Learning & Teaching Policy
Reviewed : Summer 2013.

Our Aims:

- To provide an inclusive approach to provision ensuring that we maximise children's academic, physical, spiritual, cultural and emotional achievement and attainment, meeting the priorities within the Every Child Matters agenda.
- To motivate children by making learning enjoyable, engaging and relevant.
- To develop a growing sense of responsibility and independence for their own work and their role in society.
- To promote empathy, sensitivity and equality, respecting the rights, views and property of others.
- To provide different opportunities where children can reflect and evaluate their own learning and the learning of others within a broad , rich curriculum.

HOW TO GET GOOD OUTCOMES

- High Expectations and aspirations- of behaviour and learning.
- Clear knowledge of where learners are at and where they need to get to.
- Explicit learning intentions - NEW LEARNING is clearly understood by learners.
- Layered success criteria and targets link to the learning objective.
- Differentiated planning matched to the ability range of learners - including targeted input by adults to target learners. Links to prior learning.
- Learning intention is put into context for learners - real purpose for learning, enabling links across the curriculum.
- Appropriate pace - well matched to tasks and outcome - clear timings.
- Effective questioning (open and closed) matched to ability to ensure all learners contribute and are engaged in the session.
- Enthusiastic delivery.
- Good subject knowledge.
- Effective modelling and demonstration used to scaffold learning.
- Appropriate use of vocabulary.
- Opportunities given for pair/group and individual tasks.
- Awareness is given to VAK learners.
- Good behaviour management and positive relationships with learners - learners feel secure to risk take.
- Constructive and positive feedback given to learners.
- Opportunities given to review learning (chunking, min plenaries, main plenary, peer and self marking against criteria).
- Flexibility is given to adapt the session where necessary.
- Opportunities given for independence.
- Environment is used to support and enhance learning (working walls, VCOP, phonic wall).
- Effective use of a range of resources including new technologies and deployment of support staff.
- Re-inforce agreed whole school strategies (High 5, Dazzling Dangler, sentence strips, calculation policy).

Parents and Carers

It is important that parents and carers work closely with school in order to help their child progress and growth. We endeavour to develop positive relationships through a variety of mechanisms:

- An open door policy where parents/carers can speak to staff directly on a regular basis.
- Access to a Parent Support Adviser (PSA) who will listen and support parents and sign post to services where appropriate.
- Access to a Home School Liaison Officer who can offer support and advice on attendance, punctuality and welcome new starters to school.
- Provision of information areas around the school.
- A visual welcome pack for parents and carers with little or no English or limited literacy skills.
- Access to Family Learning and Sure Start activities that will help parents to support their child's learning at an appropriate level.
- Nursery home visits.
- Designated key workers for individual pupils in Foundation Stage.
- Consultation events for parents and carers each term, including Special Educational Needs meetings where Individual Educational Plans (IEP's) are shared and reviewed with parents.
- End of term and annual academic reports.
- Termly curriculum newsletters outlining curriculum coverage and class targets for reading, writing and mathematics.
- Homework or home activities are matched to the needs of each year group.
- Certificates recognising good behaviour, attitude and work are also sent home regularly with the awarded child.

Planning and The Curriculum

We believe that all children should have access to a broad, rich and creative curriculum that reflects their range of experience and is set at an appropriate level that offers both challenge and support.
Our curriculum should be:

- 'real' and relevant to their interests and experiences.
- Engaging and interesting offering opportunities to investigate, problem solve and communicate in different ways.
- Progressive, building upon prior learning.
- Focused upon developing key skills across subjects.
- Flexible to meet the changing needs and interests of all learners.

Planning :

- Copies of planning should be available in every class each day.
- Planning aims and outcomes should be informed by and shared with all supporting adults.
- Short term weekly planning will link directly to overview of longer term planning.
- Will relate directly to the National Primary Frameworks for Literacy and Mathematics, National Curriculum Document and Early Years Foundation Stage (EYFS) guidance, with referenced objectives.
- Will include key questions that are both open and closed.
- Will include a range of opportunities where day to day assessment can take place between adult and child, child and child.
- Opportunities are planned for whole class, group, individual and paired work, including mixed gender and ability.
- Is not activity led but has clear objectives and expectations , particularly for guided and independent opportunities.
- Support and challenge from adults will be identified through all parts of each session.
- Is annotated , highlighting outcomes that will inform next steps planning.

Objectives :

- Objectives are matched to the range of abilities within each class, back tracking and forward tracking where appropriate, building upon prior learning to meet the needs of each cohort.
- Have matched layered success criteria or look and note opportunities that are shared or developed with the pupils.
- Learning objectives are clearly displayed , discussed, referred to and assessed against depending upon the age of the pupils.
- Are linked to whole school curricular targets for reading, writing and mathematics where appropriate.
- Wording may be simplified to make them more accessible to pupils. However, there will still be an emphasis upon the use of technical vocabulary within them so that expectations and standards are met.

