

## **G1. Teaching and Learning**

The professional role of the teacher at Eaton Square School involves a commitment to improving their own performance in order to provide better learning opportunities for the pupils. Teaching and learning is inextricably linked. Effective teaching develops effective learners. Effective teachers prepare thoroughly, deliver the Curriculum using a range of teaching methods and accommodate for a variety of learning styles, and evaluate teaching and learning regularly in a way that influences future practice.

### **The teaching at Eaton Square School will –**

- (a) enable pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- (b) foster in pupils the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn for themselves;
- (c) involve well-planned lessons, effective teaching methods, suitable activities and wise management of class time;
- (d) show an acute understanding of the aptitudes, needs and prior attainments of the pupils, and ensure these are taken into account in the planning of lessons;
- (e) demonstrate appropriate knowledge and understanding of the subject matter being taught;
- (f) utilise effectively classroom resources of an adequate quality, quantity and range;
- (g) demonstrate that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- (h) utilise effective strategies for managing behaviour and encouraging pupils to behave responsibly.

The School has in place a framework for pupils' performance to be evaluated, by reference to the School's own aims as provided to parents and to national norms.

In our approach to teaching at Eaton Square School we aim to consider a number of factors when we plan how we will deliver the Curriculum. These include:

1. The preparation and organisation of work
2. The use of appropriate teaching strategies
3. Learning styles and differentiation
4. The promotion of Independent Learning

## **1. The Preparation and Organisation of Work**

Effective teaching involves the following criteria:

- Lessons should be purposeful with high expectations conveyed.
- Pupils should be given opportunities to organise their own work.
- Lessons should sustain pupils' interest and be perceived by pupils as relevant and challenging.
- The work should be well matched to pupil's abilities and learning needs.
- Pupil's language should be developed and extended.
- A variety of learning activities should be employed.
- Good order and control should be based on skilful management of pupils' involvement in the lesson and mutual respect.

## **2. Teaching Strategies**

Whilst accepting that everyone has their own particular teaching style there are still some important areas to consider, the heart of which is promoting learning. It is important that teaching strategies are varied and flexible. Teachers will consider discussion, problem solving, practical work, role-play simulations, project and group work in their planning. When teachers plan a lesson it is important to ask key questions:

- What are the concepts, skills, attitudes and values I want the pupils to learn/explore/understand?
- What activities, groupings, resources, teaching strategy will best support these learning purposes?
- Are pupils expected to listen or contribute?
- Do pupils interact with the teacher or with other pupils? Does this entail a whole class discussion chaired by the teacher or small group discussion?
- How are these interactions structured so that pupils' activity is focused on the task? Does this mean a structured work-card for each group or careful introduction by the teacher prior to the task?
- Therefore, effective planning, with flexibility, is at the heart of effective teaching. This stems from a carefully written and constantly evaluated School Curriculum and regular and detailed planning.
- Does it follow the guidelines for the EYFS child initiate/teacher led activities?

## **3. Classroom Learning**

A wide range of activities is available for learning. This includes:

- Teacher centred learning, used when the teacher explains a new concept, or sums up at the end of a lesson, or when the teacher demonstrates a skill. In this range of activities the teacher is a presenter.
- The "lecture-discussion" involving a two-way flow of talk between teacher and individuals in the class but the teacher remains at the centre of the activity.

- Active learning, often referred to as group work or paired work. The teacher sets a task and directs the activities of the groups.
- Active learning with independent planning – children work in small groups. This may involve problem solving. The teacher functions as an ‘expert’ to all groups, but operates outside the groups.
- Group task-centred learning where the teacher operates within the group. All members, including the teacher, are carrying out the demands of the task. Examples of such activities include organising an end-of-topic display.
- Independent work with no interaction – in this case the pupils are working totally independently.

### **3a. Group Work**

Group work is an important part of any teacher’s repertoire of strategies. Peer interaction is an important method of learning, because pupils are often more relaxed with each other than with a teacher.

Three models of group work:

- Pupils work individually on identical tasks for individual products, but are asked to talk to each other about their work, to help each other, thereby establishing co-operative endeavour.
- Pupils work individually on ‘jigsaw’ elements of a task, so that a certain amount of cooperation is built into the task, especially in terms of planning and organisation.
- Children work jointly on one task for a joint outcome, so that cooperation is of paramount importance.

Group work can therefore be an appropriate strategy for achieving a range of learning purposes.

