



SARACENS BROADFIELDS

TEACHING AND LEARNING POLICY

Responsibility of (<i>see policy tracking sheet</i>):	SLT*
Approved by:	SLT* (and *presented to the Local Governing Body)
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1. Rationale

Saracens Broadfields' (SBF) core purpose is to ensure a high quality learning experience for all pupils and the quality of teaching is the most important factor which contributes to this. We believe that children learn best when there is consistency and continuity in our approach. The purpose of this policy is to set out the school's expectations and the responsibilities of different staff in contributing to an outstanding learning experience. We believe that all pupils, whatever their ability, should receive high quality teaching and learning throughout the curriculum so they can achieve their maximum potential.

2. Aims

The school aims to:

- Set in place a clear understanding of good and outstanding teaching and learning
- Provide a common framework for the planning and delivery of highly successful learning
- Improve the effectiveness of our teaching by focusing on how pupils learn
- Provide a clear professional development framework by cross-referencing to 'The Professional Standards for Teachers'
- Ensure robust and effective assessment drives the creation and delivery of learning
- Set into place effective monitoring and evaluation procedures.

3. Effective Teaching and Learning

Learning will be most effective when:

- the environment is secure, stable and stimulating
- pupils' self-esteem is high
- pupils understand the purpose of the learning and see relevance to their own experience
- pupils understand the ways in which learning takes place
- the learning builds on prior knowledge and understanding
- success criteria are explicit and models are provided
- the learning is active and collaborative
- pupil questioning, reflection, and discussion are encouraged
- independent learning and thinking are facilitated and encouraged
- there are opportunities for creativity and utilising different learning styles
- pupils can self-assess, know what they need to do to improve, and are able to set appropriate targets
- pupils have opportunities to transfer skills, knowledge and understanding to other contexts.

For effective learning to take place, the school expects staff to ensure that the following take place. They are to:

- maintain outstanding knowledge and understanding of the subject they are teaching
- plan lessons which are directly linked to the schemes of learning and, where applicable, the examination syllabus
- provide secure assessment for learning strategies
- plan and deliver lessons that meet the needs of the all pupils (this includes all ability bands, gender, SEND, Pupil Premium, and more able pupils)
- ensure good relationships are established through creating a positive learning environment and through understanding the needs and abilities of each pupil
- employ a range of teaching activities to ensure a stimulating pace and inspiring challenge (and therefore progress)
- ensure expectations which are high, but attainable, for all pupils
- involve effective use of higher order questioning to probe pupils' knowledge and understanding and to challenge their thinking (speculative)
- use Assessment for Learning (AfL) and progress to help pupils to reflect on what they already know, reinforce the learning being developed, and to consolidate learning against

the outcomes

- ensure cross-curricular links are established where possible
- take every opportunity to develop pupils' literacy and numeracy skills, especially insisting on high expectations on the fundamentals of writing, including presentation.
- take every opportunity to reinforce the pupils' character development by making explicit reference to 'character' qualities and attributes, and school's values (discipline, hard work, honesty, humility)
- ensure displays and Working Walls are up to date and support the ethos and culture of learning.

For engaging and effective learning to take place, the school expects pupils to:

- Listen attentively to the ideas and views of all members of the classroom
- Be responsible and organised
- Be willing to make mistakes and learn from those mistakes
- Be willing to experiment and to take risks
- Take an active role in lessons
- Challenge themselves to learn in a variety of ways
- Use digital technologies responsibly
- Seek to create positive working relationships with teaching staff
- Be open to considering and researching ideas, cultures, and ways of thinking which they have not previously encountered.

4. Monitoring of Teaching and Learning

The key procedures for monitoring teaching and learning are analysis of: data for all year groups, subject area monitoring, summative assessment results, learning walks, lesson observations, parent, staff and pupil surveys, and learning audits.

- **The key responsibilities for staff are as follows:**

Subject Leads

Subject Leads are responsible for the effective teaching of their subjects, the evaluation of the quality of teaching and monitoring pupils' progress. Each Subject Lead achieves this by:

- championing teaching and learning in their subject area
- evaluating the teaching of their subject and the planning of lessons, setting SMART next steps and supporting the year group to reach them.
- ensuring curriculum coverage, continuity, and progress for all pupils
- ensuring that subject area procedures for assessing, marking, recording and reporting on pupil progress are implemented consistently and are in line with subject and whole school policy
- analysing and interpreting data on pupils' performance against school expectations and other comparative data
- monitoring pupils' work and progress by regular sampling of classwork and home learning through book looks as well as assessment data.

