

The Devonshire Hill Nursery & Primary School



Successful Learners

Teaching and Learning Guidance

‘We expect every teacher to be an outstanding teacher.’

‘We expect every child to be a successful learner.’

To enable this to happen we have the following Teaching and Learning Procedures in place and the expectation is that our children are provided with high quality learning experiences that lead to consistently high levels of achievement.

To sustain our high standards at The Devonshire Hill Nursery and Primary School every effort must be focused on the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place daily.

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

- ✓ Provide consistency of delivery of teaching and learning across the school.
- ✓ Enable all teachers to teach as effectively as possible.
- ✓ Enable all children to learn as effectively as possible.
- ✓ Give children the skills they require to become successful lifelong learners.
- ✓ Provide an inclusive education for all children.
- ✓ Learn from each other, through the adoption of a collaborative approach to teaching and learning, where outstanding practice is shared.

The Key Elements and Principles of Teaching and Learning

All learning across our school should include the following Key Elements to ensure Outstanding Teaching and Learning.

New teachers to our school will receive training to ensure they fully understand these elements to enable them to embed these strategies in their daily practice.

The following pages provide guidance on the required expectations with some pictorial examples which we hope will help.

The Learning Objective (LO) & Success Criteria (SC)


- ✓ Learning Objectives must be challenging, measurable, shared and displayed.
- ✓ Learning Objectives should begin with 'To be able to.....' 'To understand.....'
- ✓ All Learning Objectives must be visually available and shared orally in child accessible language.
- ✓ The Learning Objective should be in the child's book from Year 1 upwards.
- ✓ When marking children's work the main focus is on the child's work in relation to achieving the Learning Objective and then to give a related challenge question which should link in with the child's next steps.

Examples:

L.O. To be able to identify what similes and metaphors are and use them in sentences.

Thursday 26th November 2015
LO: To be able to draft an alternative scene for the story Charlotte's Web.

- ✓ The Success Criteria should describe the steps to achieving the Objectives (see example below).
- ✓ Success Criteria are appropriately displayed for the children to follow during the lesson.
- ✓ Children use the Success Criteria to self-assess their own or their partner's work.
- ✓ Children are reminded of the Success Criteria during mini-plenaries.
- ✓ Children's work is used to illustrate the Success Criteria in action.

LO: to order fractions, decimals and percentages	
I can look at all the numbers to see if there are more fractions or decimals	Vocabulary
I can convert the least common type of number (fraction or decimal) into the most common format	ascending
I can order the numbers in ascending or descending order, depending on the question	descending
I can record the numbers in their original format to answer the question	

Independence, Responsibility, Initiative, Optimism, Curiosity, Perseverance, Social Intelligence and Generosity

Progress Lines (Self-Assessment)

Throughout each lesson the Progress Line is used for children to assess their learning journey within the Success Criteria. This should be done at appropriate times. For example a self-assessment on the Progress Line at the start, and then reflect at points during the lesson as to individual's Progress being made.



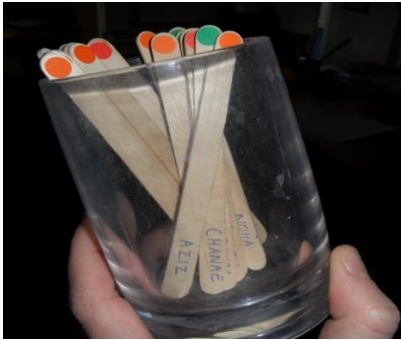
Challenge (Differentiation)

- ✓ All children should feel excited and appropriately challenged during their learning and thoughtful planning enables this to happen.
- ✓ Think about differentiation as challenging each pupil to be successful through the resources that you will put in place in the lesson.
- ✓ Skilled and effective questioning is essential for differentiation and challenge.
- ✓ Children are actively engaged during all parts of the lesson.
- ✓ 15 minutes is the maximum time we expect to see passive learning on the carpet or at the table.
- ✓ We always encourage the use of 'My Turn / Your Turn'.
- ✓ Opportunities to 'Think /Pair /Share' and discussions with *Talk To Your Partner (TTYP)* are regular features in all lessons.
- ✓ Children are trained to use appropriate body language when engaged in discussion with a partner.
- ✓ 'No hands up' enables the teacher to target learners and gain valuable assessment for learning.



