

Learning and Teaching Policy

‘Where Happiness Promotes Success’

OUR SCHOOL VISION

To ensure every child leaves our school with an outstanding education and the values and character to live life in its fullness, contributing positively to society.

Jesus said: I have come in order that you might have life-and life in all its fullness. John 10:10

Our current Mission Statement

We are proud of the Christian love and care which we extend to all our children, staff, parents and the local community. Standards of teaching and learning reflect our high expectations of achievement. Christian values are at the core of our school family.

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| Approved by: | Headteacher | Last reviewed: | September 24 |
| Page 1 of 9 | | Next review due: | September 27 |

1. Purpose of the policy

This policy reflects the aims and values of West Haddon Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on learning and teaching
- Demonstrate adherence to the National Curriculum objectives and guidelines
- Provide clear information to parents and carers about that way in which their children will be taught and how they will learn
- Allow the governing board to monitor learning and teaching
- Provide Ofsted inspectors with evidence of the school's approach to learning and teaching

This policy will be available on our school website:

<https://westhaddonprimary.net/about-us/school-policies/>

2. Intent

Learning & Teaching are highly complex processes and both processes are intimately related to one another. High quality learning stems from high quality teaching; high quality teaching requires able and confident learners. This relationship can be categorised into these important elements:

1. excellent subject knowledge
2. a thorough understanding of pedagogy (the tools we command as teachers and staff to teach and facilitate learning)
3. knowing how children learn
4. the importance of relationships within the class
5. empowering children to become independent learners (sharing the learning journey with them)

We intend to equip teaching staff with the clear understanding of what constitutes high quality learning and teaching, and equip them with the skills, understanding and knowledge they need to create thriving learning environments.

We intend to share much of this understanding with children, so that as they move through the school they develop into independent and resourceful learners, ready, willing and able to work alongside teaching staff to make the most of the learning opportunities in front of them – and the mindset to approach learning with confidence in their futures.

We intend to create the right environment for effective learning to take place, recognising that:

- Effective learning takes place when children are motivated and engaged in their own learning
- When their physiological and emotional needs are met and they feel safe
- When they are able to make choice in the learning process
- When they understand what they need to do to improve
- When the teaching is interactive, engaging and meaningful
- When it is well supported and scaffolded to meet their individual need
- When children learn about learning and can be independent in their ability to reflect on what they have done.
- When it is recognised that children learn in different ways and bring their own experiences, both enthusiasms and interests, as well as worries and anxieties, and their cultural heritage to the classroom.

We intend that pedagogy and practice is driven by the latest thinking and research.

3. Aims and outcomes

Before defining the aims and outcomes of this policy, it is essential to set out the school's understanding of learning:

Learning is about acquiring new knowledge, skills and understanding through teaching, study or experience. It is about retaining the new knowledge, skills and understanding in a durable way, connecting the new to the existing, so that we can still draw on what has been learned in the future. It is about being able to call on knowledge, skills and understanding with fluency. It is about being able to apply and transfer what we have learned with flexibility and across a range of situations – sometimes familiar, sometimes novel. Learning can often be a transformative: changing our behaviours and perceptions of the world around us.

The aims of this policy therefore, and the ultimate outcomes from the actions that it frames, are that our pupils learn and become effective, resilient and confident learners. That they acquire the knowledge, skills, understanding and character to thrive at our school and beyond that enable them to continue to grow as well rounded individuals.

4. Implementation

4a. Excellent subject knowledge

Knowledge is defined as the content and skills outlined by the National Curriculum. Teaching staff are trained, and have the tools, to deliver a broad, balanced and thorough curriculum. Evaluation, and implementation of, staff development needs are overseen by the headteacher and driven by subject leaders to ensure that staff have good subject knowledge in the areas that they teach. Evaluation, and procurement of resources and schema, to support staff in the delivery of the curriculum is overseen by the headteacher and driven by subject leaders.

