



2 Education

2.1 TEACHING AND LEARNING POLICY

1 Introduction

1.1 At Rose Hill Westonbirt School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

2 Aims and objectives

2.1 We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

2.2 Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens.

3 Effective learning

3.1 We acknowledge that people learn in many different ways and we recognize the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

3.2 We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of the computer;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching television and responding to musical or tape-recorded material;
- debates, role-plays and oral presentations;



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- designing and making things;
- participation in athletic or physical activity.

3.3 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

4 Effective teaching

4.1 When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group.

4.2 We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). We have high expectations of all children, and we believe that their work here at Rose Hill Westonbirt School is of the highest possible standard.

4.3 We set academic targets for the children in each academic year and we share these targets with children and their parents. We review the progress of each child at the end of the academic year and set revised targets.

4.4 We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum or the National Literacy or Numeracy Strategy. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future.

4.5 Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

4.6 We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission.

4.7 We deploy learning assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.

4.8 Our school is an attractive learning environment. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays



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relating to literacy and numeracy. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

4.9 All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

4.10 We conduct all our teaching in an atmosphere of trust and respect for all.

5 The role of the Head Teacher

5.1 The Head Teacher determines, supports, monitors and reviews the school policies on teaching and learning. In particular he:

- supports the use of appropriate teaching strategies by allocating resources effectively;
- ensures that the school buildings and premises are best used to support successful teaching and learning;
- monitors teaching strategies in the light of health and safety regulations;
- monitors how effective teaching and learning strategies are in terms of raising child attainment;
- ensures that staff development and performance management policies promote good quality teaching;
- monitors the effectiveness of the school's teaching and learning policies through the school self-review processes.

6 The role of parents

6.1 We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to explain our school strategies for teaching;
- sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school;
- sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

6.2 We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement.

7 Monitoring and review

7.1 We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology



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or changes to the physical environment of the school. We will review our policy during the spring term 2006.

Signed.....

Date.....

To be reviewed by



Quality of Questioning

Impact of questioning on pupils' learning, achievement attitudes and behaviour	Quality of teachers' questioning
<ul style="list-style-type: none"> • Do pupils adhere to established routines for answering questions and taking turns? • Do pupils recall well? • Do pupils listen carefully to questions? • Are pupils prepared to answer 'incorrectly' at times? • Do all pupils try and answer questions? • Do pupils ask each other questions? • Do pupils listen to each other's answers? • Do pupils build on other pupils' answers? • Are pupils' questions relevant and useful? • Do all pupils have the chance to be involved? • Do pupils provide reasons and justifications for their answers? • Do they politely agree and disagree with each other's answers? • Do they venture answers even when they are uncertain? • What abilities are pupils developing as a result of the questioning? 	<ul style="list-style-type: none"> • Are questions focused on learning objectives and teaching points? • Are clear routines in place as to how pupils should answer questions (e.g. hands up)? • Does teacher monitor the application of routines and provide clear feedback? • Does questioning help focus attention? • Does questioning stimulate involvement? • Does the teacher use effective strategies to ensure that all pupils try and answer? • Are pupils sometimes given time to prepare answers (in groups) during question and answer sessions? • Are volunteers selected to answer questions? • Are conscripts selected to answer questions? • Are questions targeted on all attainment groups? • Are all pupils involved in answering? • Does questioning provide a means to check prior learning and identify learning needs? • Does questioning diagnose learning difficulties? • Does questioning check and stimulate recall? • Does questioning stimulate depth of thinking? • Does questioning review and consolidate the main learning in the lesson? • Does questioning stimulate pupils to express feelings or opinions? • Does questioning encourage pupils to explore ideas? • Does questioning encourage analysis? • Does questioning encourage pupils' evaluation skills? • Are closed questions used well to: <ul style="list-style-type: none"> • Judge prior knowledge? • Test precise recall? • Aid memorisation? • Are open questions used well to: <ul style="list-style-type: none"> • Provide opportunity for pupils to show full extent of understanding? • Identify lack of understanding? • Stimulate higher order thinking? • Encourage speaking skills? • Encourage the expression of feelings and emotions? • Are pupils required to question each other? • Are pupils' questions valued? • Are incorrect answers handled sensitively? • Are what, how, why and if questions asked? • Are pupils asked to extend, justify or provide reasons for their answers?
<p><i>Does the teacher's questioning promote learning by all pupils?</i></p>	



