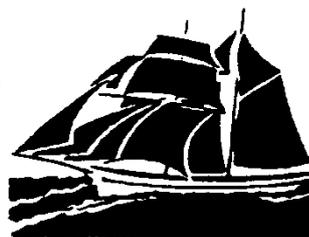


**Wallands Community  
Primary School**



**Policy title: Learning and Teaching**

**Adopted from East Sussex model: no**

**Date created: September 2017**

**Created by: Debbie Collis**

**Date ratified: September 2017**

**Review frequency: annually**

**Review date: September 2018**

## **Learning and Teaching Policy 2017-2018**

### **Rationale**

This policy has been created by and agreed upon by the teaching staff and Governing Body. At Wallands we are committed to high quality teaching and learning to raise standards of achievement for all children. This policy summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. Learning is the purpose of the whole school and is a shared commitment. We recognise that education involves children, parents, staff, governors, the community and the local authority and that for optimum benefit we should all work closely together to support the process of learning. Working in partnership we aim to:

- Provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- Recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- Ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- Provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- Provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils, development of mindfulness;
- Develop individuals with lively, enquiring minds, good thinking skills, an ability to problem solve, to have self-respect, self-discipline and positive attitudes;
- Encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- Develop and nurture the individual interests and passions of our children and building on their interests;
- Develop children's confidence and capacity to learn and work independently and collaboratively;
- Develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust;
- Encourage children to respond positively to the opportunities, develop resilience when faced with challenges and responsibilities of a rapidly changing world;
- Encourage children to value the diversity in our society and the environment in which they live;
- Encourage children to become active and responsible citizens, contributing positively to the community and society;
- Provide a curriculum that develops the British values.

### **Roles and Responsibilities**

Learning and teaching is a shared responsibility and all members of the school community have an important part to play. Wallands aims to provide children with the opportunities needed to develop

their full potential; academically, emotionally and socially. All members of the school community should work towards the school's aims by:

- Esteeming children as individuals and respecting their rights, values and beliefs;
- Fostering and promoting good relationships and a sense of belonging to the school community;
- Providing a well-ordered environment in which all are fully aware of behavioural expectations;
- Offering equal opportunities in all aspects of school life and recognising the importance of diversity and inclusion;
- Encouraging, praising and positively reinforcing good relationships, behaviours and work;
- Working as a team, supporting and encouraging one another.

Teachers will endeavour to:

- Ensure learning is a rewarding and enjoyable experience for everyone by providing a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- Provide high quality teaching and learning experiences which equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future;
- Recognise and be aware of the needs of each individual child according to ability and aptitude as well as recognising individual interests and areas of enthusiasm;
- Ensure that learning is progressive and continuous;
- Be good role models, punctual, well prepared and organised;
- Keep up-to-date with educational issues;
- Provide clear information on school procedures and pupil progress;
- Have a positive attitude to change and the development of their own expertise;
- Establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
- Work collaboratively with all involved in education to develop a shared philosophy and commonality of practice;
- Take ownership of their professional development;
- Support one another and collaborate, focus on developing wellbeing and ensure a positive attitude across the staff.

Parents are encouraged to support their child's learning by:

- Ensuring that their child attends school regularly, punctually, well-rested and in good health;
- Ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- Providing support for the discipline within the school and for the teacher's role;
- Supporting their child work towards educational targets and engaging actively in any programmes of support offered to their child;
- Participating in discussions concerning their child's progress and attainment;

- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour; supporting the school's home learning policy and giving due importance to any home learning;
- Ensuring that all contact addresses and telephone numbers are up to date and correct;
- Allowing their child to become increasingly independent as they progress throughout the school;
- Informing the school of reasons for their child's absence.

Pupils are encouraged to support the school's aims by:

- Attending school in good health, maintained by adequate diet, exercise and sleep;
- Attending school regularly and punctually; being organised, bringing necessary equipment, taking letters home promptly, etc;
- Conducting themselves in an orderly manner in line with the expected behaviour policy;
- Taking increased responsibility for their own learning; and utilising the '3 before me', using:
  - brain – take a few moments to think through what they have been asked to do
  - look – check resources provided for the task, use the board, displays in the classroom, books, and where appropriate use the computer
  - buddy – ask a classmate
- Being engaged in their learning;
- Being prepared to take on challenge, recognising an growth mind set can further develop their learning potential.

The community is invited to support the school by:

- Contributing to activities, such as assemblies, specialist outings, clubs, etc;
- Presenting themselves as positive role models to be emulated;
- Organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- Supporting school events;
- Voluntarily helping in the classroom.

