



Teaching and Learning Policy

Poulton-le-Sands C.E. Primary School



School Vision

As a sanctuary of Christian love, we forge futures in our community. We inspire a joy of learning and a delight in one another. In faith, we are refined through challenge, growing with God, together.

The light shines in the darkness and the darkness shall not overcome it.

John 1 v.5

The intent of our curriculum is to open children's minds to the wonder and possibilities of the world around them. Experiences, enjoyment, endurance, knowledge and transferable skills drive our learning. Praise & celebration along with parental engagement and making best use of the local area are also vital components. It gives children the necessary breadth of skills and experiences in order to succeed and move onto the next stage of their lives with confidence in their abilities. They should be able to appreciate and understand where they are from, including their local history and culture and also be aware of the world including their responsibilities towards it.

Principles

- To develop a community of learners where learning is valued, enjoyed, supportive and lifelong
- To enable children to become confident, resourceful, enquiring and independent learners
- To develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others.
- To encourage children to take pride in their work and the work of others

At Poulton-le-Sands C.E. Primary School we all agree that the following are non-negotiable:

- There will be one session of English and Maths per day.
- An adult will read to the children daily.
- There will be 25 minutes collaborative reading time each day in Key Stage 2, usually at 11:45 to 12:10.
- There will be 25 minutes of phonics in Key Stage 1 and EYFS per day, usually 11:35 to 12:00.
- Opportunity for purposeful speaking and listening will be built into teaching and learning.
- Standard English will be spoken by all staff.
- Each maths session will start with an arithmetic exercise.
- Staff will praise the learning process rather than just the result.

Learning Culture

- Feel safe – respect, value and support for each other as learners
- Take risks
- Recognise mistakes and errors as a learning opportunity
- High expectations – learning behaviour, progress in learning, presentation etc
- 'Can do' attitude
- Adults establish positive working relationships with all children in the class
- All adults model learning and expected behaviour for the children.
- Children are treated fairly and with kindness and respect with encouragement, praise and rewards for all

NB: The above need to be actively taught and quickly established (in September), then further developed and reinforced, throughout the year, involving the children at every stage.

Effective Learning

We deliver the National Curriculum. This is the basis of our curriculum. We have designed our own curriculum (The Poulton Curriculum) which is rooted in the local area. Schemes are used to support learning in some subjects. We continually look for opportunities to make best use of the local area and resources. We also take advantage of local developments as they come up e.g. The Eden Project.

In addition to this, we provide enrichment to the curriculum, in order to give the children the skills and experiences they need in order to thrive in the world. To this end, we compiled a Lifeboat List to give the children a range of experiences that “rescue us from the ordinary!”

How do we engage all children in learning?

Topics are chosen for each class using our knowledge of the cohort and of the local area. By varying our approaches and strategies through the topic, the momentum of interest is maintained. We take on board children’s interests and suggestions whilst ensuring the necessary skills and knowledge are delivered with a strong focus on experiential learning.

In order to deepen the children’s understanding, we focus on one area of a topic in more detail. For example, in Year 6 the children learn about evacuees in their World War Two topic as this is something which impacted the local area.

People learn in different ways. Learning opportunities should incorporate a range of strategies in order to engage children in learning and meet the needs of all learners. These could include:

- investigation and problem solving
- research
- whole-class work
- group work (in groups selected for different reasons)
- paired work
- individual work
- independent work, which is child directed
- collaborative work
- selecting and using relevant resources to support learning
- asking and answering questions
- use of IT including visual images, film, interactive teaching resources etc
- fieldwork and visits to places of educational interest
- guest visitors and performances
- creative activities
- debates, discussions, oral presentations and other speaking and listening strategies
- drama techniques
- designing and making things
- participation in athletic or physical activity
- Setting challenges for themselves

Children should be taught to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning.

Effective Teaching

Assessment for learning will be evident in planning to ensure lessons are well paced and all pupils make progress in learning.

Concerning the structure of a lesson, learning-theory tells us:

- to connect the learning with previous work;
- to give learners the ‘big picture’ of the whole lesson;