Quality of planning and target setting

Impact of planning on pupils' learning, achievement attitudes and behaviour	Quality of teachers' planning
<ul style="list-style-type: none"> • Are all pupils clear about the learning objective for the lesson? • Are pupils clear about where to focus their efforts during the lesson? • Are pupils clear what teacher is likely to be looking for when she looks at work? • Do the pupils have a clear view of what a good piece of work will look like? • From the outset, do the pupils know what the teacher is likely to focus on in the plenary? • Do they know how to improve specific aspects of their work? • Are they able to analyse the strengths and weaknesses in their own work? • Have they all got clear targets to focus efforts? • Do they understand not only what to do, but also why they are doing it and how the work is helping them improve and progress? • Do they recognise the importance and relevance of the task? • Do pupils make good progress in relation to the learning objectives? • Do pupils see links with learning in other lessons? 	<p><i>What are the specific learning objectives and how are they made explicit and visible:</i></p> <ul style="list-style-type: none"> • Are concise learning objectives evident? • Are there too many learning objectives? • Are the learning objectives appropriately differentiated to meet all pupils' learning needs? (HA, MA LA pupils) • Are the learning objectives achievable and the gains in learning measurable during the lesson? • Are links made with learning in other subjects? • Does the teacher communicate a clear plan and objectives for the lesson at the start of the lesson during the lesson and at the end of the lesson? • Does the teacher communicate the key teaching points for the lesson at the outset, during the lesson and at the end? • Are clear targets for improvement set, reinforced and reviewed with pupils? • Does the teacher review with pupils what they have learned during and at the end of the lesson? • Do teacher interventions relate closely to learning objectives? • Is good feedback given to pupils in relation to LO and TP throughout the lesson? • Are all adults clear about their role in promoting the LO and TPs? • Are the teaching points clear: Has the teacher a clear view of what good work will look like? Has the teacher a clear view of what questions will be asked? Does the teacher have a clear view of what vocabulary will be learned? • Common misconceptions clarified and discussed? • Does the teacher provoke deeper understanding & determined and unexpected contributions from some pupils?
<p><i>What are the specific learning objectives and teaching points and how are they made explicit and visible?</i> <i>Do pupils know where to focus their efforts to improve?</i></p>	



Teaching and learning of higher attaining (HA) pupils

Impact of teaching on higher attaining pupils' learning, achievement and attitudes	Quality of provision for higher attaining pupils
<ul style="list-style-type: none"> • Are HA pupils learning as much and as quickly as would be expected? • Are HA pupils clear about what they are intended to learn and why? • Are HA pupils clear about where to focus their efforts during the lesson? • Are HA pupils clear what teacher is likely to be looking for from them when she looks at work? • Do HA pupils know how to improve specific aspects of their work? • Are HA pupils able to analyse the strengths and weaknesses in their own work? • Are HA pupils having less practice at routine tasks? • Do HA pupils find the task interesting and challenging? • Motivated? Productive? Persevere? • Independent? Respond well to challenge? • Do HA pupils apply sufficient intellectual, physical • or creative effort in their work? • Are they motivated to do their best and achieve well? • Do they want to know more and find out more? • Do they show a pride and interest in their classroom and their own and others' work • Do they sustain concentration and motivation? • Are they keen to ask and answer questions? • Do they respond well to a challenge? • Are they keen to work? Keen to answer questions? Keen to get on with the task in hand? • Are they alert and confident? • Do they form constructive relationships with one another and other adults? 	<p><i>Does teacher show an awareness of learning needs of gifted and talented and HA pupils and make appropriate provision?</i></p> <ul style="list-style-type: none"> • Have higher and highest attaining pupils been recognised? • Does planning take account of learning needs of higher and highest attaining pupils? • Do HA pupils have well matched targets for improvement? • Do HA pupils receive a fair share of teacher time? • Do questions and other interventions extend HA pupils? • Are open-ended challenging tasks and investigations set? • Is the work hard enough? • Does the teacher encourage HA pupils to achieve sufficiently high standards of effort, accuracy and presentation? • Does the teacher inspire in HA pupils imaginative speculation, curiosity and ambition? • Does the teacher provoke deeper understanding & determined and unexpected contributions from HA pupils? • Are HA pupils challenged to make intellectual & imaginative effort & inspired to take new directions? • How clearly has teacher communicated the standards expected? • Are the pupils consistently expected to do their personal best? • Are HA pupils expected to work faster on occasions? • Are HA pupils typically given less routine practice on tasks? • Are HA pupils given space to experiment? Are HA pupils required to take risks in learning?
<p><i>Are higher attaining and gifted and talented pupils progressing sufficiently and achieving their best?</i></p>	



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Record of Focused Observation

Teacher _____
Date _____ Year/s _____ Subject _____ Approximate duration _____
Focus _____
Context: _____

Impact (on pupils' learning, achievement, attitudes and behaviour)	Teaching

Classroom and its impact on learning (Evaluate the classroom and its impact on learning in relation to the focus.)