4b. Thorough understanding of pedagogy

Key principles of learning and teaching are employed across the school, carefully selected by the adults to maximise the opportunities for the children to retain new knowledge, skills and understanding in a durable way. These key principles are based on Rosenshine's research based principles of teaching, and adapted to promote the aims, drivers, values and ethos of our school.

Regularly review previous learning

Intent: Strengthen connections between what they learning/ develop well connected network of ideas in long term memory freeing up working memory.

Implementation: Spaced practice (Hattie); start lessons with short review; regularly review key learning over the year.

Take small steps and guide initial practice

Intent: Allow working memory to process new learning without being swamped by too much information. Promote transition of learning into long-term memory through guided practice.

Implementation: Deliver new learning in smaller, clear and sequential steps with supported opportunities after each step to apply, rephrase, summarise etc. (Blooms)

Questioning and checking understanding

Intent: Seek to ensure that all children are learning/ identify and deal quickly to address misconceptions/ prompt deeper processing from children to move learning to long-term memory.

Implementation: Regularly stop and ask questions to check understanding, set expectation to have a go with randomising selection (i.e. using lollipop sticks), ask children to summarise; intervene and reteach in a timely manner if/ when necessary; use formative assessment to guide next steps in learning.

Think aloud and model the process of learning

Intent: Develop children's ability to apply new and existing knowledge to solve problems; adults impart high level of subject knowledge to children.

Implementation: Model and think aloud to demonstrate how to apply cognitive tools to problem solving; model high levels of subject knowledge, i.e. subject specific vocabulary.

Provide feedback and meaningful time to respond

Intent: Actively engage children in individualised learning ; promote mistakes as an opportunity to learn/ grow (Dweck).

Implementation: Regular 'next-step' marking with meaningful time given to respond; direct feedback during lessons (verbal/ funnel marking).

Provide scaffolds and worked examples

Intent: Use temporary sources of support to aid the journey to mastery of content/ skill/ knowledge; show what 'good' looks like.

Implementation: Provide scaffolds/ tools to assist children, withdrawing these as they become more competent (e.g. concrete resources in maths moves to pictorial moves to abstract); model working through learning; share effective examples (e.g. share models in writing, including effective work from the children).

Set independent learning and monitor

Intent: Promote movement of knowledge, skills and understanding into long-term memory; strengthen by making links (schema); ensure high levels of engagement; promote independent learning.

Implementation: Provide plenty of independent opportunities to rehearse and then apply. Circulate and monitor – (limited) supporting, challenging, questioning and praising.

Provide for all learners in all areas

Intent: All children make good or better progress across the curriculum; all children reach their full potential; all children have the correct provision that engages them.

Implementation: Know each child and adapt provision to meet their needs; differentiated success criteria; provide challenge for most able across the curriculum; provide support for lowest 20% to close gaps/ succeed.

Using talk and explanations

Intent: Use the potential of talk to promote thinking & reasoning, to process & sort information, ideas and concepts, to enhance and embed learning.

Implementation: Provide opportunities for children to talk, discuss and explain to a partner or triad. Give time for children to consider their responses and re-articulate if necessary. Prove children's real understanding through questions or written explanations.

Develop character

Intent: Produce more than just 'increasingly efficient economic units'*; develop people who can flourish in all areas of their lives. Develop main aspects of the civic character (so as to be able to be a responsible citizen, uphold British Values), moral character (so as to be able to respond well in all situations), performance character (so as to maximise the capacity to learn) thereby developing the whole child and equipping them to thrive, make the most of the opportunities that come their way (engagement), face challenges - allowing the communities and societies in which they live to thrive.

*Implementation: Civic character – teaching of a comprehensive PHSE curriculum which includes British Values. Moral character - focus on teaching values and celebrating their application to everyday life, studying and learning from the role models in major religions and history and seeing them a possible source of moral guidance. Performance character – provision of good or better teaching in every lesson, application of 10 characteristics of good learning, development of children as effective, life-long learners (Building Learning Power). *C of E 'Fruit of The Spirit'*

4c. Knowing how children learn

The research-based *Building Learning Power* framework is used across the school to equip staff with a detailed understanding of how children learn, adding greater depth to our pedagogy for learning. At West Haddon, this is referred to as positive learning behaviours. This framework is applied through *connecting activities*, where children are taught about the tools they possess as learners and experience these first hand. The use of the positive learning behaviours is then actively encouraged and employed in everyday learning.