### **Quality First Teaching**

At Wallands we believe that good teaching is when teachers (and all other School staff):

- Form positive relationships with the children in their class and other members of the school community;
- Plan lessons effectively, which make learning relevant and take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children;
- Insist on high expectations of learning and social behaviours;
- Ensure that effective direction and support is given in order that the children make good progress;
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;

- Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning;
- Develop and maintain safe, secure and inspiring classroom and learning environments
- Demonstrate effective lesson organisation;
- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time based on AfL;
- Use resources effectively, including other adults, to support children's learning;
- Use technology effectively in order to support children's learning;
- Develop the range of reading skills required to access all the curriculum effectively;
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding.

### **What is a good lesson?**

At Wallands we believe that a good lesson should comprise of the following elements;

- Planning – teachers have a clear understanding of subject knowledge and setting objectives and it is well planned and differentiated
- High expectation – there is optimism about, and high expectation of success
- Introduction to the lesson- and engaging hook and clear purpose
- The intended learning and success criteria is clearly shared, when appropriate
- Main teaching- Clear explanations and the modelling of high-quality examples provided
- Group teaching and independent activities, as appropriate for the lesson
- Effective deployment of support staff to enhance the progress for all children
- Interactive – pupil's contributions are encouraged, expected, extended
- Characterised by high quality oral work
- Well paced – there is a sense of purpose, driven by the need to make progress and succeed
- End of the lesson; plenaries and/or mini plenaries within the lesson
- Use of assessment and evaluation – before (checking children's understanding), during and after the lesson
- Purpose – the lesson has a clear sequence of teaching points and pupil activity.

### **How do we make every lesson count?**

At Wallands we have considered current research and have identified the following six principles being at the heart of good practice and successful teaching and the ones which have the greatest impact on learning, and for this reason we ensure these are incorporated into every lesson.

- Challenge so that... pupils have high expectations of what they can achieve
- Explanation so that... pupils acquire new knowledge and skills
- Modelling so that... pupils know how to apply the knowledge and skills
- Practice so that pupils are actively engaged
- Feedback so that... pupils think about and further develop their knowledge and skills
- Questioning so that... pupils are made to think hard with breadth, depth and accuracy

These principles are inter-woven throughout teaching sequences and can be called upon when necessary.

## **Challenge**

It is essential to challenge all children, regardless of their starting point. The response to individual pupils and the ways they are supported to reach high standards will vary according to the needs of each pupil. Challenge gives pupils the opportunity to stretch themselves and encourages them to believe that hard work and perseverance will lead to progress. We believe that a careful balance should be struck, to ensure children are learning in the zone where there is high challenge, where thinking is required and where effective learning takes place. The balance is to ensure that children do not enter a panic zone where limited learning takes place due to very high challenge and high stress. Strategies used to ensure challenge include:

- Being precise in relation to classroom routines that are established, the expectations around presentation and transitions between lessons;
- Sharing one WALT (We Are Learning To) with the class, thereby sending a clear message that expectations are high, ensure that the most able children are challenged and that effective scaffolds are in place to enable all children to aim high;
- Sharing completed pieces of work prior to a task to demonstrate the standard you are expecting;
- Valuing individual excellence through display and rewards;
- Ensuring that teacher support is not always offered to the same pupils, all pupils need adult support to aim high and work independently;
- Ensure that mistakes are seen as learning opportunities so that children are open to challenge.

## **Explanation**

Explanation is being able to effectively explain new knowledge and skills to others in a clear and easy to understand way; a key element of all teaching. At Wallands we employ the following principles when explaining new aspects to pupils:

- Keeping it simple by focusing on the main objective
- Contextualising learning
- Using the unexpected to generate interest in and curiosity for the new content
- Referring to the concrete by relating the teaching to concepts which are already familiar to the pupils
- Engaging the emotions, by ensuring pupils feel something about the learning, when they feel, they care, when they care, they remember
- Telling stories, as these can give a context to new content

Through feedback we ensure we are clear about what children already know so that any explanations can build on children's prior experiences in and out of school.

## **Modelling**

Modelling is an instructional strategy in which the teacher demonstrates a new concept, process or task and pupils learn by observing it, it is an effective teaching tool as pupils observe the teacher's thought processes and they are encouraged to learn by imitation.

## **Practice**

Whilst lessons are designed to ensure pupils learn something new, on the day of the lesson the learning may only be embedded in the short-term memory. Regular practice of the learning ensures it is transferred to the long-term memory for quick recall or use. Practice is about making pieces of knowledge or a skill a habit or second nature. Practice is interwoven with explanation and challenge to ensure a deeper understanding, eradicate misconceptions and promote long term fluency. Equally questioning, feedback and modelling also have a part to play in teachers guiding and supporting pupils in practice.