Senior Leadership Team (SLT)

The SLT is responsible for the overall quality of teaching and learning across the school. This is achieved by:

- strategic planning of teaching and learning priorities in conjunction with Subject Leads
- supporting individual subjects through line management meetings
- ensuring that the School Development Plan places a high priority on teaching and learning and that structures are put in place to support these priorities
- monitoring the quality of teaching and learning across the school through activities such

as lesson observations, learning walks, and learning audits.

□ **Lesson Observations and Learning Walks**

A climate of mutual classroom observation is fostered, and all colleagues are encouraged to observe other teachers and share good practice as often as possible. In the spirit of our values honesty and humility, all members of staff recognise that we are still learners ourselves, and all strive to improve our teaching.

All teaching staff will have developmental observations each year, at least one of which will be by a member of the SLT. One observation will be by the line manager, as part of the performance review process. The nature of the other observation will be determined during the academic year, and may be conducted by a member of the SLT, or may be a peer observation (Subject Leads, as part of the Support Network). Peer observations are an opportunity for staff to focus on an area of development in their teaching and observe a colleague identified as an outstanding practitioner in that area. This could be all or part of a lesson, with an opportunity for peer planning, post the developmental observation in support of the observer presenting practice of a similar standard. Actions for further development are to be logged and addressed, with agreed peer support.

All full lesson observations are arranged in advance. A variety of lessons should be selected for observation. Oral feedback should be given for all observations within 24 hours, with written feedback to follow within 48 hours. There is an opportunity for the member of staff observed to make verbal and written comments about the observation and feedback; the feedback itself should be conducted as a 'coaching conversation', rather than an imposed judgement. Arrangements are in place for colleagues to be offered professional development support where areas for improvement are agreed.

Once the observation has taken place, a copy of the observation sheet should be saved into the Monitoring folder g so that the data can be recorded and used for evaluation at individual, subject, and whole school level.

All members of staff are encouraged to take part in learning walks. Senior Leaders and Subject Leads are expected to conduct regular learning walks within their areas, and may be joined by other colleagues as they see fit to support development. Oral or written feedback should be provided to the teacher as soon as possible. Information will be recorded and used to support the development of the teacher and to improve the quality of teaching and learning as a whole.

□ **Sampling Pupil Work**

As a minimum, pupil work should be sampled every term by the Subject Lead.

At least five books per class should be selected to be reviewed collectively – with agreed standards in the following areas:

- Presentation and quality of work
- Content – the scheme of learning is followed in sufficient depth
- Quality of marking, assessment, and feedback
- Challenge of work being set appropriate to ability
- Extent at which independent learning is being developed
- Opportunities for character development and reinforcement of the school's values are being taken
- Development of pupils' literacy and writing skills

□ **A Framework for High Quality Lessons**

Discipline

Hard Work

Honesty

Humility

Sharing learning objectives with pupils

- Share learning objectives (North Star) and outcomes where appropriate, to enhance pupils' engagement with and understanding of them during the lesson in language that pupils can understand
- Use learning objectives as the basis for questioning throughout the lesson, and feedback during plenaries
- Evaluate this feedback in relation to the achievement of the learning objectives to inform the next stages of planning.

Helping pupils to know and recognise the standards they are aiming for

- Draw upon pupils' prior knowledge (lessons to start with a retrieval task to encourage engagement. Present children with assessment questions at the start and end of each lesson)
- Show exemplars of pupils' learning that have met the criteria, with explanations why
- Provide pupils with clear success criteria and relate it to the learning objectives
- Model for pupils what the success criteria should look like. For example, exemplify good writing
- Actively engage pupils in a discussion about their learning and ways to further extend their understanding of a given topic or skill
- Share examples that demonstrate pupils' pride in their work.

