PRIMARY PHASE TEACHING & LEARNING POLICY

This policy was:	Written in	July 2016	
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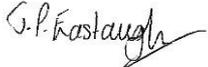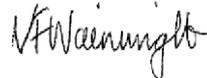
Show me your ways, Lord, teach me your paths. Guide me in your truth and teach me, for you are God my Savior, and my hope is in you all day long. (Psalm 25:4-5)

OUR KOINONIA VISION:

"Do unto others, as you would have them do unto you."
Luke 6:31

In the Koinonia Federation we strive for excellence and high standards through:

FAMILY — Feeling safe within our schools [federation] we can love one another and grow in confidence

FAITH — Celebrating our Christian ethos we serve from our hearts with joy and compassion

FELLOWSHIP — Embracing our diverse community we show care and respect for one another and ourselves

A Koinonia student will go out into the world happy, courageous, resilient, motivated with a lifelong love of learning, fully equipped to make a positive contribution to society.

The Vision

We aim to develop outstanding citizens of tomorrow who make a sustained and valuable contribution to their immediate and wider society. Throughout the Koinonia Federation, we aim to provide high quality teaching which promotes excellent progress and positive outcomes for all pupils. Every learner will be engaged in a unique journey of self-discovery, fulfilment and academic excellence. Through our teaching and learning we embrace and promote diversity, inclusion and the Koinonia Values.

Teaching and Learning philosophy

We deliver innovative teaching that is inspirational, compelling and enjoyable. Learning is an active process and lessons will ensure that pupils are engaged and develop responsibility for their own learning journeys. Our strategies will enable participation from all learners. Every child will have the opportunity to experience and celebrate success.

Teaching and learning model

Our teaching and learning wheel outlines the five key features of a lesson within the Koinonia Federation – every lesson is planned to include these elements and combined they are instrumental in driving forward the progress and attainment made by all pupils. Teaching Literacy skills and knowledge is an integral part of our provision and these skills are built upon in all areas of the curriculum.

Activities and Outcomes:

Activities should be linked to the final outcome of the lesson/project and enable the children to practise and use new skills that they have been taught. Activities should be engaging and accessible for all pupils differentiated, catered to a range of learning styles and provide a suitable level of challenge, encouraging the children to have high aspirations for themselves. Final outcomes should be high-quality and the children should be proud of their achievements.

Examples of Activities and Outcomes that may be included in lessons:

- Quizzes-questions that children answer individually or in pairs that enable them to recall their learning/prior learning

- Differentiated written activities or learning
- Models/sculptures-3D hands on learning that can be applied to a range of curriculum areas (maps, lamps etc.)
- Paintings and drawings
- Performance- conscience alley, freeze frames, production, music, recitals
- Presentation-presenting work/research to the class
- Finished products-final polished pieces of work that have been amended and completed e.g. such as published writing, art/DT project, computing project etc.
- Practising new skills-sewing, decoding and other skills related to the curriculum
- Experiments and investigations-practical, hands-on experiences
- Evaluations of work/products

Modelling and Scaffolding

Modelling is an important part of teaching which is widely used by teachers, interacting with the whole class or group, to demonstrate the skills or strategies being taught. Scaffolding helps to support all pupils access the learning, through resources, at an appropriate level. Scaffolding plays an important role in ensuring that all pupils achieve the learning intention for the lesson.

Modelling and Scaffolding strategies:

- Use of visualiser
- Showing good examples/examples of a text.
- Use flip chart to demonstrate skills, put on the learning wall.
- Developing pupil's skills by demonstrating using a chosen text/author.
- Whole class modelling/group modelling
- Modelling and scaffolding with various resources including videos
- Use modelling to demonstrate practical tasks
- Use of human resources, such as TAs/LSAs, to model and scaffold skills with individuals or groups of pupils.
- Teaching the correct vocabulary, concepts and skills through modelling what is correct and scaffolding tasks as needed.
- Showing examples of the task. Modelling includes– recap of previous learning, looking at check list modelled to the pupils to show how previous learning and ideas are linked.
- Recap of learning can be achieved through modelling
- Modelling can be used to show how to answer questions and learning can be scaffolded through teacher-led group tasks.