Independence, Responsibility, Initiative, Optimism, Curiosity, Perseverance, Social Intelligence and Generosity

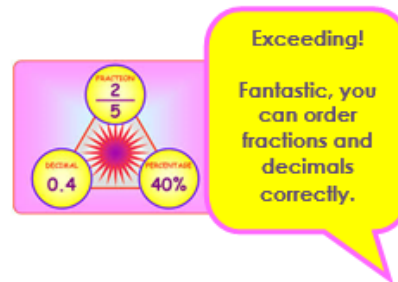
- ✓ A range of strategies is used to ensure continual involvement and enjoyment in lessons such as random reporter (lollipop sticks).



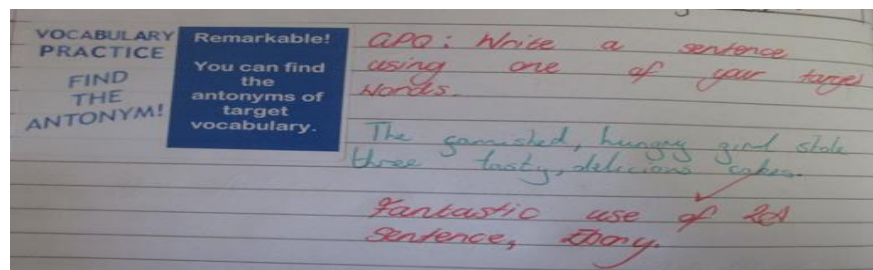
- ✓ Mini white boards and draft books are used for short bursts of activity to develop understanding and to ensure children are active and engaged during the lesson.
- ✓ Visuals, artefacts, auditory and kinaesthetic input are used creatively to enhance learning.

Assessment for Learning & Effective Marking

Ongoing Assessment for Learning (AfL) and the use of Effective Marking are embedded in our daily practice. These methods enable the teacher move the children on with their learning, give the children visuals that link tightly with the Learning Objectives of the lesson and precisely set the child's next steps.



- All children must be clear about how they need to improve and what they need to do to enable improvements.
- Teachers mark using red pen and children respond using green pen.
- Children must be given regular time to address responses made to them by the teacher.
- A clear learning dialogue between the teacher and the pupil should be evident in the books.



Independence, Responsibility, Initiative, Optimism, Curiosity, Perseverance, Social Intelligence and Generosity

Targets

- ✓ All children are set English and mathematics targets which are regularly reviewed.
- ✓ For mathematics, children are set weekly targets which are reviewed on a Friday.

Maths Targets and Key Vocabulary Spring 2 Week 2	
◇	I can use and understand square and cube numbers
◇	I can identify prime numbers and composite numbers
◇	I can find the factors of a number and common factors of two numbers
◇	I can find the prime factors of composite numbers
Mental Arithmetic	Key Vocabulary
1. $1/8 = \underline{\quad}\% \text{ and } \underline{\quad}$	Square number, cube number, square root, indices, power, prime, divisible, multiple, factor, composite, prime factor, product, common
2. $4/5 = \underline{\quad}\% \text{ and } \underline{\quad}$	
3. 16% of 460 =	
4. $3.45 \div 100 =$	
5. 12% of £320 =	

- For English, children are set a target which is regularly reviewed using blue, yellow and red target stickers. The target is achieved the third time it is independently evidenced in the child's writing. The target is 'blu tacked' so that the child can refer to it and be reminded of it daily by either sticking it on the desk or moving it along the book. When securely achieved the child can glue the target into their book.

Next step: Refer to your target and use two of the words to write sentences.