Involving pupils in peer and self-assessment

- Provide opportunities during the lesson for pupils to talk about what they have learned, and what they have found difficult, using the learning objectives/success criteria as a platform for discussion to help evaluate progress
- Provide opportunities for pupils to learn/discuss together, focusing on how to improve. (in green pen if written)

Provide opportunities for pupils to explain the steps in their thinking

- Provide opportunities for pupils to reflect on their learning, using success criteria that pupils understand and for them to respond within informed commentary as to how they and/or their peers will improve
- Identify with pupils the next steps in learning and set informed targets
- Connection & Association: Take every opportunity to connect and associate what students are trying to remember with something they already know.

Providing feedback

- Emphasise the value of oral feedback, as well as written feedback in line with the Assessment and Feedback Policy (teacher feedback should be in pink/redpen)
- Teachers, and other staff, should take every opportunity during independent work to assess and support pupil progress through live marking. This could be both verbal or written. This intervention should result in a pupil response that demonstrates progress
- Engage pupils in a discussion about their progress and how to further extend their understanding of a given topic or skill
- Ensure that feedback is constructive, rather than simply positive, by identifying what the pupil has done well, what needs to be done to improve, scaffold and questions for the pupil to construct how they will improve
- Set SMART targets
- Ensure feedback is used to support target setting and focus for improvement
- Ensure pupils respond to the feedback and evidence their corrections, redraft learning and where they feel they made progress from the feedback.(purple pen)

Promoting confidence that every pupil can achieve

- Create a climate where pupils taking risks and failing is accepted by all as part of the learning process

- Provide opportunities to identify small steps to enable pupils to see their progress, thus building confidence and self-esteem
- Encourage pupils to explain and share their thinking and reasoning within a secure classroom ethos.

Providing opportunities for reviewing and reflecting

- Choose appropriate tasks to provide quality assessment information (emphasis on process, not just the 'correct answer')
- Provide time during the lesson for pupils to reflect on what they have learned and understood, and to identify where they are still having difficulties and what they need to do to overcome these
- Engage reflection of the learning via a well-planned plenary
- Provide time for pupils to redraft/correct work and to evidence where they have and need to make progress.

Lesson Structures

- Recap to activate, consolidate prior knowledge and make connections to what is about to be taught - strategies include diagnostic multiple-choice questions (MCQs), whiteboards, pair discussion, cold calling
- North Star Question (objective) and success criteria - Clarifying learning intentions, big picture orientation, set learning goals
- Direct teaching to explain and model each learning chunk - examples, representations, summary of model
- (I do, We do, You do), check for understanding using strategies similar to above
- Just checking questions: after each learning chunk to support gradual hand-over and support teachers' understanding of each individual child's understanding - scaffolded, guided practice, show me strategy, self-assessment, adaptations made in response to hinge questions
- Activity (independent practice) - tiered scaffolding, increasing complexity, sustained attention, staff prompt and scaffold for key children show call, paired quizzing, hinge questions, peer critique.
- Key learning question plenary for foundation subjects (review and consolidate) - Children to respond to learning questions in their books using purple pen.

Extending learning through home learning

Homework is an integral part of the learning process. Research reported by the Education Endowment Foundation suggests that it adds progress. It must be set regularly so that pupils habitually review and reflect on what they have learnt in school, combating the forgetting curve. The idea that homework is integral to learning and preparation for the next lesson is a part of the learning culture and ethos of the school. Homework is to be communicated with parents through the online communication system.

The purpose of homework is to:

- Reinforce the work covered in class
- Extend the pupils' knowledge and understanding
- Practise a skill learnt in class
- Respond to the feedback provided and correct/re-draft and improve learning
- Allow the pupil to prepare for an activity in the next lesson (flipped learning).

Homework Tasks

Homework will be available on a Friday and must be completed and handed in by Thursday (Year 2: Wednesday) each week. All pupils are expected to complete homework on time.

Teachers/ Teaching Assistants will keep records of pupils completing homework which will be regularly checked. If pupils fail to complete homework children will complete it during Golden Time. Homework may be marked in a variety of ways, this will comprise of self/ peer/ skimmed depending on the nature of the task.

