Rowantree Primary School Learning and Teaching Policy

Sep 2018 Updated Aug 2019

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Contents

1	Planning
2	Lesson Structure
3	Components of a lesson
4	Minimum Expectations
5	Charter
6	Professional Support

Planning

Week 1:

- Numeracy - 4 processes (revision etc)
- Literacy - general spelling, personal writing, handwriting, grammar etc
- Stand alone curricular delivery
- Jotter layout

Week 2:

- Begin core work
- P2 and P3 RWI
- RCT timetable begins

Planning Guidelines:

Masters:

Staff share- 2018/19 Planning Folder

- Literacy Plans
- Numeracy & Big Maths Plans
- IDL- Social Studies Plan
- 1 plus 2 Modern Languages Plan
  Username: rowantree.primary@dundeecity.gov.uk
  Password: Rowantree2
- H&W Plan
- Discrete Learning Plan

Tracking:

- Term 1: Yellow (Aug-Oct)
- Term 2: Blue (Oct- Dec)
- Term 3: Green (Jan- Mar)
- -Term 4: Red (April- June)

Planning due dates: (Upload to Glow)

- 23rd August 2019
- 31st October 2019
- 17th January 2019
- 24th April 2019

Evaluations of plans:

- Completed by the end of term.

Planning will be reviewed by SLT every term.

Structure of a day

Each day should start with a brief 'soft start' and finish with a brief 'easy end'. These should be planned and matched to need. This should not be free choice or 'choosing'. It could be story time, circle time, personal reflection etc.

Ensuring smooth transitions in line with nurturing principles, it may be that, in some circumstances there may be a need to have this at the start and end of each part of the day.

Try to ensure that any 9 o'clock challenges reflect learning about to occur

Avoid dead time at all times. Resources must be ready and to hand. Have an independent warm up activity pupils can do if transitions etc are in place.

Ensure challenging and engaging follow up activities are available to all pupils.

All lessons should incorporate the components of a lesson outlined below. Numeracy lessons should have all these components and follow the more specific structure outlined below.

Numeracy

For Curriculum for Excellence, Numeracy is defined as:
"Being numerate involves developing a confidence and competence in using number that allows individuals to solve problems, interpret and analyse information, make informed decisions, function responsibly in everyday life and contribute effectively to society.
Building the Curriculum 4

Planning for Progression:

We have a 5 stage numeracy model at Rowantree that puts the child at the heart of the learning experience:

Know where the learner is currently at (current attainment)

Know the next step (subject knowledge)

Re-Locate the learner by teaching them (subject expertise)

Check the learner has relocated successfully (Assessment)

Communicate the next step to the learner (Target Setting)

A daily programme of fast-paced engaging numeracy activities and interactive mental maths, are to be carried out with the class at the beginning of all maths and numeracy lessons. The frequency and focus of which will ensure that all pupils have a daily drive to upskill their numeracy.

Conceptual Understanding
Elements of Conceptual Understanding as a pedagogy should be evident in the core of every numeracy and mathematics lesson. The approach influences the way that mathematics should be taught in the following ways :

Learning is built on existing knowledge – Existing pupil knowledge should be recognised and used as the basis for further learning

Learning requires that existing ideas be challenged – e.g. whilst multiplication makes numbers bigger this is not true for all numbers.

Learning occurs when the learner makes sense of new ideas – teaching is important but equally learning is with the learner rather than to the learner.

Learning involves taking risks and making mistakes (school aim) – In order to learn pupils must be willing to try or learn new ways of doing things and push themselves a little further than they think they can.

Learning is helped by clarity of purpose – there should be a clear balance of tasks that provide practice of an already learned procedure and tasks that are intended to develop understanding of mathematical concepts and processes.

We believe that the approach develops the maths resilience of our pupils. The approach allows the opportunity for pupils to engage in active and co-operative learning which fosters positive relationships. The use of first steps in number diagnostics also provides key data that supports our drive to develop our pupils thinking and key understandings of the mathematical concepts they need to know in order to achieve outcomes.

Building a Mathematical Mindset Community

Teachers and students believe *everyone* can learn maths at HIGH LEVELS.
- Students are not tracked or grouped by achievement
- All students are offered high level work
- "I know you can do this" "I believe in you"
- Praise effort and ideas, not the person
- Students vocalize self-belief and confidence

Communication and *connections* are valued.
- Students work in groups sharing ideas and visuals.
- Students relate ideas to previous lessons or topics
- Students connect their ideas to their peers' ideas, visuals, and representations.
- Teachers create opportunities for students to see connections.
- Students relate ideas to events in their lives and the world.