A Look at Pupils' Work (Look at pupils' work in relation to the focus of the observation and the relevant questions on the focused prompt.)

Strengths (in the area of focus)	Areas for Development (in the area of focus)

Advise focus attention on:



General Lesson Observation Prompt

Teaching should be judged on its **impact** on **learning, achievement, attitudes** and **behaviour**. Judgements on learning, achievement, attitudes and behaviour should be **CONNECTED** to the aspects of teaching that lead to these being as they are. To ensure an accurate fix on learning and achievement the observer should focus on the learning and achievement of particular groups of pupils. It is advised that the word 'pupils' only be used with a qualifying adjective, so: 'all pupils', 'some pupils', 'a few pupils', 'most pupils', 'HA pupils', 'most LA pupils', pupils with SEN, all girls, 'some boys'. Then the **reasons in the teaching** for these groups' learning and achievement being as they are should be clarified.

For example: "All HA pupils made very rapid progress throughout the lesson **because** the teacher had planned specific and challenging learning objectives based on accurate knowledge of these pupils' prior learning. These learning objectives were continually and effectively shared with these HA pupils and they were given on-going feedback on their work and they were often helped gain a clear idea of how to make improvements in their work"

What is the impact of teaching on learning, achievement, attitudes and behaviour?	Aspects of teaching and assessment that can influence pupils' learning, achievement, attitudes and behaviour	
<p>Learning</p> <ul style="list-style-type: none"> How many pupils and which pupils/groups make exactly which gains in skills, knowledge, ideas and understanding? Pace, quantity and quality of work? How many and which pupils and to what extent are they developing the capacity to work independently and collaboratively? Can they explain confidently and clearly what they have learned and why? Do they know how today's work relates to previous work and what may be the next stage? Do they ask questions about their work and learning? Are they used to reviewing their work in relation to objectives and targets? Do pupils understand how well they are doing and how they can improve? Are pupils clear about the criteria used to assess their work? Do pupils understand the comments made on their work? How many pupils know their targets? Which pupils are aware of what they were supposed to be learning and where to focus their efforts to learn and improve their work? Can they apply new ideas in different contexts? <p>Achievement (relates to potential)</p> <ul style="list-style-type: none"> How much and which pupils are being stretched and working to their capacity? Are they doing as well as they can? Are most pupils making at least the expected progress in relation to their capabilities? To what extent are pupils working close to their capacity? What proportion of pupils is working to capacity? Which pupils or groups of pupils are/are not working to capacity? <p>Attitudes, relationships and behaviour</p> <ul style="list-style-type: none"> How attentive are pupils? What % of pupils or different groups of pupils are attentive? Which pupils show engagement, application, and concentration and work productively? Are pupils too easily satisfied/distracted? Are pupils developing interest in the subject? Are they keen to work? Keen to answer questions? Keen to get on with the task in hand? Take pride in their work? Self esteem? Do they sustain concentration? Interested? Motivated? Productive? persevere? Independent? Aware of own strengths and weaknesses and learning needs? Respond well to challenge? Alert? Confident? Work without supervision? Committed to tasks? Response to homework? Positive self esteem? Enjoy work? Evaluate work? Are pupils polite to each other, and to adults? 	<p>Subject knowledge?</p> <p>Subject knowledge secure and confident & used to ensure appropriate challenge & expectations, effective planning, and accurate assessment?</p> <p>Demonstrations and explanations clear?</p> <p>Questioning perceptive and based on secure subject knowledge?</p> <p>Clear understanding of how pupils learn the subject shown?</p> <p>New ideas well explained?</p> <p>Accurate use of subject vocabulary?</p> <p>Questions answered well?</p> <p>Interesting examples, contexts and first-hand experiences used to support teaching and learning?</p> <p>N.B. Be alert to situations where pupils are misinformed or where knowledge and understanding are not built up systematically.</p> <p>Planning is based on clear learning objectives and teaching points.</p> <p>Planning shows evidence of clear understanding of how learning is built up?</p> <p>Planning supports effective teaching and learning during the lesson?</p> <p>Planning takes account of learning needs of all groups of pupils?