The table below details the homework expectations for each year group:

	Must	Could
EYF S	-Shared reading Grid- 1 piece a week. Cross curricular activities to share learning between home and school	-links to various resources used in school (to reinforce learning) e.g. Reading Eggs.
KS1	<ul style="list-style-type: none"> ● Spellings grid -4,6,8 or 10 words with sentences ● Maths sheet / google form linked to that week's learning choice -opportunity to reinforce the concepts covered during the previous week ● 3 grid activities every half term ● Reading ● Year 2 Spring and Summer term - Comprehension task 	<ul style="list-style-type: none"> ● Additional gridActivities ● Mathletics ● Reading Eggs ● Additional grid homework <p>-HFW regular practice Challenge -use the words in the spelling lists in sentences / record in HW book</p>
LKS2	<ul style="list-style-type: none"> ● Maths activities choice -opportunity to reinforce the concepts covered during the previous week; ● English - on a rotation - one week it is comprehension, one week grammar. ● Spelling words to learn and sentences to write ● 3 grid activities every half term ● -read daily and record/ sign in the Reading Record 	
		Parents listen to children reading and ask questions. Accelerated Reader Quizzes
		-extend sentences using simple coordinating and subordinating conjunctions -HFW regular practice

		<ul style="list-style-type: none"> • -Charanga YUMU (Music) • -Language Angels (Spanish) • Athletics • AR quizzes • My On Activities/ reading • Additional grid homework
UKS 2	<p>-read daily and record/ sign in the Reading Record</p> <p>-weekly spellings (covered in the previous week)</p> <p>-use the words in the spelling lists in multiple clause sentences / record in HW book</p> <p>-alternate weekly a reading comprehension activity with a grammar activity (reinforce previous learning/</p> <p>-Maths HW to reinforce the concepts covered that week (A4 min, double A4 max)</p> <p>-3 grid activities every half term</p>	<p>Accelerated Reader Quizzes</p>
		<ul style="list-style-type: none"> • -Charanga YUMU (Music) • -Language Angels (Spanish) • Athletics • AR quizzes • My On Activities/ reading • Reading Eggs • Additional grid homework

5. Classroom Environment

- Equipment such as pens, pencils, rulers, whiteboards to be stored in table organisers provided for each KS2 child. Mini-whiteboards and pens should be stored in a readily accessible place
- Despite the physical limitations of the classrooms, teaching walls used well can really support learning. Remember effective displays should be used as working walls. See below
 - Maths - Anchor Charts. Poster showing key learning that has been taking place and how to lay out maths work, examples of Steps to Success, example of best practice marking, feedback and presentation, times tables and maths vocabulary. Generalisation and stem sentences should be used to help children reason their understanding i.e. 'when you swap the factor the product remains the same'
 - Writing - how to up-level a first draft using success criteria, your spelling words for the week, toolkits, word banks, examples of best practice marking, feedback and presentation, examples of high quality writing
 - Oracy - Subject specific vocabulary should be displayed on working displays ([Tier 2 and Tier 3](#))
 - Displays across wider curriculum should include key learning questions relating to the

current theme

- Reading - generic reading prompts for guided reading (e.g. questions to the reader)
- Well-presented and inviting reading libraries, valuing books and encouraging reading
- Children should take responsibility for keeping their learning environment tidy – appoint leaders to be in charge of sharpening pencils, handing out fruit, tidying tables, tucking in chairs etc.

6. Book Expectations

The child's exercise books are a reflection of our high expectations that each child will achieve their full potential. No work in books should be anything but the child's best. It is our responsibility to maintain high expectations of the pupils at all times. This policy aims to achieve a consistent approach throughout the school.

□ **Book Cover/ Labelling Exercise Books**

- printed labels
- full name known name followed by surname
- year group
- class
- subject
- all covers to be kept clean (no drawings).

□ **Inside books**

- draw margin on each page (3 columns from the left in Maths/ 3cm margin in writing books) / use a ruler and a pencil
- write date on first writing line (Maths-short date on the left-hand side/ all the other subjects long date e.g. Monday, 9th September 2024)
- underline the date using a ruler and a pencil
- miss a line
- record the North Star Question
- all work to be trimmed and glued
- all drawings and diagrams to be completed in pencil
- one single line is used to cross out mistakes
- no doodling on pages in books
- all Maths work to be completed in pencil
- when children can consistently write with a neat joined script they will become a pen writer (blue)
- teachers will use a pink/red pen to mark/ dot the work
- children will respond to marking/ feed-back in purple pen
- rubbers are not to be used in writing/work completion – one single line through the error will suffice (mistakes are valuable)
- this applies to all students (if a student cannot write yet, work must be dated by an adult)

