



Kington St Michael CE Primary School Learning and Teaching Policy

Learning is:

Acquiring, creating and applying skills, knowledge and understanding through a reflective process

We believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

We want the curriculum to enable all young people to become:

Successful learners who enjoy learning, making progress and achieving

Confident individuals who are able to live safe, healthy and fulfilling lives

Responsible citizens who make a positive contribution to society

Individuals with a love of learning

Wiltshire's Learning Principles provide an excellent basis for our aspirations and efforts:

- Learning involves making connections. We take steps forwards, sideways and sometimes backwards
- Learning involves achievable challenge
- Fun and enjoyment are important motivators for learning
- Learning is frequently difficult and messy. It can involve periods of frustration and confusion and the process is often slow and uncertain
- Learning experiences need to be meaningful and relevant to learners
- A state of relaxed alertness is conducive to successful learning
- Emotional literacy and emotional intelligence are vital areas of learning
- Successful learners are explorers, ask questions, are curious
- Our capacity to learn is not fixed. Learning power can be developed by anyone and we can continually develop our capacity to learn

Key attitudes, dispositions and habits need to be developed in order to be successful lifelong learners.

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- encourage and support learning
- equip learners for the future
- inspire and motivate
- enable children to become confident, resourceful, enquiring and independent learners
- foster children's self-esteem and help them build positive relationships with other people
- 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, to promote positive attitudes towards other people
- enable children to understand their community and help them feel valued as part of this community
- help children to grow into reliable, independent and positive citizens
- enable children to take increasing responsibility for their own learning
- enable learners to develop skills to work co-operatively with others, to share ideas, support and be supported
- allow children to succeed and develop their sense of achievement
- help children to become better learners
- personalise learning and meet the changing needs of individuals and groups

- allow learners to develop, practice and apply skills, acquire knowledge and develop understanding
- encourage personal development
- promote high standards
- encourage and foster creativity
- provide breadth and balance through meaningful, relevant and exciting activities
- ensure progression
- provide the opportunities to meet the learning needs of our children
- have regard to gender, culture, social background and the ability of individuals in order to ensure equal opportunities
- allow time for reflection

We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving
- research and finding out
- group work
- pair work
- independent work
- whole-class work
- asking and answering questions
- use of Computing
- fieldwork and visits to places of educational interest
- creative activities
- watching TV/DVD/film clips and responding to musical or recorded material
- debates, role-plays and oral presentations
- designing and making things
- participation in athletic or physical activity

By using Building Learning Power strategies throughout the school, 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. Through “Learning with the 5Rs” we encourage Risk Taking, Resourcefulness, Reciprocity, Reflectiveness and Resilience.

We ensure that children have access to drinking water, as dehydration can greatly affect concentration levels.

All classes employ regular brain gym techniques to foster alertness.

We base our teaching on our knowledge of the children’s level of attainment. Our prime focus is to develop further the skills and knowledge of the children. We strive to ensure that all tasks set are appropriate to each child’s level of ability. We use ongoing, formative and summative assessment to plan teaching and analysis of results of testing to focus support. When planning work for children with special educational needs we give due regard to information and targets contained in the children’s Support Plans. We have high expectations of all children.

We set academic targets for the children and share these targets with children and their parents. We review and track the progress of each child (Assessment, Recording and Reporting policy).

Success criteria are used in lessons (often written with learners) in order to demonstrate how the learners can be successful.

Different grouping arrangements are appropriate for different tasks and learners. Classes and groups are flexible and planned to maximise learning. Groups may be arranged according to ability, friendship or interest and will vary for particular areas of the curriculum.

Learners may work as whole class, group or individual or may be withdrawn from class for support or intervention programmes.

Ambitious objectives, challenging individual targets, rapid intervention and rigorous assessment ensure that progress and attainment is carefully checked, tracked and monitored.

Teachers make a special effort to establish good working relationships with all children in the class. Children are treated with kindness, respect and fairness and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. Children are very clear of expectations and these are consistent across the

school. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy. Barriers to learning are identified – both within and beyond the classroom (attendance, self esteem, attitude) and support provided.

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, obtain their permission and carry out detailed risk assessments.

We deploy teaching and learning assistants and other adult helpers as effectively as possible, working with individual children or small groups.

Our classrooms are attractive learning environments. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to literacy and numeracy. 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. Many display items are consistent throughout the school, such as Building Learning Power and behaviour.

