

Princefield First School

Teaching and Learning Policy

'When teachers see learning through the eyes of the learner and then learners see themselves as their own teacher, learning becomes visible' John Hattie

At Princefield First School we believe that effective teaching and learning are at the heart of any successful school. Our teaching and learning policy aims to ensure that our children are provided with a high quality, engaging and enriching curriculum which ensures that children are actively involved in their learning in and beyond the classroom, that leads to a consistently high level of pupil achievement.

Our teaching and learning policy is at the heart of all we do and sets out clear expectations, provides a consistent, uniform approach, which can be easily monitored and ensures equal opportunity for all our pupils.

Aims and Objectives

We believe that children learn best in different ways. Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- develop a culture which encourages children to actively seek feedback from their teachers and peers;
- actively create a climate of trust in the classrooms and develop effective teacher-student relationships;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, promote positive attitudes towards other people;
- help children grow into successful learners, confident individuals and responsible citizens.

The practice of teaching

We acknowledge that teachers teach differently from each other. We respect this difference and regard 'professional independence' as an important aspect of the teaching profession. Whilst we do not favour or prescribe a particular 'teaching style', we recognise that there are some things that have an incredibly high probability of making a difference in the classroom. Visible Learning key indicators outline the practice of teaching that we would expect to see in every classroom across the school.

Developing The Visible Learner

- Have a shared language of learning in the classroom;
- Make the learning progressions clear and visible to the children;
- Make sure children know the purpose of the lesson via learning outcomes and success criteria;
- Deliberately plan strategies to help children become assessment capable learners;
- Create teaching opportunities for children to help construct the success criteria;
- Teach children to use different assessments and evaluate how these can support their learning and progression;
- Work with colleagues to create a shared language of learning;
- Work with parents to help them understand and use a shared language of learning;
- Gather student voice to inform progression and development in practices;
- Ensures all children are engaged in tasks that are suitable challenging, whatever their level.

Inspired and Passionate Teachers

- Are highly relational; their students know they care about them and their learning;
- Provide feedback to children;
- Seek feedback about their teaching;
- Engage in dialogue with the children, encouraging them to have a go and ensuring they are confident that it is OK to make mistakes;
- Are clear about learning progression and feed this into their planning;
- Use interventions to enable learning to occur;
- Provide challenge;
- Have high expectations;

- Manage the classroom so learning is the key focus for children, not behaviour;
- Use a wide range of instructional strategies.

Feedback

- Is integral to the learning process with regular opportunities being given through a range of strategies;
- The class climate promotes the ethos that it is OK to make mistakes;
- Helps children understand where they are at in relation to the learning progressions;
- Is given based on the learning intentions and success criteria;
- Is asked from the children to check their understanding;
- Is used to support assessment and plan their next learning steps;
- Is gathered from children, parents, carers and colleagues to inform my self-review and professional development.

Know Thy Impact

At Princefield we recognise that there is a difference between expert and experienced teachers – expert teachers have a significantly greater effect on student outcomes than experienced teachers and evaluate their impact on teaching and learning effectively.

Expert teachers: -

- Identify the most important ways in which to represent the subjects they are teaching;
- Are proficient at creating an optimal classroom for learning;
- Monitor learning and provide time sensitive and supportive feedback;
- Measure progress and achievements accurately ensuring these are dependable and defensible;
- Believe that all students can reach the success criteria

Developing Key Learning Skills

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. Alongside Visible Learning strategies we promote effective 'Key Learning Skills' to promote an ability to be a successful learner. These are displayed in each classroom and are referred to on a regular basis through classroom discussion, feedback and target setting.

The children also review their progress against the key learning skills:- (see below)

EYFS:

I am an explorer
I play and pretend
I will have a go
I join in and concentrate
I keep trying
I'm proud of what I do
I have my own ideas
I can make links
I choose ways to do things

KS1:

I look and listen
I want to know new things
I focus on what I am doing
I try my best
I think about problems
I ask a question if I don't understand
I behave well so others can learn too

KS2

I look and listen.
I want to know new things.
I focus on what I am doing.
I share my viewpoints and feelings.
I try my best.
I think about problems and don't give up.
I ask a question if I don't understand.
I make connections.
My behaviour helps others to learn.