Differentiation

Differentiation is the process of giving our pupils personalised activities so they can receive exactly what they need as individuals in order to maximise their learning, build their enjoyment of learning and fulfil their educational potential. Across the federation, teachers are aware of and respond to the linguistic and SEND needs of pupils in their classes. This may result in the need to use a variety of appropriate resources to ensure they have equal access a lesson such as visual stimuli, adult support, vocabulary list and other forms of scaffolding identified below.

Work can be differentiated in many ways including:

- Use of vocabulary sheets/word banks
- Amount of support given
- Choice of resources used
- Use of adults as support to booster/extend including interventions
- Peer support and grouping
- Seating arrangement
- Practical and theoretical tasks
- Use of games to reinforce before completing work
- Use of quizzes
- Use of checklists or success criteria
- Range of open and closed questions
- Self-differentiated work-children select their own level of challenge
- Assessments-verbal feedback, self and peer assessments

Feedback

Across the Koinonia Federation, we focus our feedback on pupil progress, effort and determination. We provide our pupils with next learning steps, learning questions or challenges that link to the learning objective. Pupil feedback makes the biggest positive difference in supporting learning and helping children make the best possible progress. Research has shown that verbal or live feedback is the most influential. Feedback should be specific, meaningful and encouraging.

Feedback strategies come in a variety of forms:

- 1:1 verbal conferencing
- Pupil self and peer assessment self-assessment/rating self/giving self a score/smiley face/percentage/use of success criteria
- Next steps and responding to teacher's comments.
- Whole class feedback
- Mini plenaries throughout lessons
- Identify strengths and areas of development

- Praise/stamps/green cards
- Identify common misconceptions /starting next lesson/beginning
- Quizzes, true/false statements/thumbs up/down/Kahoot
- Topic assessment sheets
- Target sheets (Maths and English)
- Use of visualisers to show exemplary work/address misconceptions
- Peer support/teach/model to each other for reinforcement
- Scaffolding/modelling in books.

Assessment for Learning/Questioning

AFL opportunities are planned into each lesson along with specific open and closed questions, developed to meet the needs of all of the pupils in the lesson. Teachers develop pupil responses through questioning, use of evidence and feedback to assess the progress of pupils.

Strategies:

- Planning includes a range of open and closed questions.
- No hands up- use of lollipop sticks (random names) ensures a variety of children's ideas are heard.
- Visual signals-traffic lights/faces/thumbs up and down to indicate whether child feels confidents or need additional input.
- Self-assessment alongside teacher assessment-use of a success criteria to assess next steps and misconceptions.
- Self-marking/peer marking-marking with reference to the success criteria/learning steps.
- Talking partners-mixed ability children talk in pairs to develop and explore the learning intentions.
- Quizzes- to assess prior learning and learning journey.
- Recapping learning-application of learning in context or to specific questions (SATs questions)
- Concept cartoons-used at the beginning and end to consolidate/assess if concepts are understood.
- P.E.E. (Point, Evidence, Explain) Reading comprehension strategy.

Monitoring and evaluation of teaching and learning

The monitoring of teaching and learning is a very important part of the continuous process of raising achievement within our schools. Across the Koinonia Federation, we have a rigorous process of monitoring. This includes regular and focused observations, work scrutinies, lesson drop-ins and pupil voice throughout the academic year.

Formal lesson observations:

Lesson observations provide an opportunity for teachers to evaluate their practice and discuss areas of best practice and areas that may need further development.

Learning walks:

Learning walks provide an opportunity for all staff to assess the standard of learning that is happening across the whole school. They are to inform the monitoring of the quality of learning. They are not a lesson observation of teaching but focus on the pupil's learning.

Feedback

Staff receive individual feedback from all formal and informal lesson observations within 48 hours of them taking place. Feedback from learning walks will provided within one week of them taking place.

This policy was written in collaboration with staff to support consistency and a shared approach across Koinonia Federation.

This policy should be read in conjunction with the Curriculum Vision statement and the Marking and Feedback policy.