Teaching Strategies

Adults will use a range of approaches and strategies to ensure that children are engaged, supported and challenged to become independent, confident learners. Effective planning, organisation and deployment of adults will incorporate these elements:

- Providing the 'Bigger Picture' , involving children in the learning journey by highlighting and making links to other skills and curriculum areas. This could be displayed and referred to on a regular basis , especially as topics and units change.
- Planning for shared and guided reading and writing opportunities where key skills, concepts and knowledge are demonstrated and modelled , talking through the processes explicitly so that learning is clearly scaffolded.
- Planned activities and resources will provide access for all learning styles, visual, kinaesthetic and auditory.

- Providing opportunities for children to work in different ways as whole class, group collaboration, paired and individual depending upon the learning aims and outcomes.
- All adults will demonstrate correct speaking and listening skills and grammatical agreement whilst reinforcing the agreed school speaking and listening rules.
- The importance of oral rehearsal is promoted and modelled by all adults.
- 'Talking Partners' is a mechanism that is regularly used for exploring ideas and assessing learning. Adults must demonstrate and outline the rules and expectations for effective 'Talking Partners' work.
- 'Response Partners' is a mechanism used for peer assessment and reflective dialogue, where age appropriate. Ground rules for this must be agreed.
- Group discussion and drama strategies are used to develop higher level concepts such as empathy and inference.
- 'Open' and 'Closed' questions are used by all adults and thinking time/response time must be given. Children are also encouraged to formulate their own range of questions.
- Children must be given opportunities to take 'risks' in the classroom, by contributing to their own learning. Demonstrating ideas and strategies, making suggestions and hypothesis, making decisions, formulating success criteria, developing and investigating problem solving activities, deciding which resources to use and reflecting upon their learning.
- ICT will be used as a tool to reinforce, model, demonstrate and present ideas and concepts, visually and aurally by both adults and children where appropriate.

Environment and Resources:

It is important to create a safe, stimulating, attractive well organised environment that supports and celebrates learning and promotes independence.
This can be achieved by :

- Clearly labelled areas (including pictures) and resources.
- Examples of adult hand written and ICT labels, captions and questions.
- Arranging the furniture and seating to ensure that all children are comfortable and can see areas clearly. Be flexible with the organisation of the classroom , creating different settings to meet the needs or requests of pupils.
- Organising resources that can be easily accessed by all pupils.
- Providing a visual timetable, using symbols and words.
- Displaying key supporting resources/displays at child height, where possible.
- Ensuring that displays are changed regularly to reflect the moving curriculum. Titles, objectives, key questions and key vocabulary are included within the displays.
- Displaying layered curricular targets on walls or on tables so that they can be clearly visible and referred to.
- Providing access to an interactive display that gives opportunities to investigate or problem solve, including artefacts and books.
- Ensuring that children's work is displayed and strengths are identified. Achievement and effort should be clearly acknowledged and clearly rewarded within each class.

- Providing an attractive reading area that promotes and celebrates reading, including a range of fiction, non-fiction and poetry materials that meet many interests. Children's written outcomes can also be displayed and acknowledged here.
- Key vocabulary linked to units, topics and tricky words should be clearly displayed and regularly referred to , ensuring daily use.
- Phonic approaches and appropriate alphabet should be displayed in Reception, Year 1, Year 2 and beyond, where appropriate.
- Agreed Golden Rules and Speaking and Listening Rules are clearly displayed and referred to constantly.
- Self help and encouraging posters should be displayed and referred to, to promote independence and confidence.

Working Walls :

Working walls (or Learning Walls) can be developed for every curriculum area , but must be developed for each Literacy Unit taught from Year 1 to Year 6 to support , scaffold and challenge learning across a particular genre. A working wall must contain the following elements :

- Title of genre.
- Outline of key objectives/skills and possible links to other curricular areas.
- Different examples of the particular text type , with identified features.
- Genre features, success criteria ,ensuring progression in the genre for a particular year group.
- End of unit product produced by an adult or an older child that demonstrates clear outcomes and features of the unit.
- Key vocabulary linked to the genre.
- Key questions that build upon prior learning, promote thinking, assess understanding.
- Links to curricular targets.
- Clear examples of word and sentence level types from genre . These can also be found in guided or shared reading sessions.
- Drafted and scaffolded planning samples that show the process through the unit.
- Contributions and examples should be provided by adults and pupils.

Assessment for Learning (day to day)

A range of different strategies and approaches are used to assess learning and identify next steps for progress:

- In Foundation Stage, observational techniques (Timed and Catch as you Can) are mainly used to assess the small steps of learning to inform areas for development, support and challenge. Individual profile books are developed and cross referenced against statements. Parents and carers have flexible access to these.
- Observational assessment is also used as a tool to identify progress for tracked pupils in Year 1 and Year 2 each half term.
- Long term and short term and daily planning is annotated and adapted to meet the needs of all learners.
- Differentiated questioning techniques are used to match ability ranges.

