

# *Weston Park Primary School*



## **Teaching & Learning Policy**

Date of last review: February 2016

Date of next review: February 2018

# TEACHING & LEARNING POLICY

## Our Vision:

At Weston Park Primary we recognise the importance of providing a safe, happy and secure learning environment in which excellent learning and progress can take place. We believe everyone should be equally valued in this environment, enabling children to become independent, confident members of the community.

## Rationale:

- Children are the only reason why this school is here. Each child comes with amazing gifts, remarkable talents and immeasurable potential. We have a moral duty to ensure that each child is able to discover and develop these.
- Children will be happy and will flourish when working with adults who inspire them to learn.
- Relationships, based on mutual respect, trust, fun and high expectations are the key to excellent learning.
- Our children will be happiest and achieve best when their families, in whatever form they happen to be, are involved and working closely with our school. We will strive to develop strong partnerships with families.
- In order to achieve our vision and stay loyal to our values, the teaching and learning in the school needs to be of the highest quality. This policy sets out how our school will achieve that.

## Children learn best when:

**They feel happy, safe and secure.**

This means that we will see:

- Positive, happy, respectful relationships throughout the school.
- Children's learning experiences based on previous learning.
- Children and adults confident, adventurous and allowed to learn from mistakes.
- Respect for people and property.
- Familiar routines for regular events e.g. register, handing out/collecting materials etc. enabling smoothly organised classrooms.
- Children and adults safe from physical, mental and emotional harm or bullying.

**They are physically comfortable and alert.**

This means that we will see:

- Children not spending too long on the carpet.
- Appropriate furniture suitably arranged in classrooms so that nobody is feeling unnecessarily physically constrained.
- Water available to children when they need it.
- Fruit and healthy snacks being made available to children at break times.

## **They feel valued and appreciated.**

This means that we will see:

- Positive, encouraging, affirming words and actions from the adults to all pupils.
- Adults ensuring that there is time in the busyness of the classroom for them to spend one to one time with children.
- Children having time to speak themselves and listen to others.
- Adults knowing, acknowledging and encouraging the talents, gifts, strengths, aptitudes and interests of the children in their class.
- Adults actively developing an atmosphere of encouragement and appreciation.

## **They are resilient, confident, excited and inspired to learn.**

This means that we will see:

- Adults who can inspire children to want to learn and be high achievers in all area of life.
- A wide variety of activities, many based on first-hand experience and all made relevant to the child so that they can see why they are doing what they are.
- Exciting starting points to topics.
- Inspiring events and activities to aim towards as a climax for the topic
- Activities engaging the children's interest and imagination, with a strong focus on reading and stories.
- Children engaged in purposeful learning from the start of the day to the end of it.
- Adults asking the children a range of questions to really challenge, develop and support their understanding and thinking.
- Children having an active involvement in planning and deciding on their learning.
- Children's learning experiences based on previous learning.
- Children confident, adventurous and willing to take risks and learn from mistakes.
- A variety of groupings allowing for flexibility and effective teaching. Such groups could include: pairs, ability groups, mixed ability groups, groups of three and four, friendship groups, topic groups, etc.
- Classrooms organised so that children can be independent learners, with resources and materials clearly labelled and readily available.
- Learning experiences supported by visits and visitors.
- Aspects of each class' learning based in the local environment
- A global perspective to children's learning.
- ICT supporting their learning whenever possible or appropriate.
- A positive attitude to learning throughout the school day.
- Children eager to be successful learners.
- Children willing to take risks, within boundaries, and be adventurous learners.
- Adults giving clear instruction.

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| <p><b>All learning opportunities will:</b></p> | <ul style="list-style-type: none"> <li>• Be set in a meaningful <b>context</b> in order to engage children and ensure <b>learning is purposeful</b></li> <li>• Have clear <b>learning objectives</b> written in child friendly language which are shared verbally and in writing</li> <li>• Have clear process <b>success criteria</b> (adult or child generated) linked to the learning objective which indicate in child friendly language how every child will know they have achieved success within a lesson or a unit of learning</li> <li>• Have a <b>plenary</b> during the session which draws learning together, deals with misconceptions and extends thinking</li> <li>• Be <b>differentiated</b> to meet the needs of every individual and group through <b>challenge and support</b></li> <li>• Provide an opportunity for <b>children to assess</b> their own understanding against the success criteria</li> <li>• Explicitly introduce the required <b>technical vocabulary</b> and the use of this will be modelled throughout the lesson</li> <li>• Be fully <b>inclusive</b> by taking concerted action to promote equality of opportunity which results in significant improvement in the performance of all groups</li> <li>• Ensure that every child makes progress during the lesson and over time</li> </ul> |
| <p><b>Learning Environment</b></p>             | <ul style="list-style-type: none"> <li>• Every classroom will have a <b>working wall</b> for English, Mathematics and topic</li> <li>• Every classroom will have a <b>thinking space</b></li> <li>• Every classroom will have the agreed <b>learning power token map</b> on display</li> <li>• The learning area will be <b>tidy</b> with required <b>resources</b> labelled and accessible and distractions minimised</li> <li>• All learning environments, including hallways and windowsills will be kept clean and tidy at all times</li> <li>• All classes will have a red class context folder</li> <li>• Book corners will be thematically linked and contain high quality texts changed at least half termly and examples of book reviews</li> </ul>  |
| <p><b>Maths Working Wall</b></p>               | <ul style="list-style-type: none"> <li>• The Mathematics working wall will have a title indicating the current unit of learning written in child friendly language</li> <li>• There will be a progression of skills to be taught along the bottom of the working wall with children's names to indicate where they are on the journey</li> <li>• Number lines will be displayed around the room</li> <li>• Independent tasks linked to each stage of the learning journey will be placed under the key skills</li> <li>• The technical Mathematics vocabulary will be displayed down the side of the board so that it can be taken off and used during lessons</li> <li>• Examples of work which model the skills should be tidily displayed on the board including T modelling</li> </ul>  |