</p> <p>Learning objectives are clear, specific, concise, achievable and appropriate to pupils' learning needs?</p> <p>Effective strategies for ensuring that pupils are aware of where to focus their efforts to learn and improve?</p> <p>Too many learning objectives?</p> <p>How well do teachers interest, encourage and engage pupils?</p> <p>How enthusiastic is the teacher and how is enthusiasm promoted?</p> <p>Content and learning real, relevant, imaginative and interesting?</p> <p>Reluctant learners coached and coaxed?</p> <p>Pupils encouraged to work independently and carry out new tasks?</p> <p>Some pupils easily distracted or do most pupils sustain interest and commitment to work?</p> <p>How well does the teacher challenge pupils, expecting the most of them?</p> <p>Teacher committed to getting the best out of pupils?</p> <p>Questioning, problem setting, choice of materials & resources sufficiently challenging?</p> <p>Work of all groups of pupils hard enough? Too hard? Too easy?</p> <p>Praise used effectively to provide feedback and further challenge?</p> <p>Do methods and resources support effective learning?</p> <p>Methods & quality, first-hand resources motivate pupils to develop ideas?</p> <p>Teaching strategies take account of pupils'</p>	<p>Application & development of English, maths and ICT across the curriculum?</p> <p>Use of quality materials, especially books and literature? Love of books and reading engendered?</p> <p>Learning over or under-directed?</p> <p>Beginnings, middles and ends of lessons focus on learning objectives and teaching points?</p> <p>Teaching focuses on learning more than behaviour?</p> <p>Use of assessment</p> <p>Pupils' work assessed thoroughly and constructively?</p> <p>Assessment used to inform planning and target setting? Targets regularly reviewed and refined?</p> <p>Assessment of pupils with SEN thorough and used?</p> <p>Pupils informed of what they are learning and how they can improve? On-going feedback provided on errors, good work and underachievement?</p> <p>Targets specific, well matched and referred to often?</p> <p>Marking and feedback well focused and diagnostic?</p> <p>Pupils helped to judge the success of their work?</p> <p>Management of time and behaviour?</p> <p>Focus on learning more than behaviour?</p> <p>Pace good and no learning time wasted?</p> <p>Clear, high expectations of behaviour are effectively communicated and monitored?</p> <p>Positive & clear feedback on behaviour and relationships provided?</p> <p>Clear, efficient organisation of activities and groups?</p> <p>Fair, clear exercise of authority, mutual respect and good work habits/routines?</p> <p>Behaviour management consistent?</p> <p>N.B. Though classroom management is important, it should not overshadow analysis of learning and achievement. Occasionally, despite effective strategies, the behaviour of one pupil or so defies all reasonable management strategies.</p> <p>Use of TAs and other support?</p> <p>TAs' expertise known and used effectively?</p> <p>TAs know learning objectives & teaching points? TAs promote achievement?</p> <p>TAs enable teacher to use time to teach?</p> <p>Use of homework (where appropriate)?</p> <p>Does work done at home complement work done in class?</p> <p>Do pupils find homework helpful? Is it well managed?</p> <p>Home reading?</p> <p>Good feedback on homework provided?</p> <p>How well do teachers promote equality of opportunity?</p> <p>All pupils treated with respect, contributions encouraged and valued?</p> <p>Methods and resources free from bias and stereotyping and well matched to needs of all pupils.</p> <p>Sensitivity show to individual circumstances, beliefs and cultures?</p> <p>Teaching has regard for Codes of Practice for SEN and promoting race equality?</p> <p>Teacher works to overcome barriers to underachievement, e.g. pupils' poor literacy and numeracy skills; low expectations by teacher, parents, other teachers or the pupils themselves; lack of parental involvement in their children's education, anti-academic culture and peer pressure; poor attendance?</p>



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<ul style="list-style-type: none">• Pupils know what behaviour and attitudes are expected? Respect own and others' property? Respect others' values?• Do they form constructive relationships with one another and other adults?	differing learning styles? Grouping based on assessment & conducive to teaching & learning?	Planning and teaching take account of learning needs of pupils from ethnic minority groups.
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LESSON PLAN

Subject:

Class:

Lesson Time:

Lesson Duration:

Date:

Learning Objectives	Possible Teaching Activities	Learning Outcomes
Risk Assessment		
Context of Lesson (last lesson/next lesson)		
Process (teacher focus, class organisation, teaching method/delivery, pupil focus/activities)		
Differentiation		
Assessment Evidence		
Homework		
Resources		
Cross-Curricular Links/POS (NC link)		
Resources		
Evaluation		
Points for the future		