



## **Rosh Pinah Teaching and Learning Policy**

### **Aims**

The quality of Rosh Pinah is directly related to the quality of our teaching, and the learning that takes place because of it.

The purpose of this policy is to achieve high levels of achievement and progress by ensuring that effective learning takes place in the classroom.

This policy should be read alongside other policies of the school, particularly:

- Staff Appraisal Policy
- Teachers self evaluation portfolio
- Curriculum Policy/map
- Behaviour Policy
- Assessment, marking and feedback Policy
- Homework Policy

### **Responsibilities**

It is the responsibility of all teachers to provide the highest quality teaching for our children.

It is the responsibility of the subject leader to monitor the quality of the teaching and learning and to offer support if it is needed.

The Head teacher and leadership team are responsible for monitoring the quality of teaching and learning across the school and to identify where development is needed.

### **Ingredients for Quality Lessons**

This document sets out clearly the expectations of high quality teaching and learning at Rosh Pinah and forms the basis of the Teaching and Learning policy.

### **Learning**

Effective learning takes place when students know:

- How to make progress
- What they are achieving
- How to learn, including thinking and questioning skills, using methods and resources

- The attitudes needed in the classroom, including respect, interest, responsibility, responding to challenge
- How to work collaboratively
- The skills they need to develop, including enquiry, research, analysis, reflection

## **Teaching**

### **Good teaching needs:**

- Clear planning
- Assessment for learning
- Different teaching styles
- Pace and challenge
- Organised classroom management
- Learning Support Assistants
- Good classroom relationships
- Relevant homework
- Monitored progress
- A stimulating environment
- Regular evaluation and review

### **Teaching and learning styles and strategies**

The range of teaching and learning styles used at Rosh Pinah is extensive. These include:

Explanation, Instruction, Questioning, Observation, Modelling, Reporting back, Investigation, Consolidation and practice, Problem solving, Individual work, Paired work, Collaborative work, Using ICT, Extended writing, Peer assessment, Songs / Rhymes, Directing and telling, Discussion, Demonstration, Listening, Making judgements, Oral Feedback, Role play, Research, Brainstorming, Sharing, Games and puzzles, Simulations, Revision, Self-assessment, Feedback through marking.

### **Preparation, planning and delivering lessons**

Lessons will usually take the form of a three-part lesson, unless the teacher decides that another approach is more effective in particular instances.

The teacher should have clearly identified children needing extra support for Special Needs or for intervention.

## **1. Introduction and starter activity**

The lesson is introduced clearly, sharing the intended learning objectives and success criteria with children. These will be written on the board at the start of the lesson. Children should be encouraged to engage/interact with the objectives for the lesson.

In most subjects a starter activity will take place in the first 15 - 20 minutes of the lesson. The starter should relate to one of the success criteria.

**Learning objectives** should be specific and outline the learning expected to take place in that lesson. They should not be too broad and general. **Refer to research by Shirley Clarke.**

### **Learning objectives could begin with:**

- To understand ....
- To be able to ..... evaluate/identify/describe/justify/explain/apply
- To use confidently ....
- To consider....
- To explain/justify ....

Success criteria describe to children what the teacher is looking for and how they will know they are being successful in their learning.

Success criteria need to be specific and related to the learning objectives and the tasks set by the teacher.

### **How to write success criteria:**

Take the 1 or 2 learning objectives for the lesson. Decide how the children are going to demonstrate their learning of the objective to you (the tasks). Write 2 or 3 success criteria for the lesson, at least one must be achievable by all children that will allow them to meet the learning objective. Decide how you are going to assess the success criteria during the lesson. Plan the plenary to review all of the success criteria

### **Examples of Success Criteria:**

You will be able to.....

Give 2 advantages of using renewable energy resources. Draw an accurate pie chart by using the correct angles. Write a poem containing 2 verses. Use the 5 key words when writing the introduction. Demonstrate a forward and backward roll. Peer assess your partners work by giving a point for improvement. Label a graph with the correct axis. Describe 2 key features of a Monet painting. Give 2 ways in which you could improve your work. Work independently to produce... Use the verb \_\_\_\_? \_\_\_\_ to describe my daily routine. Read quietly to create an image of a book

character. Cut out your wood template using the saw safely. Use teacher's comments to improve my work. Search a database to find 5 pieces of information. Share your opinion in a group.

## **2. The Main Activity**

The task(s) to be undertaken are explained and resources identified. The tasks should be well structured and planned, relevant and differentiated.

### **Tasks set will:**

Be matched to children's needs and abilities. Build on knowledge and skills acquired previously. Relate to key questions, enquiry, investigation and problem solving. Develop a range of children's skills. Use different teaching strategies. Enable children to evaluate their own work. Encourage children to apply what they have learned in other situations. Relate to one or more of the success criteria and bring rewards and/or praise on completion.

### **The teacher will:**

Give clear instructions. Link work clearly to learning objectives and success criteria. Have high expectations. Demand high quality in terms of work and effort. Not talk for too long. Use target and technical language. Display key words and/or write them on the board. Facilitate learning. Maintain a presence in the classroom. Enable mini-plenaries to take place, where appropriate, so that children remain focused and evaluate their progress.

### **The children will:**

Listen and respond positively to the teacher and each other. Be kept on task. Be stretched and challenged. Be motivated. Want to achieve well and achieve the success criteria.

## **3. The Plenary**

The teacher will return to the success criteria and encourage all children to evaluate the progress they have made during the lesson.

The strategy of question and answer, peer or self-assessment may be appropriate, or a related extension task may be used.

Children's achievement of success criteria should inform planning for the next lesson.

Related homework may be set, and children may be told about work to be covered next lesson.

## **Classroom Observation, Interviews of children, Work Sampling and Whole School Self Evaluation**

Classroom observation and work sampling are used to monitor and evaluate the effectiveness and quality of teaching and learning at Rosh Pinah. They also form an important part of the process of reviewing the performance of the school through whole school self evaluation.

Classroom observation is used to support continued professional development, subject review and performance management in the school.

### **The process of classroom observation contributes to:**

- The continued success of the school
- Raising achievement and school improvement
- Improved classroom teaching
- Curriculum development
- Determining teachers' own development needs
- Identifying the future development needs of the school

Every teacher will be observed teaching as part of the school's Teacher Appraisal process. Teachers may also be observed teaching on a weekly basis as part of the development of high quality teaching in all subjects and year groups. Teachers will also evaluate their own teaching on a weekly basis which will be fed back to the Senior Team. Observations are carried out mostly by the Senior Team, currently the Head teacher, Deputy Head and Assistant Head. Observations may also be made by subject leaders from time to time.

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