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| <b>English Working Wall</b>           | <ul style="list-style-type: none"> <li>• The English working wall will have a title indicating the current unit of learning written in child friendly language</li> <li>• The purpose and audience will be displayed for the unit</li> <li>• WAGOLL (What a good one looks like) will be displayed to show an example of a final piece</li> <li>• The learning journey will show the key skills for the unit</li> <li>• Independent tasks/photographs for each stage of the learning journey will be displayed under the stages</li> <li>• Technical vocabulary for the unit will be displayed down the side of the board so that it can be taken off and used during lessons</li> <li>• Examples of work which model the skills should be tidily displayed on the board including T modelling</li> </ul> |
| <b>Topic and other display boards</b> | <ul style="list-style-type: none"> <li>• The board will have a title indicating the current unit of learning written in child friendly language</li> <li>• There will be a progression of skills to be taught along the bottom of the working wall with children's names to indicate where they are on the journey</li> <li>• Technical vocabulary accessible to the children will be displayed down one side of the board</li> </ul>   |
| <b>Learning behaviour</b>             | <ul style="list-style-type: none"> <li>• The agreed school <b>Behaviour Policy</b> is employed consistently so there is no disruption to learning</li> <li>• The agreed school learning values are incorporated across the school day</li> <li>• Learning power tokens are used to show positive reinforcement</li> <li>• Problem solving between pupils is paramount to improved learning</li> </ul>   |
| <b>Assessment</b>                     | <ul style="list-style-type: none"> <li>• The school <b>Marking Policy</b> is consistently applied</li> <li>• The school <b>Assessment Policy</b> is read and adhered to</li> <li>• Assessment is made in respect of the agreed success criteria</li> <li>• Children are clear what a good piece of work will contain and are given time to evaluate their work and edit it</li> </ul>   |
| <b>Goals</b>                          | <ul style="list-style-type: none"> <li>• Goals are created from assessment for learning opportunities</li> <li>• Goals are displayed in the covers of English and Maths books</li> <li>• Teachers mark and give next steps with goals in mind</li> <li>• Children are clear on what their goal is and how to achieve it, including knowing what resources will help</li> </ul>  |
| <b>Timing</b>                         | <ul style="list-style-type: none"> <li>• The <b>lesson starts promptly</b> with all resources in place</li> <li>• The <b>pace</b> of the lesson is appropriate - steady for new and difficult learning and quicker for easier learning and revision</li> </ul>  |

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| <b>Use of adults</b> | <ul style="list-style-type: none"> <li>• The Teaching Assistant (TA) is clear of their role within the lesson and how to fulfil this role (planning to be shared with TA)</li> <li>• The TA is well-positioned, equipped with the skills required and can move the focussed children forward in their learning</li> </ul>  |
| <b>Books</b>         | <ul style="list-style-type: none"> <li>• Handwriting is at age related expectations</li> <li>• Date and LO underlined with a ruler</li> <li>• Children write in pencil unless a pen licence has been given</li> <li>• Editing is in green pen</li> <li>• Books are a record of progress and teacher marking is often</li> <li>• Children respond to teachers in green pen</li> <li>• Teachers pick up on spelling and grammar mistakes</li> <li>• Parents proud cloud is stuck in the book</li> <li>• Goals are evident</li> <li>• These are stored in alphabetical order in boxes provided</li> <li>• Name labels are used</li> </ul> |
| <b>Planning</b>      | <p>Medium and short term plans need to take account of:</p> <ul style="list-style-type: none"> <li>• The learning objective/skills identified</li> <li>• The success criteria</li> <li>• The context for the learning</li> <li>• Key questions - AFL</li> <li>• Technical vocabulary to be introduced or revised</li> <li>• Differentiation with names of children and groups as appropriate</li> <li>• Activities (brief)</li> <li>• Resources (only if there is something additional to usual classroom resources)</li> </ul>  |