand information. While high-quality exposition does not guarantee understanding, it does make it significantly more likely.

Periods of exposition are short:

Pupils have limited concentration spans, periods of exposition therefore need to be kept short and punctuated by regular breaks or activities. In general terms, significantly more learning will take place when new information is transferred and explained in 3 bursts of ten minutes rather than in one thirty minute session.

Pupils tend to remember more from the beginning of an experience, when exposition is chunked into 10-15 minute slots, a number of “beginnings” are created in a lesson.

Make the new start obvious:

Use phrases such as “Now we are moving on toor the next step/activity we are going to be doing

Although phase two is principally about exposition and delivering new information, it should be punctuated by regular questioning.

Ask regular closed questions during the input. This will alert and provide instant feedback as to whether they have heard correctly/understood – although at a shallow level.

Asking too many open questions during an explanation can easily take a lesson off on inappropriate tangents. It may also allow an individual to take the lesson off in a direction that causes other learners to lose their train of thought.

Ask open questions before and/or after an input, posing an open question at the start of an explanation will prime the brain to notice detail and begin to form an answer, even at a subconscious level, during the input takes the learning into phase three and is designed to develop and assess deeper understanding.

The input phase is punctuated with activity **(model whatever you want the children to do).**

Punctuate the input of new information (phase two) with activities designed to help pupils make sense of it (phase three) This kind of integrated, alternating pattern of phase two, phase three, phase two, phase three can often be more effective than an extended period of explanation.

E.g. – a teacher might be modelling how to write complex sentences, the teacher might ask the children to work with a partner to write one together on a post it note or whiteboard before continuing with further instruction.

New information should be presented in several different ways.

The fact that people prefer to receive information in different ways demands that information is transmitted in more than one way during phase two. A verbal explanation may well be clear, concise and of high quality. However two thirds of the class may be working outside of their preferred style or have English as an additional language and struggle to grasp what is being said.

We aim to make learning multi-sensory so that pupils have opportunities to learn from seeing, hearing and doing. **This is where Kagan Co-operative learning structures can be used effectively.)**

Phase three – processing the information:

The emphasis in phase three is:

- developing understanding
- demonstrating understanding
- assessing understanding

THIS IS THE KEY PHASE

The extent to which pupils understand information depends on three factors:

Quality of interactions:

It is adults who help pupils make sense of information.

The frequency and nature of interactions between teacher and pupils is highly significant.

We develop understanding by:

- Using open ended questions
- Providing wait time- pupils need time to think through their answers before replying.
- Providing thinking time by giving an advance warning, such as “ in two minutes I am going to ask you.....”

- Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups. (**Kagan Structures**)
- Ensuring pupils fully understand the question by asking them to say it back or rephrase it.
- Extending and deepening understanding by asking follow-up questions such as “ what made you think?”
- Asking pupils to identify three possible answers and then select the best one (so they don’t have to give you the first answer that pops into their head)
- Scaffolding, thinking and answering – for example: “in 2 minutes, I am going to ask you X, but before I do, I’d like you to think about (or talk about) Y. Now I’d like you to think about Z. Now can you respond to my original question?”
- During this phase when the children are working, the teacher needs to move around the class to ensure children have understood, to pick up on any misconceptions, mark children’s work at the point of learning, provide additional challenge, target specific children who may be struggling, return to phase 2 and modify teacher input to help children to understand. (This may be with individual children, identified groups or the whole class depending upon need).
- This may be part of the lesson when the teacher works with a particular focus group to carry out specifically planned guided group work.
-

Talking and interaction:

We Learn:

10% of what we read

20% of what we hear

30% of what we see

50% of what we see and hear

70% of what we discuss with others

80% of what we experience

95% of what we teach to others

William Glaser (1960’s)

At Charlestown we believe that talking and interaction are central to learning, all lessons should include planned and unplanned opportunities to discuss questions and extend thinking.

We use Kagan Co-operative learning structures in the lessons we teach as well as a range of assessments for learning (AFL) strategies and encourage self and peer assessment.