## **Feedback**

At Wallands we believe that providing precise and timely feedback, celebrating pupil's effort to succeed and identifying their next challenge is essential for improvement to take place. Feedback is a two-way process, where teachers provide regular and specific improvement points to close the gaps in learning, and teaching is adjusted accordingly to ensure that teaching is responsive. Feedback can take many different forms, including written or verbal, it could come from a child or an adult or could be self-generated. The overarching aim is to close the learning gap, thus supporting the child to make progress and to take another step along their learning journey. We ensure that pupils are given time to consider and respond to marking.

## **Questioning**

At Wallands Questioning is used to enhance both explanation and modelling, it is also used to check basic recall of facts as well as deepen and develop understanding. We encourage and value pupils asking questions and plan questions that will stimulate thought, discussion and debate to encourage pupils to ask more of their own questions. Questions are planned prior to lessons, and included on short term planning. When asking questions we consider the following:

- Using a range of questions including; procedural questions, which evaluate whether pupils are prepared or have completed tasks, questions that review previous learning, questions that interest and motivate pupils to get involved and questions that develop critical thinking skills. Blooms taxonomy is referred to in order to enable a range of questions (see appendix)
- Pausing once a question is posed, giving pupils time to answer (the 3 second rule)
- Ensuring that everyone is involved through a range of strategies: the use of named lolly sticks, or use of mini whiteboards to involve everyone or an on-line name generator
- Encouraging detailed and thoughtful responses to questions

## **Classroom Environment**

We aim to provide as immersive a learning experience as possible to engage pupils in their learning. The aim of display is to enhance and accelerate learning and to build self-esteem and belonging. We use display to support and reinforce learning. Display should aid recall, stimulate further thinking, give new information, make connections, celebrate achievement, remind children of rules and targets and motivate children towards further learning. Each child should have the opportunity to have work displayed in school. All work will be attractively displayed and will generally be mounted. Where possible, they will include interactive displays. The classroom environments should be both language rich and numerate rich and organised in a way that promotes and encourages independent and further learning opportunities.

## **Classroom Learning Environment**

Classes will generally have:

- A well resourced, attractive book corner
- Literacy and maths displays, including working walls
- School Charter
- Class Charter
- Behaviour Chart , clearly visible
- Learning tools in the form of key words and questions for topic/literacy/maths, posters, prompts, number lines, spelling aids, punctuation pyramids, word banks etc.
- Marking codes
- Esteem raising well-presented displays of high quality children's work that reflects their achievements
- Interactive displays reflecting current topic to promote investigation and curiosity including artefacts
- Displays that reflect the make-up of the school population and wider community i.e. positive images of culturally diverse groups, examples of community languages and images that challenge stereotypes of gender, disability sexuality and family make up
- Visual timetable on display at all times during the day using symbols where appropriate

Classrooms will be kept tidy, with no clutter on the floor, on sides or on the teacher desk.

## **Presentation**

At Wallands we are agreed that all staff and children must take great pride in their books. Staff will ensure that presentation of work is actively taught as it will not 'just happen'. It should be a main focus at the start of each academic year and then be referred to periodically throughout the year.

### **Presentation expectations:**

- All children will initially write in pencil in all subjects, in KS2 a pen license can be awarded once children have met the criteria (see appendix). All children will use a pen by the final term in Year 5;
- Children will use pencil in maths books throughout the school;
- Drawings are completed in pencil;
- No felt tip pens should be used in books;
- Purple Editing Pens are used in books, when the children are editing their work;
- When a child has made an error in their book, a single line should be put through the word;
- School staff must model correct presentation and punctuation to pupils at all times;
- Pupils should be taught the purpose of presenting work well in all subjects, and to take pride in it;
- Children should see that their books are valued and cared for and therefore books should be handed out with care. No stickers identifying a specific group should be added to the spine of books to enable fluid grouping to more easily take place. All books should be kept clean, tidy and graffiti free;
- Pupils books have their name, year group, class and subject clearly labelled on the front;

- All pages and corners must be neat. Any sheets/success criteria/picture should be trimmed and neatly stuck into books;
- In all books at the top of the page on the left hand side, children will write the short date, miss a line, the title or WALT, miss a line before starting their learning;
- The title or WALT of the work is modelled by the teacher on the board. It is written in books from the left-hand side, underneath the date. Learning objectives are not always written in books, they are not always shared at the beginning of the lesson, they are not always on the board, however they are always communicated with the children;
- In maths books pupils write one digit in each square;
- In English books only the right hand page is written on by the children, leaving the left hand page for teacher feedback and marking and children's editing.

### **Curriculum Planning**

Our planning is based on the following requirements:

- The new Primary National Curriculum 2014
- The Early Years Foundation Stage Framework
- The needs (skills and knowledge) and interests of the children we are teaching
- Equality Act 2010

### **Long Term Planning**

Our Whole School Topic Overview plots the content covered from Year 1 to Year 6 for each individual year group and each curriculum area based on the skills and knowledge outlined in the 2014 National Curriculum. This enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits. The EYFS framework and Development Matters is used in the EYFS and teachers follow children's interests in order to further inform their planning.