The maths is VISUAL.
- Teachers ask students to draw their ideas
- Tasks are posed with a visual component
- Students draw for each other when they explain
- Students gesture to illustrate their thinking

The maths is OPEN.
- Students are invited to see maths differently
- Students are encouraged to use and share different ideas, methods, and perspectives
- Creativity is valued and modeled.
- Students' work looks different from each other
- Students use ownership words - "my method", "my idea"

The environment is filled with *WONDER* and *CURIOSITY*.
- Students extend their work and investigate
- Teacher invites curiosity when posing tasks
- Students see maths as an unexplored puzzle
- Students freely ask and pose questions
- Students seek important information
- "I've never thought of it like that before."

The classroom is a risk-taking, *MISTAKE VALUING* environment
- Students share ideas even when they are wrong
- Peers seek to understand rather than correct
- Students feel comfortable when they are stuck or wrong
- Teachers and students work together when stuck
- Tasks are low floor/high ceiling
- Students disagree with each other and the teacher
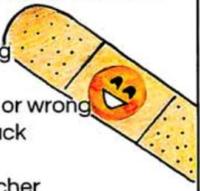
Developed by Jo Boaler/Youcubed.org and Tulare County Office of Education

Maths outcomes will be grouped within learning across the curriculum plans wherever possible, to provide meaningful links and transferrable skills. Where possible, children will be involved in the planning process and lessons will be differentiated to ensure appropriate pace and challenge for learners. Wherever possible, maths should be planned within a real-life context e.g. within context areas, the outdoor classroom and enterprise projects.

Structure of a Lesson:

- 10-20 mins interactive mental maths
- Input and supporting activities (Variety of experiences that **must** be differentiated and resourced appropriately in line with the principles of Conceptual Understanding in Numeracy)
- 5-10 mins plenary identifying success and next steps

Teaching Time:

- 60% time: Numeracy
- 20% time: Practical Maths (e.g. Shape, Position and Movement)/ applying skills and knowledge
- 20% time: Problem Solving

Assessment:

Assessment should be carried out on a continuous, formative basis, to inform next steps in planning. Assessment should also be shared with pupils so that pupils can set their next steps and know what they need to do to make further progress. Children can also see the progress they have been making and celebrate these achievements as individuals, as a class, school and community (AIFL).

<u>Tracking of Progression :</u>

The Numeracy and Mathematics progressions that we use identify a clear set of learning experiences and outcomes from the Curriculum for Excellence Numeracy and Mathematics strands. The progression is intended to assist teachers in the planning of their numeracy and mathematics curriculum. The points to consider section provides detailed descriptions of key mathematical concepts and provides clear and concise guidance for teachers. Each strand is shown as a pyramid and identifies how teaching and learning progress within this. The skills at the base of the pyramid are required to be understood for further learning to be built upon. Pupils will progress through the pyramids as and when they are ready and able to do so. We use the Numeracy and Mathematics progressions to track pupil progress across the school.

Literacy

Read, Write Inc (P1- P3):

- Monday, Tuesday, Wednesday & Friday (Follow 4 day plan)
- 10.50am- 11.35am- RWI Phonics
- 11.35am- 11.50am- RWI Comprehension
- 11.55am -12.15pm- RWI Handwriting
- RWI Assessments- Sept (P1 only), Oct, Dec, Feb, April & June
- 9 RWI Groups- 7 CT & 2 LA- See timetable of groups.

Reading, Spelling & Handwriting (P4- P7):

- Reflective Reading (1/2 term)
- Ann Neil Novel Studies (2/3 terms)
- Non-fiction & fiction studies (1 term)
- Reading Assessments- Blooms/ HOT/ Benchmarks
- Nelson Spelling (Rule taught on a Monday then assessed on a Friday)
- Nelson Handwriting (10mins- daily)

Word Aware (P1-7)

- One session per week
- One formal teaching session & informal sessions throughout the week to reinforce word.