Phase Four: Review:

The emphasis in this phase is on:

- Reviewing what has been learned
- Reflecting on how and why it has been learned

Review is a key to memory and certainly not confined to the end of the lesson.

Good teachers weave review throughout the entire lesson and are constantly referring children back to the success criteria of the lesson and reinforcing prior learning.

Review material is a highly significant part of the learning process, not least because large amounts of information can be forgotten quickly.

Key Features of Phase Four Are:

Pupils are actively involved when:

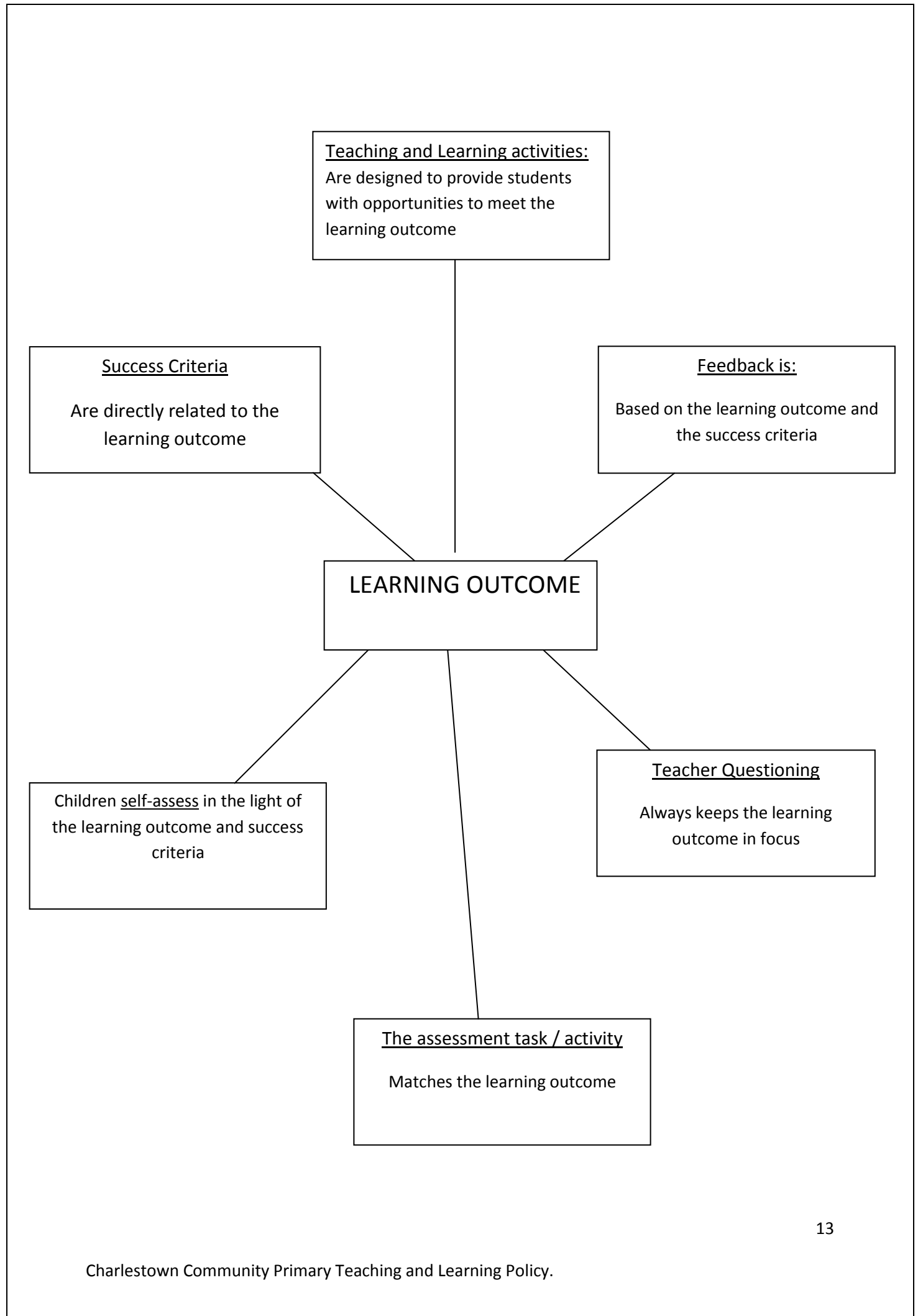
Teachers summarise what has been learned, the effect on pupil's memories is relatively insignificant. However, ***when pupils themselves identify what they have learned as the lesson comes to an end, their memories will be given a significant boost.***

ALWAYS REFER BACK TO THE LEARNING OUTCOME AND SUCESS CRITERIA

Encourage children to reflect on what they have learned and what has helped them to learn.

