



Teaching & Learning Policy

Formally adopted by the Governing Board of:-	Fairstead Community Primary and Nursery School
On:-	March 2021
Date of next review:-	See policy review list

Teaching and Learning Policy

Be Safe – Be a Learner – Be Responsible – Be Respectful

Feedback

Feedback and assessment have two purposes. One, children act on feedback to make progress over time. Two; it informs future planning and teaching.

- Teachers must have a secure overview of the starting points, progress and context of all children.
- Marking must be primarily formative, may be selective and include the use of purple pens, which is clear about what children must act upon.
- Marking and feedback must be regular.
- The schools marking policy must be followed.

Plan

Planning is a process not a product. It has one purpose, to enable high quality delivery which meets the needs of all children.

- Be clear and precise about the knowledge and skills you want children to learn, not what you want them to do.
- Do the 'so why?' test. Activities, including homework, must be designed to facilitate learning and not keep children busy.
- There must be evidence of long term planning from schemes of work and short term planning in your planning file.
- Differentiation should be planned over time to ensure a quality first approach which meets the needs of all children and groups of children and plans for the efficient use of any additional adults in the room.
- There should be no dead time. This includes prompt starts that follow the timetable ensuring children are purposeful from the beginning, appropriate pace for the intended learning outcome and remember 'Parkinsons Law'.

Teach

Teaching is a lifetimes craft: 'Every teacher needs to improve, not because they are not good enough, but because they can be even better.' (Professor Dylan William)

- We are all teachers of literacy and numeracy. The quality of both children and teachers language, such as in razor sharp instructions and questioning, are significant determinates of progress. Make the implicit explicit.
- All adults should have high expectations of all children both in terms of learning and behaviour – teach the top and scaffold all learning to help children achieve the intended learning outcome.
- Teachers must be explicit about learning outcomes and key words.
- All children must work harder than the teacher, over time and be able to use key strategies (Break this down with staff – what are the key strategies – QFT)
- Ensure that learning has stuck, through checking that is incisive, systematic and effective (AFL)