The Building Learning Power framework develops resilient, independent and well-rounded learners who are willing, ready and able to:

- become absorbed in learning
- manage their own distractions
- notice details and patterns in what they see
- ask questions to deepen their understanding
- make links between what already know and are finding out
- use their imagination to think through possibilities
- reason through problems step-by-step
- capitalise and independently draw on a wide range of resources when learning
- plan their learning in advance
- revise their approach and adapt as they go
- distil and summarise what they have learned
- develop interdependence, knowing when to learn alone or with others
- collaborate and work effectively with others
- empathise and listen
- imitate and learn from others

4b. The importance of relationships within the class

For great learning to take place, children need to feel comfortable in taking risks with their learning and be unafraid to make mistakes. Supportive relationships between the children and adults are developed in classrooms and across the school to create this ethos.

The promotion of a growth mindset culture (as describes by Carol Dweck) creates the environment for risk-taking. This is backed up by staff demonstrating genuine care for the children; the children knowing that the staff have their best interests at heart. For some children, other, more fundamental needs need to be addressed so that they are in the right place to learn.

4e. Empowering children to become independent learners

The Building Learning Power framework, alongside the promotion of a growth mindset ethos and culture, are vehicles to empower our children to become independent learners. Further strategies are employed throughout the school to allow children to practice and grow their independence, e.g. choice in selecting levels of challenge in lessons, independence in selecting resources to use, self-monitoring of progress their progress.

5. Cross-curricular links

The learning and teaching ethos and pedagogy detailed in this policy needs a rich, broad and balanced curriculum through which to realise its stated aims. Therefore, good learning and teaching is a part every subject. Learning and teaching is not only a part of subject lessons; children are being taught and learn in every aspect and interaction in a school day.

6. Assessment and recording

At West Haddon Primary School, we are trialling the assessment and tracking of positive leaning behaviours. This is currently on the cutting edge of understanding the learning-to-learn pedagogy and is being carried out with the leading experts in Building Learning Power in the UK.

7. Impact

The impacts of the actions framed in this policy are that our pupils learn and become effective, resilient and confident learners. That they acquire the knowledge, skills, understanding and character to thrive at our school and beyond that enable them to continue to grow as well rounded individuals.

8. Resources

In defining our understanding of, and approach to, learning and teaching we have drawn from various research based sources and resources. These include:

Barak Rosenshine's *Principles of Instruction*

Carol Dweck's *Growth Mindsets*

Education Endowment Foundation

Guy Claxton's *Building Learning Power*

John Hattie's meta-analysis: *Visible Learning*

Tom Sherrington's division of Rosenshine's Principles

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- Support the Learning and Teaching lead but also hold them to account for the effectiveness of learning and teaching across the school
- Support staff through the provision of training and resources
- Monitor learning and teaching
- Ensure this policy is reviewed according to the timescales set out

9.2 Subject leader

The learning and teaching lead at our school will:

- Prepare and review policy and practice
- Promote the implementation throughout the school

- Monitor learning and teaching
- Attend and disseminate appropriate CPD
- Stay informed regarding developments in learning and teaching
- Make presentations to governors as required

9.3 Classroom teacher

Classroom teachers at our school will:

- Facilitate learning and teaching according to the principles laid out in this policy
- Report to the learning and teaching lead
- Maintain subject knowledge and appropriate CPD

9.4 Parents

The parent community at our school will:

- Make sure their children are prepared for learning by informing school of any known barriers to learning

10. Inclusion

Teachers set high expectations for all pupils for learning and teaching. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers will plan learning and teaching so pupils with SEN and/or disabilities can succeed, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in learning.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Links to other Policies

Marking and Feedback Policy

Curriculum Map

Subject Policies

Behaviour Policy

13. Monitoring and review

This policy will be reviewed by staff and governors every 3 years