Use prompts like:

- What did you do today that you found most helpful when you were learning?
- What did you do today that you found less helpful?
- If you had to do the task again, how would you do it?
- If you had to give one piece of advice to someone doing the same task tomorrow, what would it be?



Teaching and Learning activities:
Are designed to provide students with opportunities to meet the learning outcome

Success Criteria
Are directly related to the learning outcome

Feedback is:
Based on the learning outcome and the success criteria

LEARNING OUTCOME

Children self-assess in the light of the learning outcome and success criteria

Teacher Questioning
Always keeps the learning outcome in focus

The assessment task / activity
Matches the learning outcome

Key Prompts for Planning and Delivering a Lesson:

Am I crystal clear about what I want the children to be able to do/understand/ know t the end of the lesson?	Is the learning outcome in 'child friendly' language?	Have I thought about the steps to success and planned the success criteria in advance? Are the children going to involved in formulating the success criteria?
Have I thought about the questions I will need to ask to deepen children's understanding / assess learning?	Have I thought about how I am going to engage and motivate the children at the start of the lesson?	Have I thought about how I will meet the needs of all learners, including the more able? Are activities challenging and designed to deepen understanding?
How are pupils going to assess their own learning or that of their peers?	Have I thought about how I will meet the needs of the EAL learners in my class eg. What visuals will I use in the lesson?	Am I giving the children thinking time and talking before answering questions?
Am I going to be introducing new vocabulary to the children?	Have I made sure children are not going to be sitting passively for long periods of time?	Have I included any time for pupils to respond to marking from the previous lesson?
How am I going to meet the earning styles of all pupils?	Have I shared my planning with my teaching assistant? Is she / he clear who they are supporting and why?	Have I got a balance of teacher instruction, intervention and children working independently?
How am I going to conduct my plenary?	Have I planned opportunities for pupils to talk about their learning in pairs or groups?	How are pupils going to assess their own learning or that of their peers?

Classroom Environments

The surroundings in which children learn greatly influence their academic performance and well being. The better our classroom, shared learning environments and all areas of our school look, the more it inspires the children and staff inside it – a well cared for classroom and school, can make pupils feel that what they achieve and how they themselves are perceived is important.

Across our school we need to ensure that all classrooms, shared learning areas and whole school areas, are spaces that everyone can use to learn and to be proud of.

In our school we believe that classrooms should be bright, well organised learning spaces. Pupils need to know how to access resources and respect the classroom environment. Different teachers have different likes/dislikes about how to organise their classrooms. However to ensure a sense of security and consistency across our school, the points below need to be taken on board in all classes.

- Class rules (Rights and Responsibilities) need to be displayed in all classes. The “Good to be Green” chart needs to be clearly visible and each class has a “time out area”
- Classrooms are tidy, labelled and organised. Children take responsibility for ensuring their classroom is a pleasant and safe place to learn.
- Children are taught to respect equipment and resources.
- Basic equipment (pencils, pens, rulers) are out on tables at all times – children should not have to waste time getting them from trays etc.
- All trays are clearly labelled – these should be word processed.
- Groupings i.e. Maths/ Literacy/ Guided Reading should be on display in the classroom.
- Displays are a learning resource as well as a reflection of previous learning, all displays should be changed regularly each half term.
- Each classroom should have a working wall for Literacy and Numeracy and this should be changed each week and reflect the children’s current learning in these areas.
- Each classroom should have a Reading Area which is well organised and kept tidy and encourages children to want to read.
- Each classroom should have the current Learning Challenge questions on display, one for each week, and work should be added to it on a weekly basis which demonstrates children’s understanding and achievement in meeting their weekly Learning Challenge.