The Big Write (P1-7):

- Whole School Approach- Big Write Thursdays. (Use Friday after assembly to finish writing piece if needed)
- **P1- Big Talk**
  Oral VCOP activities, little and often throughout the week (stocking filters) including a 'wow' word of the week.
  Teacher models writing for children everyday
  Lots of opportunities for emergent writing through the play based curriculum.
- **P2 & P3: 20mintues- 1 hour 30mintues**
  10 minutes (VCOP)/ 10 minutes writing- build to 30/30 by the end of P2
  Start P3 at 30mintues (VCOP & Planning) 30 minutes (writing) if needed- build to 45/45 by January of P3.
- **P3 (Jan), P4, P5, P6 & P7: 1 hour 30 minutes**
  45 minutes (35 minutes VCOP, 10 minutes for planning)
  BREAK
  45 minutes (extended, silent, independent writing)
- All stages to carry out 4 or 5 'stocking fillers' recapping previously taught VCOP, of 5 minutes per week. This can be linked to 'Word Aware'.
- No dead time- VCOP games at various points throughout the week.
- Feedback session throughout the week on Big Write piece.
- All stages set up VCOP classroom environment.
- Role of teacher during Big Write- scaffolding the writing process, target setting and VCOP reminders. See Big Write PowerPoint in shared for further information.
- Oxford Criterion Scale- 5 or 6 assessed writing pieces per year.

- Transition writing piece- June for new school year.
- Moderation- school and cluster.
- Class writing grid- ensuring functional, personal & imaginative pieces covered throughout the year.
- All Big Writing pieces to be marked with 2 stars and 1 wish.
- All Big Write resources shared in staff shared area.
- Writing portfolios carried through the school.

Components of a lesson:

What

- Learning intention
- Success Criteria
- Chunked Learning
- Plenary
- Nurturing approaches
- Element of Listening and Talking in every lesson

Why

- Linked to School Aim
- Linked to minimum expectation
- Linked to skills for life, work and learning
- Pupil voice

How

- Variety of pedagogy
- Element of Active Learning
- Differentiated lessons
- Learning reflects planning
- Variety of questioning
- Plan for key questions (HOTS)
- Enriched feedback
- Next steps clearly idenified
- Effective use of formative and summative assessment
- Appropriate deployment of support staff

Challenge   Support   Celebrate

2.1 Learners' Experiences
Active Involvement Successful Learners
Apply Literacy and Numeracy
Apply ICT Skills
Apply other learning
Creativity
Independent Thinking
Reasoned Evaluations

Motivation and Commitment Responsible Citizens
Respect for others
Evaluate Issues
Making informed decisions

Pupils' views considered   Confident Individuals
Self-Respect
Stable
Ambitious
Relate well to others
Communicate their views
Work Independently

Feedback for Improvement Effective Contributors
Resilient and self-reliant
Enterprising
Communicate well in different ways and settings
Work well in teams
Initiative and Leadership
Apply optical thinking
Solve problems

5.3 Meeting Learning Needs
Staff Expectations
Differentiation
Support Pupils
Specific Needs
Pace of Progress

Identification of Learning Needs
Assessment of Needs
Consultation of Pupils
Sharing Information

Roles of Teachers and Specialist Staff
Deployment of Support Staff
Effectiveness of Support Staff
Communication Teachers/Support Staff
Barriers to learning addressed

Meeting and Implementing Requirements of Legislation
Quality of ASPs , CSPs and SPIS
Involvement of Staff, Pupils, Parents in Target Setting
Communication of plans to Staff

Pedagogical Points to Consider
Learning Climate and Teaching Approaches
Teacher Pupil Interaction including Learners' Engagement
Clarity and Purpose of Dialogue
Equality and Fairness
LIs and SC shared
Plenary Session
Explanations and Instructions
Effective Questioning
Pace (reduction in dead time)
Resources
Praise and Feedback
Use of ICT
Expectations of Staff and Pupils
Pupil Involvement in Learning and Decision Making
Pupil Responsibility
Behaviour and Motivation of Pupils
Homework – opt in available for those who want it
Independent Learning Skills
Group and Collaborative Working
Use of 10 minute interactive mental maths as start of every maths lesson
9 o'clock challenges to be relevant and must be literacy **(not silent reading)** or numeracy bases

Classroom Standards

The Standard for Full Registration states that teachers should:

3.2.1 Create a safe, caring and purposeful learning environment

- ensure their classroom or work area is safe, well-organised, well-managed and stimulating, with effective use of display regularly updated