Planning

Staff plan collaboratively in teams to ensure continuity and progression as we have mixed age classes, with KS / year groups spread across 2/3 classes. This enables expertise to be shared and support being given where necessary. Staff look for ways of tailoring planning, where possible, to particular interests or where cohorts have a particular need and ensures that all tasks set are appropriate to each child's level of ability. We have high expectations of all children, including the most able, and believe that their work here at Princefield First School is of the highest possible standard.

Where extra support is needed to bridge any gaps in children's knowledge/skills or to provide extra challenge, staff plan intervention activities for individuals or small groups based on their assessed needs. These are evaluated regularly to ensure that they are having measurable impact and to set next steps.

When planning work for children with special educational needs we give due regard to information and targets contained in the children's Individual Provision Maps. Reasonable adjustments will be made by all concerned to ensure that all disabled pupils can fully participate in the curriculum. This will be achieved by:-

- Forward planning and identifying practical barriers;
- Working collaboratively with disabled pupils their parents and others ensuring staff involved have necessary skills to identify practical solutions through a problem solving approach;
- Monitoring the effects of adjustments on a pupil's progress.

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission and complete required risk assessments.

We deploy learning assistants and other adult helpers as effectively as possible, ensuring that they contribute to the learning in the lesson. Sometimes they work with individual children, pairs or small groups.

The Learning Environment

The learning environment should be organised to ensure that all children have the opportunity to learn in different ways. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

Early Years Foundation Stage

Children in the Nursery and Foundation Class follow the Early Years Foundation Stage curriculum. The principles which guide our teaching are grouped into four themes:

A Unique Child – we recognise that every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive Relationships – that children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Enabling Environments – we recognise the environment plays a key role in supporting and extending children’s development and learning.

Learning and Development – that children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

Teaching and Learning Aims

- To recognise that early years is a distinctive phase of a child’s education requiring specialised teaching to a developmentally appropriate curriculum.
- To observe, support and extend the individual child’s learning and to recognise that they are entitled to learn at their own pace and in their own way.
- To ensure a partnership approach, between teachers and learners and parents for the benefit of all.
- To understand and identify ways in which learning occurs, enabling teachers to plan, teach and resource appropriately.
- Staff can motivate children better when they have sound understanding of child development and when they get to know the individual child and their interests.
- To enable children to reach their best potential by providing specific support at critical points in their learning

Developing the Characteristics of Effective Learning

Lots of opportunities are given for the children to develop the key skills and the characteristics that enable them to become effective learners in a broad and balanced curriculum based on the 7 specific and prime areas of learning.

- **Playing and Exploring**
- **Active Learning**

- **Creating and Thinking Critically**

Each day the learning environment is structured in such a way that the resources, equipment and staff are available for the children to access planned areas of development through many first hand experiences. The daily routine remains the same e.g. snack time, story time etc to enable the children to feel secure. Daily planning will include periods where there is direct and focused teaching input. This may include the whole group, small groups or one to one teaching.

The Role of Parents

We believe that parents have a fundamental role to play in helping children learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to explain our school strategies for teaching new initiatives and updating as appropriate
- Informing parents of the end of year expectations for each year group
- informing parents at the start of each term the topics that the children will be studying at school
- termly parents' evenings which share 'Interim Reports' and learning targets enabling parents to support their child in the next stage of learning
- explaining to parents how they can support their children with homework
- Providing homework through online learning platforms (Tapestry / Seesaw) to enable parents to actively be involved and allow teachers to respond appropriately
- end of year written report

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible
- ensure that their child is equipped for school with the correct uniform and PE kit
- do their best to keep their child healthy and fit to attend school

- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school this can be done through the Home-School Links Book or coming into school to talk to their class teacher or where necessary, the headteacher
- promote a positive attitude towards school and learning in general, including supporting their child in completing homework
- fulfil the requirements set out in the home/school agreement

Monitoring

Each class teacher is accountable to the headteacher for the quality of teaching and learning, as well as the assessment and standards achieved by children in their class. A monitoring timetable is drawn up at the beginning of each academic year, detailing the focus and method of monitoring to be carried out. Staff receive feedback which details strengths, areas for development and subsequent areas for action.

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.

Reviewed: May 2021

Next review: May 2023 (or earlier if needed)