

Learning and Teaching Policy



Our Mission Statement

Growing and achieving as a team,
to learn and succeed in a caring
Christian Community.

Teamwork: Together we achieve

Formulated and agreed by staff on

November 2021

Monitored and agreed by Local Full Governing Body

9th December 2021

Our aims:

We aim to ensure that all pupils reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high quality, outstanding teaching and learning throughout the school.

Rationale:

We believe learning to be a social activity, which requires a positive relationship between staff and learners. Teaching and learning is based around the principles of formative assessment for learning as disseminated during an action research project led by Shirley Clarke, which focuses upon empowering children to become confident learners. Children are given opportunities to collaborate with each other, knowing that their ideas are both valued and acted upon by others.

We also believe learning happens when pupils enjoy their curriculum through a creative approach or when learning is based on real life experiences.

Learning Partners

These are a key element to teaching in every lesson. These partner pairings are randomly selected and changed weekly. Children sit together all week, in the majority of lessons. Effective speaking and listening skills should be modelled, as well as a frequent review of what makes a good learning partner.

Teacher and TA model how to be effective learning partners, creating co-constructed class. Learning partner expectations are co-constructed following this.

Weekly learning partner pairings are displayed in the classroom to show current talk partners.

Learning partner time is given to allow thinking time and discussion from both children. Following discussion time, a randomly selected child is picked to answer.

Lesson structure

Each lesson begins with a prior knowledge question to assess misconceptions and the current understanding of the children in your class.

Learning objectives are made clear to children and displayed in the classroom.

These learning objectives should be worded as a 'WALT' (We Are Learning To) as opposed to 'I can...' statements. In their books, children write a short (for maths) or long date (in all other subjects) alongside the condensed form of the learning objective in a title form.

Success Criteria

All teaching should include good quality exemplars (WAGOLL) for children to analyse and model their own work. Poor exemplars (WABOLL) can be used to reinforce the success criteria. Success Criteria is to be co-constructed as a class and used for self/peer improvements.

Effective Questioning

Effective questioning should be used to challenge all children to both deepen and broaden their thinking. Questions should be open-ended and adapted to the needs of the learners.

Differentiation

Teaching is differentiated to meet the needs of the child. Through the content delivered, teachers will be clear about the knowledge, skills and attitudes they want individuals or groups to learn.

Growth Mindset

During 'Learning To Learn Week', children are taught about how their brains work and how new connections are formed when we try new things and practise them. Teachers and pupils embrace the language and the way of thinking that promotes using a Growth Mindset in all lessons, to create a safe atmosphere that encourages positivity, motivating confidence and self-esteem. Children are taught that making 'Marvellous Mistakes' helps us to learn. During Learning to Learn Week we use the principles of JONK (The Joy Of Not Knowing) to develop this concept further.

Feedback

Each class uses a visualiser to model opportunities for self-improvement. This can be carried out during or at the end of the lesson to relate back to the Success Criteria.

Following on from verbal feedback from the teacher, children make immediate self-improvement in their purple pens.

Cooperative/peer improvements (using pink pen) are made during extended writing pieces (Year 3 and upwards). The children do not swap books but instead place one book on top of the other to ensure collaborative discussion. Children are to only edit their own work (e.g. 'Author to hold the pen' to ensure they make the final decision about edits and feel in control of the authorship).

Praise and Rewards

Praise should be neutral and given for achievement. A child's achievements should be made clear. Praise can be given for:

- Effort;
- identifying 'Marvellous Mistakes';
- using 'C3B4ME';
- presentation and meeting a challenge.

Dojo points are awarded for exceptional learning behaviours. A graduated reward structure is in place alongside a whole class reward (for further information, see 'Behaviour Policy').

Each week one child will receive a 'Superstar' award. These are awarded for the achievement criteria above.

Teachers

Where possible, teachers should aim to act as facilitators of learning rather than directing learners in a didactic manner. It is vital that all staff provide in-lesson, developmental feedback to learners and that progress in a lesson is the expectation of all. Teachers must support all learners to make the progress of which they are capable. In making the decision as to who requires this, teachers will consider all categories of learner, including but not exclusively, eligibility including Free School

Meals, Pupil Premium, Disadvantaged, EAL, children underperforming and higher achieving pupils not meeting expectations.

Adult Interactions

Children work in mixed ability groupings and adults roam the room to monitor the learning that is taking place and provide the necessary support as required. Both teachers and teaching assistants use strategies to promote pupil independence and build up their resilience by providing the right amount of support at the right time. Pupils are provided with enough thinking time so that they can clarify their understanding before answering a question or applying their skills/knowledge.

Interactions from adults aim to ensure that all learners retain responsibility for their learning using prompts, clues and models. Adult interactions aim to enable children to self-scaffold and make improvements to their own learning.