

Teaching & Learning Policy

Park Spring Primary School



Approved by: Governing Body **Date:** May 2017

Last reviewed on: September 2019

Next review due by:

Ethos for Learning:

At Park Spring we aim to '**Achieve together'**

Aims:

Ensuring consistently good and better practice across all year groups, leading to accelerated progress and attainment, by sharing good and outstanding practice.

We aim to provide children the opportunity to develop towards their full potential; academically, emotionally and socially through:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their age and ensure that children are well prepared for the next stage in their education
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated
- Enabling children to become active, responsible and caring members of the school and wider community

To achieve 'Outstanding Learning with Challenge for all pupils', we aim to follow our 'Golden Ten' principles. These are:

1. Developing positive relationships with pupils
2. Using clear Learning objectives and Success Criteria
3. Developing pupils Growth Mind Set
4. Providing challenge by questioning
5. Providing challenge by choice
6. Providing challenge through active learning by 'Using and Applying'
7. Providing challenge via 'Feedback'
8. Developing pupils independence
9. Promoting a 'wow' factor in lessons
10. Improving inclusion

In combination the 10 elements are interdependent and critical in determining good and better progress to raise attainment of all pupils and groups. This policy recognises the importance and value of effective quality first teaching to promote first language value as well as enhancing additional language development.

Agreed key elements of the contract of teaching and learning

Accurate 'Assessment for Learning' and precise use of assessment information to plan for appropriately differentiated next step experiences lies at the heart of our pedagogic practice and underpins all that follows.

1. Planning and Preparation

- Properly pitched lesson planning is clearly linked to children's prior knowledge and also to next step targets.
- Children know and understand where they are and what they need to do to move on to next level, with frequent reference to this planned into the teaching session.

- Learning Objectives are properly devised, precise, context independent and shared, supported by success criteria that effectively scaffold and support children in achieving the intentions/outcomes.
- Using the mastery approach we differentiate by challenge and support rather than content or concept.
- Planning is inclusive of both concept development and language development.

2. Establishing learning and provision

At Park Spring there is a caring and co-operative learning environment in which expectations are high, all pupils are supported to progress to their fullest potential and develop good self-esteem. All staff endeavour to establish good working relationships with all pupils in an atmosphere of mutual kindness and respect

- Learning Objectives are clearly shared. They are pitched to ensure new learning, extend or deepen understanding and skills. They are frequently referred to in the session.
- Key vocabulary in the context of a sentence is introduced (written down) during every teaching and learning session. It is explicitly referred back to throughout the session.
- Success Criteria are used routinely to structure effective teaching and learning. These are modelled to reinforce the learning pathway.
- Adult explanations are clear and precise. Learning will be modelled clearly by the adults.
- All adults in the learning session are actively engaged in the contract of learning at all times.
- Children are reminded of levels of current learning and also next steps.
- Misconceptions and errors are addressed in a timely fashion through mini-plenaries and / or 1:1 feedback and margin marking. Our classrooms are safe spaces to make mistakes
- Questions are asked to all and answered by all throughout the lesson, ensuring high levels of active participation in the learning. Oralcy is key to successful learners; confident individuals and responsible citizens. Children are encouraged to actively 'own' their learning.
- The quality and range of questioning (planned and in response to in lesson assessment) is key to encourage exploration of meta-thinking and routine reflection about work and thinking. Questioning should lead to extended and deepened exploration of understanding and ideas.
- Teachers are aware of the need to teach academic language explicitly and are good role models of academic language themselves.
- Grammatical accuracy is explicitly taught.

3. Reflecting on learning

- Planning reflects evaluation of the learning session.
- Working walls are used effectively to support and develop learning.
- Feedback and Marking is clearly linked to learning objectives, against success criteria primarily and is purposeful, rather than secretarial or sentimental. Feedback and Marking are key to moving the learning on. We refer to 'feedforward' marking. Feedback is expected to come from any adult in the class during learning. Pupils are taught to self and peer evaluate, and will do so regularly as part of their learning. We aim to provide feedback in a timely manner and ensure children respond to their feedback. We foster a culture where we learn from mistakes.

4. Vulnerable Groups

- We believe that well-judged teaching strategies and provision must promote and ensure the development of resilience, confidence and independence of all learners.
- This policy reflects the pivotal nature of high expectations through appropriate and ambitious challenge for all groups of learners, including our clearly identified vulnerable groups.

5. Attitudes to learning and learning to behave as part of a learning community

- We believe a lifelong desire to learn is dependent on a communicated delight in learning for its own sake and that this desire is scaffolded by learning to learn (metacognition), in which learning behaviours must be actively taught within the principles of a restorative approach.
- We actively promote a ‘Growth Mindset’, where learning not work is referred to, and where resilience is developed. Pupils will clearly understand that at times ‘learning’ will not always come easy but that this is an important part of the learning process. We refer to this as ‘NOT YET!’
- Children’s linguistic and cultural experience is used to support learning and aid motivation.
- Strategies are developed to enable parents/carers to support their children’s learning through: a) home learning ideas which engage parents/carers, b) parents/carers invited as experts to participate in teaching and learning.
- We strongly support on-going development, learning and continuing professional development for adults as well as children (e.g. parents, staff, governors and the wider community), as a community of learning.

This policy should be read in conjunction with other school policies, including:

- All curriculum subject policies
- Assessment policies
- Behaviour policy
- Equality Policy
- Inclusion and Special Needs Policy
- Home learning Policy
- Curriculum Policy
- Feedback and Marking Policy