- pre-unit test to be printed and glued in books
- pre-unit tests to be designed to reactivate/ check prior knowledge and diagnose current knowledge in regards to the topic that will be covered (teachers to use curriculum maps and knowledge organisers when designing the tool, especially the key questions listed on the maps/ in regards to the new knowledge what will be covered in the new topic). The main purpose is to learn from children what they think that they already know

- post unit tests to be printed r and glued in books
- post-test tests to be designed to check the new knowledge (what children remember/ the connections that they can make/ reason with the new knowledge)

- for both tests, please aim for a variety of types of questions e.g. multiple choice, fill in the blanks, matching exercises, yes/ no, true/ false, close ended questions and open questions

Pre-unit and Post-unit tests have to be shared with the Subject Leads and approved by them.

- knowledge organisers to be stuck in books after the pre-unit test
- the heading of the unit organiser must indicate the subject-year group-name of the unit only (not the term)
- knowledge organisers to be referred to on a session basis (to recap learning, to reinforce learning, to check understanding through questioning, to check key technical vocabulary and mark spellings).
- all children will be challenged to identify the skills that have been developed through the journey (Skills posters to be used).

□ **Worksheets / Activity Sheets**

In all subjects please ensure a balance between children's own writing in books and the use of work/ activity sheets. Do not rely on worksheets - be creative in how you plan and organise children's tasks. The use of work-cards or prompt sheets are preferable at times to work-sheets (in this way they support rather than scaffold and at times limit the child's responses).

All worksheets/ activities to be adapted for lower attainers/ Special Educational Needs (SEN)/ English as an Additional Language (EAL).

Worksheets with boxes for writing or lines drawn may limit the amount and quality of children's writing – be careful!

Worksheets limit the child's ability to learn to set out their own work – be careful! As children reach Key Stage two, worksheets should decrease.

All worksheets need to be carefully trimmed before stuck into books. It is recommended that you trim the worksheets before giving them out to the children.

A worksheet should never be folded.

□ **Maths Books**

- children to be taught how to set out calculations / one digit per box
- children to be taught how to ensure a line is left below calculations so that they are not squashed next to each other/ once taught this will become the expectation and the teacher should accept nothing less
- all work to be completed in pencil
- no rubbers allowed (mistakes to be crossed followed by second attempts).

□ **Quality and amount of work achieved**

- make it clear to children how much they need to do in a certain amount of time
- insist that all pupils complete set work
- if work is not completed then children must complete on Friday, during Golden Time
- insist that the presentation of work in exercise books is the best the children can do/ if it is not completed to your expectations then the child should either move through the traffic light system or miss playtimes until the work is completed to an appropriate standard

Exercise books reflect a pupil's progress over time. They also reflect the quality of teaching over time. It is therefore absolutely essential that the teacher reinforces his / her expectations frequently and accepts nothing but a child's best.

□ **Marking policy**

- glued on back of the front cover
- if outcomes are different please make sure that there is photographic evidence (in books)/ QR codes (photos saved on the drive/ Flipgrid/Padlet) accompanied by the learning objective that has to be ticked if achieved
- the North Star question will be answered to based on the new learning/provide opportunities to deepen understanding
- if the child has not answered correctly to the North Star question/ is not showing a solid understanding, guidance should be given through next step comments or VF to address misconceptions, or identify further support during next lesson
- **for SEN/ lower attainers/ EAL, in order to indicate the level of independence, work in books has to be coded using the MITA triangle** (5=independent/self-scaffolded. 4=prompt used/ 3=clue used, 2=model needed, 1=correction).

□ **THE TEACHER'S ACCOUNTABILITY**

Every teacher is responsible for and accountable for all the pupils in their class, no matter who the pupils are working with. This includes the marking and feed-back for all the work.

When your class is taught by a colleague/ supply, the same expectations apply.

Supply will be expected to mark according to the marking policy and write 'SUPPLY' on top of the page or use 'Taught by a supply teacher' stamp.

□ **Monitoring of exercise books:**

All books will be monitored at regular intervals, for the purpose of moderation and monitoring of standards

7. Links with Other Policies

This Teaching and Learning Policy is linked to:

- Assessment and Feedback Policy
- Curriculum Policy
- English as an Additional Language (EAL) Policy
- More Able Policy
- Special Educational Needs/Disability (SEND) and Inclusion Policy.