Marking and Feedback

“Marking has the potential to be the most powerful, manageable and useful diagnostic record of achievement”. Shirley Clarke 2001

At Charlestown Primary we think of marking in terms of feedback about a child’s work. This feedback may take a number of forms – oral, written, formal, informal. The nature of marking influences and encourages the child and gives her/him the confidence to take another learning step.

Marking should be carried out in line with the schools Effective Feedback and Marking Policy.

All marking should refer back to the Learning Outcome.

All assessment should be used to inform future groupings, planning and learning tasks

Children’s self and peer assessment

Children should be taught how to self and peer assess, before being given opportunities to undertake these assessments in lessons.

Meeting the diverse needs of children:

Practitioners need to provide relevant learning and development opportunities and set realistic and challenging expectations that meet the diverse needs of children, so that most achieve the early learning goals and some where appropriate go beyond them by the end of the Foundation Stage.

Practitioners must be aware that children bring to their early learning provision different experiences, interests, skills and knowledge that affect their ability to learn. An awareness and understanding of the requirements of equal opportunities that cover race, gender and disability and the code of practice on the identification and assessment of special educational needs is essential.

Practitioners should plan to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social, cultural and religious backgrounds, children of different ethnic groups including Travellers, refugees and asylum seekers and children from diverse linguistic backgrounds.

In order to meet children's diverse needs and help all children make the best possible progress, practitioners should:

- Plan opportunities that build on and extend children's knowledge, experiences, interests and skills and develop their self-esteem and confidence in their ability to learn
- Use a wide range of teaching strategies, based on children's learning needs
- Provide a wide range of opportunities to motivate, support and develop children and help them to be involved, concentrate and learn effectively
- Provide a safe and supportive learning environment, free from harassment, in which the contribution of all children is valued and where racial, religious, disability and gender stereotypes are challenged
- Use materials that positively reflect diversity and are free from discrimination and stereotyping
- Plan challenging opportunities for children whose ability and understanding are in advance of their language and communication skills
- Monitor children's progress, identifying any areas of concern and taking action to provide support, for example by using different approaches, additional adult help or other agencies and the school SENCO

Children with Special Educational Needs and Disabilities (SEND):

Practitioners will need to plan for each child's individual learning needs, including those who need additional support or have particular needs or disabilities. The focus should be on removing barriers for children where these already exist and on preventing learning difficulties from developing.

Practitioners have a key role to play in working with parents to identify learning needs and respond quickly to any particular difficulty and develop an effective strategy to meet these needs, making good use of individual education plans, so that later difficulties can be avoided.

Wherever possible staff will be expected to work with other agencies and the school SENCO.

Practitioners will be expected to take specific action to help children with special educational needs to make the best possible progress by:

- Providing for those who need help with communication, language and Literacy skills, and planning, where necessary, to develop understanding through the use of all available senses and experiences through, for example:
 - ❖ Using alternative and augmentative communication, including signs and symbols
 - ❖ Using visual and written materials in different formats, including large print and symbol text, using ICT, other technological aids and recorded materials
 - ❖ Using materials that children can access through sight, touch, smell and sound
 - ❖ Increasing children's knowledge of the wider world by using word descriptions and other stimuli to extend their experiences and imagination

- ***Planning for full participation in learning and in all physical and practical activity through, for example :***
 - ❖ Providing additional support from adults
 - ❖ Adapting activities or environments, providing alternative activities and using specialist advice and support
- ***Helping children who have particular difficulties with behaviour to take part in learning effectively through:***
 - ❖ Setting reasonable expectations that have been discussed with the child and with parents and carers, establishing clear boundaries and appreciating and praising children's efforts
 - ❖ Encouraging and promoting positive behaviour, giving children every chance and encouragement to develop the skills they need to work well with another child or children
 - ❖ Helping children to manage their behaviour and to value and respect their own contribution and that of others

Children with English as an additional language:

There are children at Charlestown Primary who have a home language other than English. At Charlestown we value this linguistic diversity and aim to provide opportunities for children to develop and use their home language in their play and learning. These children may be at varying stages of learning English as an additional language . Some children may be bilingual from birth, some children will be acquiring English as an additional language. As with their first language this needs to be learnt in context, through practical, meaningful experiences and interaction with others. The children may spend a long time listening before they speak English and will often be able to understand much of what they hear, particularly where communication through gesture, sign , facial expression and using visual support such as pictures ad puppets is encouraged.