## **4. Teaching Skills**

Underpinning all the strategies are a number of teaching skills:

- Introduction: teaching activities that precede the learning task have an impact on the outcome. For example, beginning a new unit of work, preparing for a practical session or preparing to view instructed media.
- Plenary: occurs when the teacher draws attention to the important parts of the activity and reinforces what has been learned. This plenary is also a time to use praise and encouragement to create a sense of achievement.
- Varying the stimulus - this includes moving around the classroom, maintaining eye contact with the whole class, smiling, frowning or nodding to encourage or discourage pupils’ behaviour, expressiveness, tone, rate of speech, planned silences and pauses.
- Clarity of explanation
- Effective questioning – using open and closed questions.

#### **4a. Approaches to Learning**

Teachers should have regard to the following principles:

- Ensuring suitable challenge in learning, giving every pupil the opportunity to experience success in learning and to achieve as high a standard as possible
- Responding to pupils' diverse learning needs.

#### **4b. Differentiation**

Differentiation is a planned process. Maximising potential is central to the notion of differentiation. This process involves recognising the variety of individual needs within a class, planning to meet those needs, providing appropriate delivery and evaluating the effectiveness of the activities in order to maximise the achievements of individual pupils.

During planning, set clear learning objectives for individuals or small groups, shared with pupils with small achievable steps. Use structured and open-ended tasks and plan for reinforcement and extension activities. Ensure that schemes of work have a clear progression. Using a wide range of activities and teaching styles involving clear instructions, explanations and expectations. Ensure each pupil unique abilities are recognised. Use a balance of questioning techniques including the use of open-ended questions and enquiries

During differentiated lessons, pupils need to:

- Talk with teachers and to each other about their learning.
- Have sufficient repetition to consolidate learning and varied activities to match pupils' attention span.
- Review their work and set realistic goals.
- Receive positive marking which points to improvement.

#### **Resources**

- The importance of clearly designed, uncluttered materials matched to pupils' abilities
- Using texts of appropriate readability
- Using materials that are free of gender/ethnic bias
- Classroom display that encourages learning and reflects high expectations.

#### **4c. Independent Learning**

Implicit within the School's overall aims is the encouragement and development of independent learning. Every child is unique, learning at his or her own individual pace which requires the teacher to constantly offer tasks and strategies matched to individual need.

The development of independent learning will take place over a period of time as the pupil progresses through the key stages and as a result of careful planning and continuity of practice on the part of the teaching staff.

Children need to know what is expected of them and they need consistency; a whole school approach is vital in this respect.

To develop independent learning pupils need the opportunity to:

- Develop confidence, self-esteem, self-discipline and respect for others.
- Acquire the basic tools of learning, in particular, numeracy, literacy and communication skills.
- Be offered opportunities to participate in planning and designing some of their learning activities and be offered differentiated tasks to match their needs and abilities.
- Actively participate in first-hand experiences and practical tasks.
- Reflect upon and organise their thinking about the activities and experiences they have enjoyed and structure and relate knowledge and understanding in a meaningful way.
- Ask questions and seek answers individually and in co-operation with others,
- Acquire the skills of persistence and concentration.
- Be able to make and accept mistakes and recognise them as essential stages in the learning process.
- Know who to ask for help or what to do if the teacher is busy or interrupted.
- Develop and foster a sense of responsibility for maintaining a high quality of working environment including the care of equipment and be encouraged to tidy up as they work, both putting things away and removing debris.

#### **4d. Organisation and Motivation**

The working environment should be both stimulating and safe, with adequate space for a variety of activities. There should be opportunities for the children to work in groups, pairs, individually or as a whole class.

Joint planning and mutual support between colleagues benefits everyone and all classroom helpers need to be appropriately briefed and involved.

- The majority of class time should be engaged on learning tasks,
- The pupils should experience a high degree of success during their engaged time,
- A high proportion of the teacher's time should be spent on interaction with pupils, i.e. explaining, questioning, describing, illustrating and reviewing,
- Review their work, identify achievements and set future targets,
- Encourage a sense of justice and fairness,
- Make sensible choices,
- Promote personal autonomy, self-direction and motivation.

### **How is this to be achieved?**

For each child to become an independent learner, a number of factors need to be taken into account.

The classroom should have an inspiring appearance and be functional. Children need easy access to a wide variety of resources and be responsible for replacing them. They need to know what equipment is available where to find it and how it can be used. Therefore, resources need to be:

- Readily available,
- Clearly available,
- Well organised,
- Sufficient and appropriate.

Managing time effectively is crucial to successful classroom organisation. To achieve this, teachers need to:

- Have available a thoroughly planned, coherent framework for learning.
- Discuss and encourage participation in developing and planning topics or themes.
- Each pupil should know what he or she is doing and for what purpose, thus all pupils should understand his or her own personal objectives and targets.
- Assessment is a continuous process, offering feedback and involving a learner.
- Positive reinforcement and praise are used to encourage pupils' performance and behaviour.
- Opportunities are given for pupils to explore and express their ideas.

<b>Authorised by</b>	The Headmaster
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