Happy and excited, cheerful and elated, Jack was chosen to guard the Queen of England on her trip to Africa!

Date: 7/10/2015

My target is to... use two pairs of related adjectives

Date target achieved: 3/11/15

Signed (Teacher) Carlos

Signed (child) Arnelle Carlos

Well done Noha!

Date: 09/11/15

My target is to... use hyphens in my writing.

Date target achieved: 04/12/15

Signed (Teacher) Jackson

Signed (child) Noha

Wow! You are really good at mental maths! Keep it up!

Target time: Give your answer in its simplest form if possible.

$$\frac{1}{9} + \frac{4}{5}$$

$$\frac{05}{45} + \frac{36}{45} = \frac{41}{45}$$

Independence, Responsibility, Initiative, Optimism, Curiosity, Perseverance, Social Intelligence and Generosity

Use of consistent classroom management signals

Clear management signals are designed to minimise the time spent on low level disruptions and maximise the time spent on learning. All staff must consistently follow the same signals 1 2 3 to support transitions, teachers use

- ✓ 1 (still and quiet)
- ✓ 2 (get ready)
- ✓ 3 (move)



Children are expected to move around the school in a quiet orderly line that is in the register order.



Independence, Responsibility, Initiative, Optimism, Curiosity, Perseverance, Social Intelligence and Generosity

Traffic lights

The traffic light system is to ensure a level of noise that is conducive to learning using the following guide



Red = silence

Amber = talk to your partner

Green = share with your group

Non-verbal instructions should be issued to gain attention;

The adult holds up one hand with the flat palm facing towards the children. The expectation for children is that once they see the signal they finish what they are writing or saying, raise their hand, remain quiet and look at the speaker. Once the attention of all pupils is gained the adult can issue the instructions.



Independence, Responsibility, Initiative, Optimism, Curiosity, Perseverance, Social Intelligence and Generosity

Learning is enhanced through the use of ICT

- ✓ ICT is used to enhance the learning experience for the children.
- ✓ Opportunities for the use of ICT should be carefully planned by the teacher to ensure quality and appropriateness.
- ✓ It is advisable to check with your phase leader when using the internet for videos, images etc during the planning stage and gain their approval.
- ✓ A school ICT technician is available across lunchtimes and during afternoon sessions to assist with setting up equipment.
- ✓ School pupil iPads can be used as a learning resource and can be booked for class use.
- ✓ School adult iPads need to be used in accordance with school policy and practice.
- ✓ An interactive whiteboard is connected to each classroom computer and should be used as a teaching resource.
- ✓ Teachers and children should interact with the large screen using the specialist equipment provided.
- ✓ Visualizers are permanently connected to the interactive whiteboard and are used to demonstrate close-up techniques which would otherwise be difficult to show to the whole class e.g.
 - Using a ruler accurately.
 - Using a protractor to measure angles accurately.
 - Demonstrating intricate activities, such as an art techniques.
 - Sharing, reviewing and evaluating children's work.
 - Reading a story to the whole class.
 - Modelling expected layout of work...there are many more uses.

Expected use of additional adults

Additional adults are a highly valuable resource in the school and must be deployed as such.

Teachers are required to direct all support staff and volunteers to support learning and to enable this to happen effectively, planning should be shared in advance to enable appropriate resourcing of learning aids.

All additional adults in the classroom are expected to be effectively engaged with children throughout the lesson supporting them to achieve the Learning Outcomes.

There are a range of ways that additional adults may be directed by the class teacher or line manager and may consist of any of the following:

- ✓ pre teaching
- ✓ team teaching
- ✓ leading the main session
- ✓ working with a focus group or specific children
- ✓ contribute to assessing children's understanding
- ✓ recording observations
- ✓ conducting assessments (this is just a few...)

During learning time support staff and volunteers must always be working with children and never be doing the following tasks:

X photocopying

X sharpening pencils

X sticking work in books

Most importantly Support Staff should never be sitting just watching the teacher teach!