- Group/Guided sessions with target pupils should be used for supporting, discussing, reviewing and challenging learning objectives. Focal marking can be reviewed and discussed. Text marking, peer evaluation, verbal feedback, investigation and communication skills can be developed within these sessions.
- Success criteria is layered into steps to ensure that all ability groups can have a level of success. Success criteria is explicitly shared with pupils and referred to throughout the session, ensuring that there are 'closed' and 'open' skills that are discrete (closed) or transferable (open). Where appropriate, pupils can help to formulate the success criteria, as ownership is far more powerful.
- Peer and self assessment procedures are referenced against success criteria.
- Focal marking is levelled and marked against agreed success criteria. Next steps for progress are identified.
- Pupils from Year 2 to Year 6 should be given opportunities to peer and self mark/ evaluate against success criteria, identifying suggestions for improvement. Drafting and editing should be planned for within each unit, where appropriate.
- Examples of pupil work are regularly used and displayed with clear reference against achievement and success criteria elements.
- The plenary should be used to apply , assess, reflect and identify next steps and give verbal feedback of learning against success criteria /targets(ie, problem solving opportunities, traffic light, key questions, peer marking)

Pupil Progress (summative)

- Each class teacher will use a whole school/year group electronic tracking proforma for reading, writing and mathematics from Y1 to Y6. This will be updated each half term using teacher assessment evidence to inform judgments. Progress is measured against prior attainment.
- Pupils in Foundation Stage are assessed and monitored against profile statements, informed by day to day assessment (observations).
- Pupil progress meetings take place each half term in teams. Tracked children are monitored against expected progress and their achievement of whole school curricular targets where appropriate.
- IEPs are reviewed with identified pupils and next steps are agreed with pupils and discussed with parents each term.
- Tracking information is gathered and presented on a whole school attainment grid for Y1 – Y6, Reading, Writing and Mathematics. The illustrated outcomes are discussed each term at a whole school Pupil Progress Meeting. Curricular targets are reviewed and agreed each term for Reading, Writing and Mathematics.
- Baseline and Profile assessment is gathered , analysed and forwarded to the local authority.
- Whole school moderation activities are scheduled each term for core curriculum areas. Samples are levelled and next steps are agreed.
- Year 2 tests, Y3,Y4, Y5 QCA tests are analysed . Strengths and areas for development are identified for reading, writing and mathematics. These inform whole school curricular targets and key strands for each appropriate year group.

- Yermly summary reports are sent to parents outlining progress against prior attainment, comparison against national standards and attitude in Reading, Writing and Mathematics.
- Termly speaking and listening assessments are undertaken against the four key strands of Speaking, Listening, Group Discussion and Drama. Next steps are identified and planned for.

Deployment of adults:

Adults are a valuable resource and should be used to support and enhance and challenge learning, modelling appropriate strategies, behaviour and communication skills. It is important that adults are deployed effectively at all times, utilising their skills and expertise.

- Short term planning will clearly indicate where supporting adults will be during whole class, group , paired and independent sessions and the focus for their support.
- Teaching assistants and supporting adults should have access to a range of resources that may be needed to support particular pupils during whole class and guided sessions.
- Teaching assistants should have opportunities to work with all abilities within the class.
- Outcomes and observations are recorded within individual teaching assistants files or EAL support books where appropriate.
- Appropriate support staff will be briefed before each session , accompanied with planning.
- One session per week should be timetabled for support staff to undertake any administrative duties. This may be greater in Foundation Stage where profile evidence is gathered.

Intervention:

The whole school/class tracking system is used to identify pupils who are on track or not on track to reach their targets, this includes more able pupils. Within quality first provision , it may still be necessary to plan for short or long term intervention, depending upon the needs of the individual learner (see Inclusion Policy). The impact of any intervention must constantly be reviewed and assessed with both the teacher and the delivering adult to identify next steps. Intervention can take many forms and may or may not necessarily be a specific intervention 'programme'. This could include :

- Additional deployment of supporting adults to target pupils during whole class sessions by encouraging positive behaviour and interaction, asking supporting and challenging questions, providing prompts, clarifying terms or vocabulary further. Adult may demonstrate further using additional resources/equipment.
- Providing additional apparatus and resources to support active learning (ie, number line, 100 square, word banks, sentence makers, magnetic letters).
- Adult scribing for children to support recording skills. More able children may scribe for others who have poorer recording skills.
- Providing access to ICT (ie Clicker 5, video tape, tape recorder), ensuring that children can record their ideas successfully in a variety of forms suitable to their needs.

- Targeted input from the Learning Mentor.
- Differentiated phonic teaching groups or access to phonic teaching in another year group.
- Provision of extension activities for more able pupils to investigate (see Gifted and Talented Policy).
- Additional 1 to 1 reading support.
- Rainbow Readers group reading activities.
- BLAST – speech and language support.
- Specific Wave 3 intervention may be needed. The Standards Leader will work with staff and parents/carers to ensure that close links are developed with external agencies (ie, Speech and Language, Learning Support, Educational Physcologists, specialist schools) to meet the needs of individual pupils, reviewing progress regularly.