

AVENUE PRIMARY SCHOOL



LEARNING and TEACHING POLICY

Summer Term 2016



Learning and Teaching Policy

Mission Statement

‘Expect the Best ...To be the Best’

School Aims:

- To ensure that all pupils whatever their race, gender, age or ability feel valued and supported to achieve their best
- To promote positive learning attitudes and behaviour and create safe and effective learning environments where all children and staff show mutual respect for one another
- To provide effective and strategic leadership at all levels
- To deliver high standards of teaching that enable children to make progress and reach high standards of attainment

Rationale:

Our Learning and Teaching Policy is based upon belief in the concept of life-long learning and the idea that *Learning* is:

- An on-going personal and meaningful journey of enquiry and curiosity that leads to knowledge, skills and growth
- The process by which existing knowledge and skills are built upon every day
- The ability to make and learn from mistakes within challenging, stimulating and empowering learning environments

Through our practice at Avenue Primary we acknowledge that we need, at all times, to be reflective of our work and understand that not all teaching leads to effective learning.

Through our teaching we aim to enable children to become confident, enquiring and independent learners and develop the skills, knowledge and understanding necessary to become reliable, respectful and positive citizens.

Principles of Learning and Teaching:

We aim to ensure that ALL pupils have access to a broad, balance and relevant curriculum via quality first teaching. We promote this by:

- Providing opportunities for children to learn in a variety of contexts, e.g. ability or mixed ability groupings

- The establishment of a regular assessment and review cycle which informs teaching and learning
- Using assessment analysis as an indicator to make targeted provision for the needs of varying groups of children
- Recognising attainment through positive feedback including a marking scheme which children understand and can use to improve their work
- Reviewing resources both to support the content of the curriculum and different teaching and learning styles
- Facilitating opportunities in class, assemblies and across the school for children to share and celebrate their success whether in terms of work, social behaviour, improved attendance or achievement in sport
- Monitoring planning in Maths, English and Foundation Subjects across the school
- Implementing whole school scrutiny of children's work on a regular basis
- Arranging whole staff CPD/INSETs focussed on school priorities
- Providing training to ensure that all staff are aware that, in line with the SEND Code of Practice, they are responsible for planning for differentiation for all children in their class, including those with IPs
- Recognising that out of class time is important for children's development and providing positive lunchtime activities such as lunchtime clubs and sports activities
- Providing appropriate support from additional adults when deemed to be required
- Engaging parents/ carers meaningfully in aspects of their children's learning.
- Seeking advice from outside agencies and ensuring appropriate implementation of given strategies
- Facilitating and encouraging the observation of outstanding practice both within our own school and in other settings

Quality Inclusion in our School is evidenced through:

- Provision which caters to the specific needs of individuals and groups of children to access learning within the classroom environment or withdrawal for targeted support
- Support from additional adults being informed by the knowledge of children's learning needs
- Children and parents/carers being valued and supported via contact which informs them of both successes and barriers to learning and progress
- Opportunities being taken to enable children to share their culture and home experiences with others

The Learning Environment

At Avenue Primary School we believe that the Learning Environment plays a significant role in the way that children learn. We acknowledge the need to provide stimulating environments that enable all pupils to feel secure and safe. We aim to create learning environments in which children develop their ability to take risks, become responsible for their own learning and view making mistakes as an integral aspect of the learning process. Our classrooms are organised, attractive and stimulating learning environments. This reflects our belief that it promotes independent use of resources and encourages children to develop positive attitudes and take pride in their work.

This is evidenced through:

All classrooms having:

- Established and shared classroom rules and routines
- Displays which reflect the themes being studied by the children (artefacts /books for the children to handle and learn from)

- Children’s work displayed and celebrated regardless of ability
- English, mathematics and curriculum driver working walls building on current areas of learning
- Wordbooks /dictionaries appropriate to the age group in the classroom
- Resources for English and maths – e.g. word walls, number lines, problem solving activities, interactive displays etc
- Computer generated and handwritten labels and explanations of displays with children’s names linked to the work
- A range of fiction and non-fiction texts which reflect different cultures and faiths within an appropriate book corner
- Accessible resources for the curriculum
- Role play areas (Early Years Foundation Stage/ Year 1 classrooms)

(Appendix 1- (a) (b))

Principles that Guide Teaching and Promote Learning

At Avenue Primary School we acknowledge that children learn through a combination of processes and recognise that a variety of teaching strategies and approaches are required, to ensure that every learner acquires skills, concepts and knowledge appropriate to their level of ability.