- to explain the learning objectives, and why the lesson is important
- to present the information in a range of styles;
- to allow opportunities for the pupils to build up their own understanding through various activities;
- to outline what makes their task successful, children are provided with "success criteria"
- to review what has been learnt, and so increase recollection;
- to provide feedback, celebrating success and reviewing learning strategies;
- to outline the next step in the learning before moving on.
- **Learning Objectives**
 - clear and focused based on learning rather than task
 - displayed
 - discussed and explained to the children
 - based on prior attainment, knowledge and understanding
- **Success Criteria**
 - break down the learning take place
 - include the steps or 'ingredients' the children need to be successful in their learning
 - are identified by the teacher during the planning process
 - are usually generated with the children during the lesson
 - are written up and referred to during the lesson
- **Plenary**
 - planned times during, and at the end of, the lesson
 - reviews progress towards learning objective and success criteria
 - allows adults, and children, to address misconceptions, make improvements and add further challenge
 - learning may be applied to different contexts
 - time to reflect on the 'how' of learning in addition to 'what' has been learnt
- **Outcome**
 - what will be achieved by the children by the end of the lesson
 - the learning activity/evidence of learning
 - sufficient time given to enable children to achieve meaningful learning
 - differentiated according to the levels at which the children are working
- **Matching of task to ability**
 - on-going assessment of each child's progress will take place throughout the lesson
 - tasks are matched to children's levels and next steps learning
 - when planning work for children with Special Educational Needs and Disabilities, information and targets contained in the children's pupil plans (I.P.P.s) are addressed
 - may occur through adult support; range and level of resources; time; task; different outcomes
- **Adult Input**
 - engages children in the learning
 - is active and interactive
 - has appropriate pace to ensure maximum learning takes place
 - responds to, and is adapted to, ongoing assessment during the lesson
 - clearly models successful learning/the learning activity
 - generates success criteria
 - is flexible according to the learning taking place e.g.
 - Different inputs for different groups
 - Different start times for different groups
 - Input – activity – input – activity
 - Guided groups etc.
- **Questioning**
 - questions will be asked to assess learning, challenge and deepen thinking and understanding
 - the range will include open/closed; higher and lower order (e.g. Bloom's Taxonomy)
 - will be differentiated
 - opportunities will be planned for children to develop their own questions and questioning
- **Feedback & Marking**
 - regular feedback will be given to the children
 - identifies success and areas for improvement/next steps learning

- refers to learning objectives, success criteria, children's individual targets and level related spelling, punctuation and grammar
- opportunities are planned for children to regularly respond to feedback and marking
- **Self & Peer Assessment**
 - children are trained to self and peer assess
 - guidelines are discussed, agreed and developed with the children
 - is used regularly to enable children to address misconceptions and make improvements to their work
- **Targets**
 - children are involved in setting and reviewing their targets
 - easily accessible and referred to regularly
 - are related to children's levels of attainment and next steps learning
 - are set for writing, reading and maths
- **Active Learning**
 - children are given opportunities to be involved in the learning throughout the lesson
 - a range of strategies are used
 - there is an appropriate balance of adult/pupil talk

Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place.

All our staff reflect on their strengths and weaknesses, and plan their professional development accordingly. We do all we can to support our staff in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all.

Learning Environment

- a stimulating environment sets the climate for learning,
- an exciting, well-organised classroom promotes independent use of resources and supports high quality learning
- teachers and children work together to establish an attractive welcoming and well organised environment engendering respect, care and value for all resources.
- classrooms should be bright and tidy, and should be word and number rich.
- there will be a 'learning wall' for English and Maths and a 'Reflection Area' to enable children and adults to pause and think more deeply, developing their spirituality.
- displays might be used to:
 - celebrate success - achievement, Star/Learner of the Day/Week
 - support class organisation – visual timetables, clearly labelled resources
 - promote Independence by providing prompts – questions, support for when children are stuck
 - support learning – working walls, presentation examples, interactive & challenging
 - displays are changed regularly and reflect the current topic/themes/ learning

Teaching Assistants

Teaching Assistants and other adult helpers are deployed throughout school to support learning as effectively as possible. They are involved in:

- supporting learning and children's progress
- supporting assessments of children's understanding
- developing children's independence

Volunteer helpers, mainly parents, are directed by teachers to assist in some classrooms with general tasks:

listening to readers, assisting on outings and in providing other help, such as ICT expertise.

The Role of Subject Leaders

- ensure national Curriculum is delivered, in its entirety.
- to ensure there is a clear sequence to the learning and progression of skills.
- monitor progress and attainment in subject areas and action plan to address areas of need
- support colleagues to develop practice and subject knowledge to maximise progress
- take the lead in policy development
- have responsibility for purchasing and organising of resources
- keep up to date with developments in their particular subject area and are responsible for sharing this with colleagues

Role of Parents

Parents have a fundamental role to play in helping children to learn. They are informed about what and how their children are learning by:

- holding regular consultation evenings in which the progress made by each child, and his/her next steps learning, are explained and discussed
- sending an annual report to parents explaining the progress made by their child and indicating areas for improvement;
- explaining to parents how they can support their children with home learning;
- holding parent workshops to explain the learning steps and the strategies and methods taught to the children.
- sending information to parents at the start of each term in which we outline the learning areas and topics that the children will be covering that term;
- keeping parents informed of a pupil's progress on a more regular basis if appropriate.

Role of Governors

Governors support, monitor and review the school policies on teaching and learning. In particular, they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.
- the monitoring committee conduct learning walks, book checks and pupil interviews to ensure policy is applied.

Monitoring & Evaluation

This policy will be used to support the monitoring of teaching and learning throughout school. It will be regularly reviewed with staff and will be discussed with new staff working in school.

Review

This policy was reviewed in November 2022.
The next date for review is November 2023.