### **Medium Term Planning**

In the Foundation Stage, our medium term plans are based on guidance within the Foundation Stage Profile. Medium term plans in literacy have been developed by the school based on the National Curriculum Programme of Study, a range of genres are covered from Reception to Year 6 and skills and knowledge develop as the children progress through the school.

Maths long and medium term planning is based on the White Rose Maths Hub planning.

### **Short Term Planning**

Weekly plans for Literacy and Numeracy are developed by each class teacher. These include progression throughout the week, Learning Intentions, Success Criteria and differentiation, along with an outline of the lesson. All planning is saved in the relevant year group in the planning drive. Planning is monitored and quality assured regularly by the SLT.

(All proformas included in appendix).

### **Trips and visitors**

We are fortunate to be located within easy reach of a variety of interesting and educational places which we use to enhance the curriculum and stimulate learning. Teachers generally plan one visit/visitor per long term with a range of experiences being provided across the year and school. Teachers must obtain written permission from parents/carers before a child can go out.

## **The Role of Support Staff**

The SENCO and support staff play a central and specialised role in our learning processes. Key elements of their role are:

- To support the teaching; either through direct delivery or by enabling access for identified children;
- Supporting a small group within the classroom;
- Delivering intervention groups under the guidance of the teacher;
- Carrying out assessments;
- Preparing resources and ensuring resources are fit for purpose;
- Supporting children with EHCPs or statements.

## **Behaviour Management** (Please refer to the school's behaviour policy)

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the class room and in the wider School environment. Outstanding learning behaviours are encouraged, praised and rewarded.

## **Assessment** (Please refer to the School's Assessment Policy)

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored.

This should be done in partnership with the children.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements.

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- recognise the achievements of pupils
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements

A learning objective expressed as a WALT (We are learning to) is shared (written or spoken) during each session so children understand the purpose of the lesson, during the lesson and at the end children are guided to assess their progress and discuss and often record how they have achieved. Teachers are constantly assessing; they observe, ask questions and work with groups and individuals throughout the day. Work where possible is marked alongside the child. Marking is a dialogue and teachers often ask a question or give a challenge when marking written work.

At the end of terms 2, 4 and 6, teachers record children's attainment in reading, writing, and maths on the school tracking system (SIMS) for each individual pupil. These are informed by the Milestone descriptors of national curriculum expectations at each level of attainment. On entry Foundation Stage children a baseline assessment is carried out and entered. Results are used to inform planning, set targets and aid early identification of special needs. Children will be assessed

throughout each term to ensure that the next steps in learning are appropriately planned in order to help children make progress. During their reception year children will be assessed using the Early Learning Goals which are based on the teacher's ongoing observations and assessments in the areas of learning. Each child's developments and achievements are recorded on the school tracking system and evidenced in the child's learning journal.

Teachers meet with senior leaders regularly to discuss assessment and to find ways to remove barriers to learning. In pupil progress meetings Senior leaders meet with teachers to discuss any children who are not making progress and to plan additional support e.g. Learning mentor support, additional intervention support.

Teachers meet with parents/carers individually to discuss progress, mid Autumn term, mid Spring term, and at the end of each school year teachers write detailed reports for each child.

### **Inclusion**

Inclusion is about every child having their own unique educational needs and the school meeting these diverse needs in order to ensure the active participation and progress of all children in their learning and personal and social development. Successful inclusive provision at Wallands is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children.

In accordance with the school's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their statement of SEND indicates disapplication.

Staff will actively support all children to reach their potential regardless of academic ability, race, ethnicity, gender, sexuality, disability, age or background.

Some children receive additional or extra support, including those with statements of SEND or an EHCP, and have provision specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.

Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

### **Home Learning**

Home Learning is considered to be a valuable element of the learning process. (See Home Learning Policy)

We believe that home learning should be set:

- To involve parents/carers in their children's learning;
- To help parents/carers keep abreast of what their child can and cannot do;
- To take advantage of the home context to apply learning;
- To encourage children to talk about their work to their parents and explain what they are doing and how;
- To extend the time for learning, thus enabling children to practise and consolidate their skills, knowledge and strategies;
- To prepare children for secondary school experiences of homework;
- To view learning as a lifelong process and not just restricted to school hours.

**Monitoring and Evaluation**

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders, Key Stage Leaders, SENCo and the Deputy or Headteacher. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around our whole school Provision Map and the impact of the interventions that are used. Subject leaders and Key Stage Leaders will regularly monitor children's books. The SLT will observe each class teacher in a specified curriculum area three times a year.