- plan and organise effectively available space to facilitate whole-class lessons, group and individual work and promote independent learning

The basic benchmarks for an effective learning environment:

- Pinboards covered and bordered
- Furniture well laid out with discrete 'learning areas' in addition to group desks
- Learners' personal trays labelled with **printed labels only**
- All resources clearly labelled (**with printed labels**) and displayed to ensure learner independence
- Displays of the following:
  - Vision Values and Aims clearly displayed
  - Numeracy
  - Literacy
  - Learning strategies/learning environment/Skills for Learning, Life, Work/Blooms Taxonomy/questioning
  - Floor books
  - Recognition board
  - Topic/IDL displays
  - Days of week/ months of the year/ seasons/phonics (age and stage appropriate)
  - Wide range of learners' work displayed – draft, incomplete and complete/feedback from teacher
  - Learning pathways – planned learning for the term or planning period
  - Reflection on learning – display of what learners say about their learning and this could be linked to learner goals
- Trays for completed work/unfinished work/corrections – labelled appropriately
- All jotters with typed label (once typed labels can be retained on file and simply reprinted when required
- Classrooms kept tidy and clear to ensure learners/teacher can move around safely
- All classrooms labelled with the teacher's name/s and class name

By the end of the fourth week of term classrooms should have all of these criteria met and I would encourage everyone to spend time looking around all of the classrooms in the school including our Early Years class to help with the sharing of good practice. SLT will also spend time from week 4 walking round each class to review progress.

Class Visit Proforma				
School:		**EM/EO/Peer HT**		
Class:		**Teacher:**	**Date:**	
Relevant information:			**Curriculum Focus:**	

Brief description of learning activities observed:-

Staff working with pupils: (HT / DHT / CT / PST / PEYSA/ Other)

Please tick if you see any or all of the practice outlined below

HGIOS4 2.3 *Learning, teaching and assessment*

Learning and engagement, Quality of teaching, Effective use of assessment, Planning tracking and monitoring

- the learning *(Learning Intention)* is appropriate, effectively shared, understood and referred to
- success criteria are appropriate, effectively created /shared with learners, understood & referred to throughout learning
- explanations and instructions are clear; they build on previous learning and real life experiences
- a range of teaching approaches/styles are used including the skilful use of questioning and discussion to stimulate learners' interest and enable learners to think, build curiosity, express their views and ask questions
- learning is well planned and sustains motivation and attention with appropriate differentiation, pace and challenge for all learners
- learners' responses are valued, encouraged and built upon
- a range of formative assessment strategies are used effectively
- the learning environment is stimulating with displays that reflect pupil input and support current learning
- resources are used appropriately to enrich, support and motivate learning
- effective use is made of ICT/Technologies to enrich, support and motivate learning
- learners are treated with equality, fairness and respect

2.4 Personalised support

Universal support, Targeted support, Removal of potential barriers to learning

- there are high expectations and aspirations for all learners
- differentiation, support and challenge for all is evident which maximises learners' progress
- the pace of learning responds to the needs of the learner
- all learners have opportunities to achieve within the activity
- sound judgements are made during the learning observed
- learners are given feedback and well-earned praise which progresses the learning and motivates
- individuals are encouraged to self and peer assess against success criteria
- all relevant staff give valuable, well-judged support and advice and contribute towards meeting learners' needs
- the planned learning takes account of learning targets (including IEP, CSP targets) and barriers to learning

Observation Notes (including good practice where applicable)

18

Learning Walk Checklist		
SLT		**Date**

Evidence of effective classroom organisation	
	Comments
Appropriate use of furniture/resources	
Welcoming and purposeful use of space	
Discrete learning areas	
Learning walls	
Learners' work displayed – complete and draft	
Learning journeys	
Reflection on Learning	
Evidence of 1+2	
Quality of learning & teaching and teacher/pupil interactions	
Other	

Shared Areas for Learning - out with classrooms, library, ICT suite, music/drama rooms	
Purpose of shared area clear	
Activities designed to enhance learning	
Appropriate range of planned activities	
Area supported by appropriate resources	

Other: foyer, corridors, stairwells, offices	
Spaces welcoming and purposeful	
Parent/pupil/visitor displays	
Communal areas safe and accessible	
Evidence of learning in communal spaces	
Other	