St. Paul's C of E (Aided) Primary School

Learning & Teaching Policy

Aims
We believe that learning is a lifelong journey of challenge, achievement and fun!
We will have high expectations of children by providing a varied and stimulating environment.
Our aim will be to provide a range of approaches to learning to meet the needs of all children.
We aim to involve all children in their learning.

Objectives
Children will be encouraged to:
- Develop enquiring minds by asking questions and being able to feel secure in taking risks and making mistakes.
- They will be involved in evaluating and improving their work.
- Be ready to build on and extend knowledge and to take on new challenges.
- Be confident and work with a sense of commitment and enjoyment.
- To be active learners.
- Learn to become active participants and responsible contributors.
- Develop a willingness to concentrate on tasks.
- Work as part of a group as well as individually.

Teachers will:
- Use assessments to inform future work with children.
- Share with children the objectives for units of work and individual lessons.
- Use a variety of approaches to meet the preferred learning styles of children.
- Promote discussion and dialogue.
- Encourage children to understand that learning involves risk taking and making mistakes.
- Support children in evaluating their work and know next steps in learning.
- Promote creativity and a sense of fun.
- Have high expectations.
- Praise children when ever possible to support, encourage and raise self-esteem.
- Opportunities linking learning to real life situations will be developed.

Strategies for promoting high quality learning and teaching
Assessment- also see Assessment Policy
Summative Assessment: This will be used to track children's progress and to identify children needing more support.

<u>Formative Assessment:</u> This will be ongoing and used to inform planning. Discussion and/or concept mapping will be used before the start of a new unit of work in order that planning can be linked to, and build on, prior knowledge.

Sharing of Objectives
We will share with children the bigger picture at the start of a new unit of work so children are aware of how the unit/topic will develop.
We will share with children the objectives for each lesson.

Success Criteria
When we plan we will use Success Criteria to guide our planning thus supporting our expectations in lessons. We will discuss with the children and make clear what children need to do in their work for it to be successful. This will be done in child friendly language. As appropriate children will be encouraged to generate their own Success Criteria.

Children evaluating their work - also see Marking & Feedback Policy
Children will be involved in evaluating their work, using success criteria to support them in this process. We will model that learning also happens when we find things hard and that it is not failing when we make mistakes, for we can learn from these.

Learning Styles
We will use a range of styles and ensure that we use a multi-sensory approach when ever possible. We understand that children learn through seeing, hearing and doing. Therefore interactive white boards, computers, small white boards, number and letter fans, talk partners, drama etc will be used to support children.

Discussion and Dialogue
We will provide opportunities for children to discuss their learning. Talk partners will be used as a way of engaging all children when asking questions which require more than a short factual answer. A variety of Talk for Writing strategies will also be used. Children will be encouraged to respond to questions that are reflective and speculative. We will be aware of gender issues and ensure that all children have the opportunity to discuss, reflect and speculate. Role play in the Foundation and Key Stage 1 will be used to develop speaking and listening, as will drama at both Key Stages.

Guided Group work
We will use this approach as one effective way to support children in their learning. This enables more discussion with children regarding their work and how it links to Success Criteria, differentiated where appropriate. For literacy, maths and for science skills these groups will mostly be by ability.

Differentiation
Work will be differentiated as appropriate. In the upper junior classes children are set within year groups but differentiation within theses groups is recognised as still necessary to meet the needs of the children. Differentiation could be by outcome in open –ended investigations. In Literacy guided groups will support differentiation. In other subjects differentiation will be both through methods of recording as well as content. ICT programs will support children who find it hard to record work.

Praise- also see Behaviour Policy
We believe that praise and encouragement raises self- esteem and motivation and that in this in turn supports children in their learning. We will try to follow the principle of five positive comments to one negative whenever possible. Praise will be both relevant and specific.

Creativity and enjoyment
We will look at ways to engage children in learning. This will be through such activities as theme days, school trips, practical activities, drama, challenges and cross curricular links.

Classroom organisation
We will ensure that class routines are clearly discussed with children so that children feel secure and there is a working atmosphere in the class. Resources that are routinely used will be accessible to children. There will be clear expectations of appropriate behaviour. The arrangement of furniture will be considered so that it best supports learning. We will promote differing arrangements for differing situations in the day.

Displays
Displays will be used to enhance learning and to celebrate success of all children. Each classroom will have an English and Maths display, which will be used to support learning. A display linked to concept mapping or learning journey will also be used to develop a unit of work as appropriate.

The outside classroom
This is an integral part of the learning in the Foundation Stage. Learning in the outdoor environment is encouraged in all other year groups.

Use of ICT
ICT will be used to support learning across the curriculum as well as being a subject in its own right. All classes have time in the ICT suite each week as well as with individual classroom computers and the tablet trolley. ICT will be also be used to support SEND as appropriate; classroom computers will be used mostly to support these children. Interactive white boards will be used to support learning. Audio-visual equipment will also be used as appropriate.

'Learning to Learn'
We use Guy Claxton's 5 Rs to support attitudes to learning and develop learning behaviours.

Parental Involvement
Curriculum coverage will be shared with parents each term.
Parent evenings will be used to share information about children's learning. Parents will be told whether children are working above, in line with or below national expectations. A child's attitude to learning will also be shared with parents. Targets for improvement will be discussed. Teachers will also ensure that positive and encouraging statements about children's learning or attitudes are also given.
The school will provide opportunities for parents to learn more about our approaches to learning and teaching, through the sharing of policies and parent workshops related to particular aspects of learning or the curriculum.
The school expects parents to support their children in their learning. For children developing fluency in reading this should be regular listening and sharing of reading books. Parents should provide a quiet area for children to complete their homework and encourage children to complete homework by the given date.

Monitoring of Learning and Teaching
The head teacher and SLT will monitor the quality of an aspect of learning and teaching in the school each term. The focus will be an aspect of this policy as well as a subject focus. This monitoring will be used to support school self-evaluation and the focus for future priorities.

Equality of Opportunity
This policy is linked with the single equality scheme. We are committed to equal learning opportunities for children regardless of gender, ability, race or special needs.

Links with other policies
This policy links with the following policies: Assessment, Marking & Feedback, Single Equality Scheme, SEND, Behaviour, Anti-bullying, Monitoring, Curriculum. It links with the Aims of the school. It supports and informs all curriculum policies.

Sharing the Policy
This policy is issued to staff at the start of each academic year. Every second year it is reviewed and amended as needed. It is also posted on the school website.

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