

Teaching and Learning Policy



Approved: September 2019

Review: September 2020

The purpose of this policy is to develop the children at Burton Manor so they become confident, resourceful, enquiring and independent life-long learners.

For effective learning to take place, there are a number of clear expectations which are needed. These provide a consistent approach, which can then be easily monitored, and ensures personalisation for all our pupils. This will facilitate the school's vision to: *Reach Together for Success*.

To achieve this, staff at Burton Manor will:

- Plan ALL lessons based on evidence of prior attainment. The learning will ensure progress and will be based on new learning, securing learning or application of learning
- Share the Learning Challenge (LC) with children
- Consider starting tasks for different groups/children at the beginning of the lesson so learning is maximised (Do all the children need this?)
- Give children a choice of differentiated tasks to support their learning (challenge, super challenge and extreme challenge)
- **Provide mastery/greater depth opportunities for children to apply their skills**
- Use differentiated success criteria to support children's learning **as appropriate**
- Model skills required to meet the LC and success criteria
- Make effective use of Assessment for Learning (AFL) to adjust groups/children according to their needs
- Use AFL throughout the lesson to inform questions, feedback given to child and adapt groups/children accordingly (**Marking in the Moment**)
- Respond to AFL and address any misconceptions, next steps **in learning** and inject challenge **through use of problem solving/mastery/greater depth**
- Use higher order questions throughout the lesson
- Give effective, quality feedback to ensure children engage with the learning process (**mainly verbal but can be written**)
- **Have** high expectation of presentation, effort and achievement
- **Inspire** a 'can-do' culture – getting stuck should be seen as a learning opportunity
- Ensure scaffolding is provided, and problem solving strategies taught to ensure children know how to move on with resilience and resourcefulness
- Ensure SEN resources are easily accessible for all children so they can independently access to support learning
- Use the plenary to assess achievement against the LC and success criteria and provide opportunities for children to peer/self-assess against the LC

Pupil Entitlement in ALL Lessons:

- I know what I am going to learn and why
- I know what my successful learning should be like
- I have sufficient time to complete my learning independently
- My learning activity supports my learning but also makes me work hard
- I can talk about what I am learning, where I am stuck and what I am confident with to a peer or adult
- At the end of the lesson, I can review/assess my progress against my success criteria on my own, with a friend or an adult
- I know if I need to strengthen my learning in any part of today's success criteria

Monitoring the effectiveness of the policy:

The practical application of this policy will be monitored by SLT including Maths and English leaders and by the Head Teacher and discussed with governors.