Learning opportunities should be planned to help children to develop their English and support provided to help them take part in other activities by:

- ❖ Building on children's experiences of language at home and in the wider community by providing a range of opportunities to use their home language , so that their developing use of English and other languages support one another
- ❖ Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
- ❖ Ensuring all children have opportunities to recognise and show respect for each child's home language
- ❖ Providing bilingual support when possible, in particular to extend vocabulary and support children's developing understanding
- ❖ Providing a variety of writing in the children's home languages as well as in English, including books, notices and labels
- ❖ Providing opportunities for children to hear their home language as well as English , for example through use of audio and video materials

Monitoring of Teaching and Learning:

The purpose of monitoring teaching and learning at Charlestown is to ensure that all children receive the highest possible opportunities for learning. At Charlestown we believe that the most effective way to develop teacher's skills, no matter at what stage of their career, through developing a model of coaching and sharing good practice. Monitoring teaching through regular observations will enable areas of strength and good practice to be identified and shared and also any areas which teachers may need to develop.

Ofsted Criteria for judging teaching is:

Outstanding (1)

- Much teaching over time in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, are making sustained progress that leads to outstanding achievement.
- All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.
- Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.
- The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.
- Teachers and other adults authoritatively impart knowledge to ensure that pupils are engaged in learning and generate high levels of commitment to learning across the school.
- Consistently high quality marking and constructive feedback from teachers ensure that pupils make significant and sustained gains in their learning.
- Teachers use well-judged teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, match pupils' needs accurately.

Good (2)

- Teaching over time in most subjects, including English and mathematics, is consistently good. As a result, most pupils and groups of pupils on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, make good progress and achieve well over time.
- Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum.
- Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.
- Reading, writing, communication and mathematics are taught effectively.

- Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.
- Teachers assess pupils' learning and progress regularly and accurately at all key stages. They ensure that pupils know how well they have done and what they need to do to improve.
- Effective teaching strategies, including setting appropriate homework and well-targeted support and intervention, are matched closely to most pupils' needs, including those most and least able, so that pupils learn well in lessons.

Some observations may be general classroom observations; some may be observations of specific areas which may have been identified as school priorities on the school improvement plan, they may be an aspect that a particular phase in school is developing, they may be linked to INSET and measuring the impact of this on teaching and learning.

During lesson observations the main focus will be **'are the children learning and is the lesson moving their learning on?'**

During an observation the following will be looked for to ensure that the children are learning:

- How much progress have the children made? What do they know / are able to do at the end of the lesson that they couldn't do at the beginning?
- Are the children engaged in their learning? Are they demonstrating positive behaviours for learning?
- Are the children motivated to learn? Are they interested in their learning? Do they ask questions to help to extend their own learning further?
- Do the children work collaboratively together? Are they able to develop their communication skills?
- Are the children able to demonstrate that they can apply the knowledge and skills learnt and show that they have a good level of understanding?
- Do the children produce a good level / amount of work in the lesson?
- Can the children show that they have the skills to work independently and does the teacher organise teaching and resources to allow the children to do this?
- Are systems in place to help to develop the children's levels of resilience?

During an observation the following will be looked at in relation to the teaching:

- Does the teacher demonstrate good / correct subject knowledge?
- Does the teacher make effective use of time in the lesson both theirs and the children's and any other adults?

- Does the teacher have high expectations of the children in terms of behaviour and learning?
- Does the teacher provide effective and differentiation and challenge in the lesson?
- Does the teacher make effective and appropriate use of questioning to move the children on in their learning?
- Does the teacher use different strategies to engage the children in their learning?
- Do the resources provided in the lesson enable / support the children to effectively achieve the learning outcome?
- Does the teacher provide opportunities for the children to develop basic skills further?
- During the lesson does the teacher regularly assess the children's learning and feedback to the children?
- Does the teacher's assessment lead to timely and effective interventions in the lesson in order to develop the children's learning further?
- Does the teacher prepare effective homework for the children to take their learning beyond the classroom?

