

THE BELLBIRD PRIMARY SCHOOL
Teaching and Learning - A Statement of Practice



At The Bellbird, we have discussed the elements that we consider contribute to quality in teaching and learning. This document sets out what we consider to be good practice and what we aim to do in our teaching. This statement will be measured against practice during lesson observations.

The structure of the majority of lessons will have:

- An introduction where the learning intention (L.I.) is given and the success criteria to achieve this LI are clearly shared.
- Differentiated activities, that challenge the learning of all children.
- Guided group work
- Mini plenaries / a plenary assessing if the success criteria have been met, extending the learning that has taken place and identifying next steps.

Good teaching will demonstrate a balance of the following elements:

- Demonstrate different teaching styles appropriate to the learners in the class
- Direct teaching - giving directions and making expectations clear.
- Instruction - giving well-structured information.
- Modelling.
- Explanation - referring to previous work or methods.
- Questioning and discussing - where children respond to questions that encourage debate and discussion to develop their learning.
- Consolidation - reinforcing and practising skills, knowledge already been taught.
- Evaluation - recognising achievement of the success criteria and developing independent learning through recognition of what kind of learner the child is.
- Summarising - reviewing what has been learnt and identifying next steps.

Other elements of a good lesson:

- Planning - reflecting continuity, progression, taking SEN and more able/gifted children into account, and reaction to the learning taking place to ensure challenge.
- Organisation - children may be organised in ability groups or pairs, mixed ability groups and pairs or may work individually or as a whole class, according to how the activity is organised.
- Resources - will be appropriate, of good quality and stimulating.
- Pace - each lesson will have time goals set for the children to ensure that tasks are finished within a reasonable time limit and children settle to the task quickly.

- Differentiation - work will be differentiated according to the needs of the child. This may involve different work or resources, extensions on a core piece of work or alterations to a core piece to make it easier. Differentiation will be seen through the teacher's expectations.
- Commitment to personalised learning
- Sound knowledge of the subject taught.
- Guided group work
- Assessment.
- High standards of behaviour shared through class rules and following the School Positive Behaviour Policy.
- Homework linked to the lesson / series of lessons. Homework to reinforce or extend the learning.

Evidence of a good lesson - the children will be:

- Supported and encouraged to be independent learners
- Involved in self and peer assessment and learning
- On task and working for sustained periods of time.
- Enjoying the work
- Displaying good behaviour.
- Working co-operatively and collaboratively.
- Responding and listening well.
- Making progress, acquiring skills and knowledge.
- Aware of the purpose of the lesson.
- Relating well to each other / staff.
- Know their personal targets
 - Know next steps in their learning.

We will strive to add that element of sparkle, imaginative speculation, and curiosity to our lessons.

Review

Policy created: April 2008
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