SHEREDES PRIMARY SCHOOL
TEACHING FOR LEARNING POLICY
Updated April 2025. Review date: April 2026

Why have this policy?

Our core purpose is to enable all children to develop their confidence, all round ability and unique talents to the highest level that they can achieve.

Our strategic vision of excellence in education becomes a reality through our school's clear core purpose, aims and ethos, through our clear strategies for achieving our core purpose, aims and ethos (by school development planning and self evaluation), *founded on quality teaching and learning.* As an Investor in People school, we believe in developing and supporting people to perform of their best, for the benefit of our children.

We have a Teaching for Learning Policy:

to provide clear and agreed expectations on quality teaching, and a common understanding of our guiding principles

to provide consistency in the same high standards across the school, so all children receive equality of opportunity

to provide a framework of support for our teaching practice, and for improving our practice – see our monitoring and evaluation policy and performance management policy.

"…so we are a united team all pulling in the same direction…" (quote from INSET Day 20/12/02)

This policy will be reviewed annually.

Our nine guiding principles

We have adopted nine guiding principles in order that we provide an educational environment where we fulfil our core purpose.

1. The teacher plans effectively and sets clear objectives that are understood

Planning builds on previous learning
Objectives are communicated clearly at the start of the lesson.
Materials are ready and are relevant and stimulating for all pupils
There is a good structure to the lesson
The lesson is reviewed at the end and learning is extended
The learning needs of all children, including those with IEPs/support plans and gifted and talented, are incorporated with the teacher's planning.
Linked to objectives, children's individual targets are set and reviewed to ensure progressive learning.

2. The teacher shows good subject knowledge and understanding

The teacher has a thorough knowledge of the subject content covered in the lesson and pedagogical approaches.
Subject material is appropriate and stimulating for the lesson.
Knowledge is made relevant and interesting for pupils.

3. The teaching methods used enable all pupils to learn effectively

The lesson is linked to previous teaching or learning.
The ideas and experiences of pupils are drawn upon.
A variety of activities and questioning techniques is used – questions are challenging and stretching.
Instructions and explanations are clear and specific and supported appropriately, e.g. visual, audio, kinaesthetic. Children are encouraged to reflect on what helps them learn; from making best use of modelled explanations and what a good one looks like – to visual aids, to worked examples on working walls.
The teacher involves all pupils, listens to them and responds appropriately - flexibly to their needs – to encourage and motivate and inspire them to want to learn more
High standards of effort, accuracy and presentation are encouraged.
Appropriate methods of differentiation are used that also reflects children's learning styles.

4. Pupils are well managed and high standards of behaviour are insisted upon

Lessons are made interesting and relevant to maintain children's motivation and focus.
Pupils are praised regularly for their good effort and achievement.
Expectations for learning and behaviour are clearly communicated to children and understood by them.
Prompt appropriate action is taken to address poor behaviour and positive reinforcement is always used.
All pupils are treated fairly, with an equal emphasis on the work of boys and girls, and all ability groups.
Agreed school behaviour policy being used.

5. Pupils' work is assessed thoroughly

Pupil understanding is assessed throughout the lesson by the use of the teacher's questions and observations.
Mistakes and misconceptions are recognised by the teacher and used constructively to facilitate learning.
Children are encouraged to self assess in relation to the lesson objective and their individual targets.
Pupil's written work is assessed regularly and accurately.
Assessment information informs future planning.

6. Pupils achieve productive outcomes

Pupils remain fully engaged and make progress throughout the lesson.
Pupils understand the work expected of them during the lesson.
The pupil outcomes of the lesson are consistent with the objectives set at the beginning.
The teacher and pupils work at a good pace.
Children are prepared to take risks and not afraid to make mistakes.

7. The teacher makes effective use of time and resources

Time is well utilised and the learning is maintained for the full time available.
A good pace is maintained throughout the lesson, with little time wasted when moving between activities.
Good use is made of any support available e.g. teaching assistants
Appropriate learning resources are used that are relevant and stimulating, e.g. ICT, visitors.

8. Homework is used effectively to reinforce and extend learning

Homework is set if appropriate and in accordance with the school's homework policy.
The learning objectives are explicit and relate to the work in progress.
High standards of effort, accuracy, achievement and presentation are expected.
Homework is followed up if it has been set previously.
Children are praised regularly for good effort with homework.

9. Teaching shows regard for the provision of a high quality learning environment

The classroom layout facilitates ease of access of resources, visibility and auditory considerations.
Classrooms are safe, tidy and organised, with well labelled areas. High standards of presentation are insisted upon.
Classrooms are rich with quality learning resources, which are appropriate, respected, and well used by the children.
Quality displays, which are changed regularly, as appropriate, are used to engage children in learning – to support and extend their learning, as well as to celebrate their best efforts. They are interactive, stimulating and informative.
The working atmosphere is calm and purposeful.
We value our whole school environment and what we hold dear in our classrooms we hold dear for the whole school. We believe it is a whole team responsibility to ensure a high quality school site to enable high quality teaching for learning – everybody should respect and take care for all areas of the school building and grounds.