Appendix 1: Shows the relevant pro forma which will be used to record observations for general teaching.

Guided Reading:

Guided Reading session will be observed using the following as the structure of the session has quite specific sections which need to be included to ensure that effective learning takes place:

Is the generic teaching sequence in place?

1. Book introduction / recap

Are pupils asked to:

- Comment on their prior knowledge of the topic / author / similar books?
- Make predictions about the content?
- Share thoughts/ responses to a previously set task (if reading a book over a series of lessons?)

2. Strategy Check

When asked by adult what to do if they get stuck or not sure what the author is saying can children:

- Use phonics first approach
- Suggest a range of strategies e.g. red on to the end of the sentence, re run the sentence, look at the prefixes / suffixes etc)

- Is the reading objective shared with the children?

3. Independent Reading

Do the children:

- Read to themselves, at their own pace ?
- Does the adult: Give some or all of the children in the group some focused attention to monitor accuracy, fluency and comprehension?

4. Returning to the text – discussion

Does the adult:

- Identify and discuss with the children the elements which may require clarification?
- Promote pupil interaction e.g. discussion in pairs / groups where children can build upon contributions of others?
- Revisit the key objective and exemplify through the teacher modelling / peer demonstration?

5. Next steps

Does the adult make a link to into other sessions by asking the children to:

- Revisit the text (e.g. re –read for homework, respond to it in their reading journal?)
- Undertake further reading in preparation for the next GR session?
- Is the learning Objective reinforced?

Appendix 2: Shows the relevant pro forma to be used for observing Guided Reading Sessions.

Teaching is judge over time and not just dependent upon one lesson observation. Teaching is judged through lesson observations, scrutiny of children’s work and data from each class. Therefore as part of the process for developing teaching and learning children’s work will be looked at regularly and data will be analysed each half term.

Assessment Data:

Teachers are required to regularly assess the children in their class on a day to day basis and also more formally through the use of tests. The information gained from assessments during lessons should be used to inform the next steps for the children.

This policy will be reviewed on a regular basis, at least annually to ensure that best practice is reflected in the policy, to ensure the best possible teaching and learning and outcomes for the children at Charlestown Community Primary School

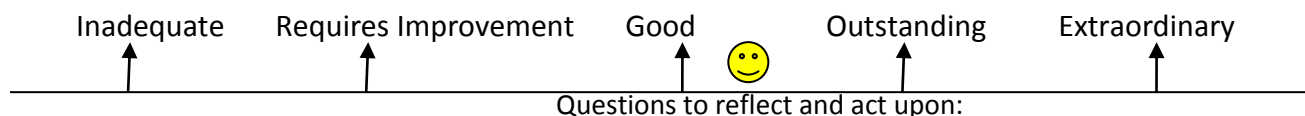
Appendix 1: General teaching observation pro forma:

Lesson Observation:	Teacher
Date:	Year Group
Length of activity:	No. Pupils
Activity Type:	Subject
Grouping:	
Staff:	
Focus:	
Context:	

Teaching Prompts:					
Expectations	Pitch	Diffn. And Chall.	Questioning	Strategies	Subject knowledge and understanding
Resources and adults	Basic Skills	Intervention and checking	Assessment and feedback	Use of time	Home learning

Learning and progress prompts:									
KSU	Progress	Engagement	Motivation	Interest	Application	Productivity	Collaboration	Independence	Resilience

Teaching:	Learning:
	•



Appendix 2: Guided Reading observation pro forma:

Charlestown Community Primary School

Guided Reading Observation Form:

Team:_____ Year:_____ Class teacher:_____ Date:_____

Generic Sequence:	Observations:
1. Book introduction or recap	
2. Strategy Check	
3. Independent Reading	
4. Returning to the text – discussion	
5. Response	
6. Next steps	

Independent activities:	
Additional comments:	