1. We talk to the children about their learning and engage them within the learning process.

This is evidenced by:

- Staff engaging in purposeful dialogue with the children about how well they are doing and what they need to do to address next steps
- Children being encouraged to talk about their learning to each other, to their teachers and respond to targeted questions
- Teachers and learning support staff questioning children about their prior learning through mind mapping processes and open-ended questioning
- Teachers finding out what children are interested in learning prior to the exploration of half-termly Learning Challenge themes
- Opportunities to work with learning and talk partners within a range of learning contexts
- Involving the children in the identification of success criteria and the exploration of the learning objective and intended learning outcomes
- Differentiated and targeted questions
- A range of self-and peer assessment processes being used

2. We develop skills and capacity for our learners to work independently and collaboratively, intervening when needed with quality interactions

This is evidenced by:

- Purposeful learning tasks and excited by the learning process
- Children leading their own learning via pupil led learning tasks

- Challenging children with open ended questioning leading to higher order thinking
- Flexible groupings encouraging pupils to work co-operatively e.g differentiated, mixed ability, friendship, task led
- Children having an awareness of their next steps in learning and working on focussed targets
- Application of previously acquired skills across the curriculum and within a range of learning contexts
- Learning tasks using real life contexts and linked to Learning Challenge themes
- Opportunities to engage in sustained and purposeful listening and speaking activities eg, debating, P4C, circle times
- The use of ICT resources

3. We ensure that our pupils acquire new knowledge and skills, develop their ideas and increase their understanding

This is evidenced by

- Quality tasks and learning activities using a range of resources
- Planning that facilitates progressive learning and teaching
- Teaching opportunities planned to provide progressive and ‘new’ learning opportunities
- Contextualised learning situations- enabling the children to apply the concepts being developed and practise the skills acquired
- Opportunities to engage in independent research and follow their own lines of interest
- Learning outcomes and expectations being made explicit throughout lessons, learning challenges and experiences
- Opportunities to ask questions, explore their own lines of enquiry and form conclusions regarding their learning outcomes
- Enrichment of the curriculum through community links, visiting experts and educational visits/experience
- Learning opportunities embedded within real life contexts and environments where skills learned can be applied practically
- Staff taking responsibility to ensure their own subject knowledge is secure

5. We insist on high standards of behaviour including learning behaviour

This is evidenced by:

- Class and school rules clearly displayed in classrooms and around the school and being regularly referred to
- Explicit expectations consistently encouraged, praised and reinforced by all members of staff
- Well-paced lessons which enable children to contribute positively and remain motivated and on task
- An appropriate amount of time being given to each part of the lesson to highlight key points and correct misconceptions as well as extend learning
- Learning support assistants being deployed effectively to support learning and, as a result, limit the opportunities for less focussed pupils to disengage from learning tasks

- A clear understanding of acceptable and appropriate behaviour by being involved in decision-making processes e.g. - creating class rules
- A high-profile modelling of respect and desirable behaviour by all members of staff towards one another

6. We regularly assess the achievement and attainment of our pupils and use this to inform future learning.

This is evidenced by:

- Focussed and targeted questions based upon the learning objectives, engaging with their responses and adapting teaching strategies
- Daily evaluations assessing learning outcomes and adapted future learning and teaching opportunities
- Planning that is personalised to meet individual learning needs
- Observations of children being made to capture learning in progress
- High quality feedback and marking to pupils
- A range of assessment opportunities including peer and self-assessment
- Use of ‘mind maps’ as a focal point of ongoing learning
- A rigorous school moderation and assessment system which enables staff to:
 - track pupil progress
 - set individual, end of year and school targets based upon prior attainment and nationally expected levels
 - use analysed data to identify pupils whose rate of progress is causing concern, those who are below age related expectations and to identify pupils next steps
 - make attainment data available to other professionals
 - effectively assess pupils against desirable learning outcomes.

7. We reflect upon our own practice and challenge our thinking and pedagogy through new thinking/resources/technology used in teaching

This is evidenced by:

- A range of teaching styles to cater for the learning styles and needs of individuals and groups
- A targeted CPD programme which focuses upon the development of current pedagogy, national initiatives and school based learning priorities
- All staff taking ownership of their own CPD needs and current educational developments
- Teachers reflecting on how their practice impacts on pupil outcomes

Parents and Carers

We believe that parents and carers have a fundamental role in children’s learning.

This is evidenced by:

- Holding parent/carer events and workshops to explain various areas of the school curriculum.
- Providing, via the School Website, information to parents which outlines the areas that the children will be studying during that half-term at school and how to support at home with these

- Inviting to attend parent/carer consultations to discuss their child's progress.
- Providing homework on a weekly basis
- An open door policy to explain how they can best support their children
- Half termly home school projects linked to curriculum learning

Monitoring the implementation of the Policy

The Head teacher, Deputy Head and Assistant Headteachers regularly monitor learning and teaching through lesson observation, monitoring of teaching plans, work sampling and data analysis.

Planning is monitored by Core Team Leaders as part of their Learning and Achievement planning and monitoring role with regular feedback to appropriate staff.

Pupil attainment is monitored by Year Group Leaders and discussed with individual class teachers via progress review meetings with the Deputy Headeachers, Assistant Headteacher for EYFS and Inclusion staff.

Monitoring of the Learning and Teaching Policy is believed to be an integral element in the improvement of children's attainment and in ensuring that high quality.

Review

We are aware of the need to review the school Learning and Teaching Policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

During the review consideration will be given to:

- the value of the policy to all staff and the Governing Body
- the effectiveness of the policy in working and achieving the school aims
- pupil performance and assessment results.

Date Written: Summer Term 2016

Review Date: Autumn Term 2017