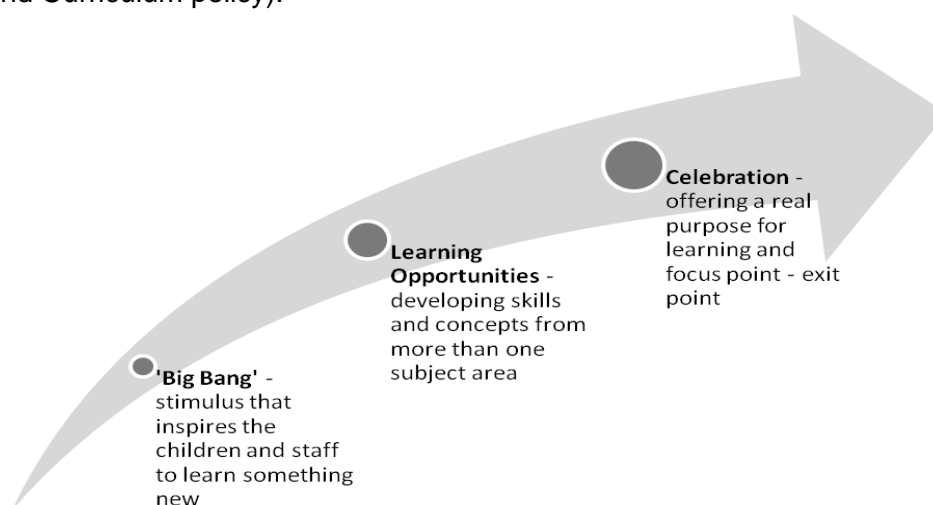
All our teachers reflect on their strengths and weaknesses and their professional development needs are planned accordingly, closely based on the school development and improvement plan. Staff are encouraged to continually improve their practice.

The personal strengths of teachers are utilised through class swaps and subject specific teaching. We conduct all our teaching in an atmosphere of trust and respect for all.

Good learning takes place when:

- Children are well motivated
- They are engaged in their task and enjoying their learning
- They fully understand what is expected of them
- They are being challenged
- They are involved in dialogue
- There is context and meaning to the learning

Topics are started with a creative and exciting 'hook' activity, visitors, visits and events are used to stimulate learning and thoughtful 'exit' activities complete a learning theme (see Cohort Curriculum trackers and Curriculum policy).



Marking and feedback is carefully used to support and enhance the learning process (see Marking and Feedback policy).

An extensive range of extra-curricular activities are offered to the learners to enhance the learning process and enjoyment of learning.

The role of governors

Our governors determine, support, monitor and review the school policies on learning and teaching. 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 learning and teaching
- monitor teaching strategies in the light of health and safety regulations
- monitor how effective learning and teaching 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 learning and teaching policies through the school self-review processes. These include reports from subject leaders, link governors and the headteacher's reports to governors as well as a review of the in-service training sessions attended by staff

The role of parents

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

- holding parents' evenings and workshops to explain certain areas of the curriculum (eg. calculation, phonics, sex education, etc.)
- sending information to parents at the start of each term in which we outline the topics and areas of the curriculum that the children will be studying during that term at school;
- sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further
- explaining to parents how they can support their children with homework
- sending out a range of booklets to give parents further information on topics such as Building Learning Power, High Flyers, reading, etc.
- running three parent/teacher consultation evenings each year
- sending out and discussing individual future learning targets
- including a wealth of information on topics, learning, curriculum, policies, procedures and strategies on our website
- encouraging parents to be as involved in their child's learning through maths games sent home to play, learning toys to share, research homework, suggested learning websites recommended on our school website, open mornings and parent information evenings
- annual Open Day when parents come in to work alongside children
- encouraging parental help in school
- carefully analysing views of parents through annual review and questionnaires
- curriculum learning walks

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
- promote a positive attitude towards school and learning in general
- fulfil the requirements set out in the home/school agreement

All aspects of the learning and teaching are regularly monitored by the headteacher, subject leaders and link governors through:

- Classroom observations
- Work sampling
- Pupil interviews
- Annual reviews
- Annual questionnaires
- Planning reviews
- Curriculum walks by subject leaders
- Resources audits

- Subject leader action plans
- Reviews and analysis of assessment data
- Reviews of information from published reports

Analysis, evaluations, action plans and reviews all feed directly in to the school development and improvement plan.

What does good teaching look like at KSM?

- ✓ Planning is clear and effective
- ✓ Planning illustrates expected outcomes, success criteria, challenge and progression
- ✓ The teacher has good subject knowledge
- ✓ There is a good pace to the lesson
- ✓ Resources are appropriate and used effectively
- ✓ Children's tasks fulfil and consolidate the learning objective
- ✓ Children's tasks are appropriately differentiated (NOT just by outcome)
- ✓ Pupils understand the context of the learning – what they have done before and what they will be moving on to
- ✓ Ongoing assessment is used to inform planning and move children's learning forward
- ✓ Questioning builds on prior learning, encourages thinking and moves learning forward
- ✓ Focused teaching is in appropriate proportion to independent learning
- ✓ Teaching style chosen is appropriate to lesson content and enables all pupils to learn effectively
- ✓ The teacher is enthusiastic about the lesson content and this is transmitted to the children
- ✓ The classroom is well organised and resources are readily available to the children
- ✓ The children are secure in their understanding of the classroom routines
- ✓ The teacher and other adults provide a positive role model for the children who are motivated to learn
- ✓ The teacher challenges and inspires the children
- ✓ The teacher and other adults model good learning
- ✓ Behaviour is managed well
- ✓ All pupils are involved and participate actively
- ✓ Pupils work well for extended periods of time
- ✓ Effective use is made of opportunities for learning
- ✓ Time is well managed and teaching assistants are used appropriately to support pupils
- ✓ Teaching assistants are deployed in meaningful, purposeful and efficient ways
- ✓ The relationship between the teacher and the pupils is positive and based on mutual respect
- ✓ The teacher sets high expectations of pupils both in terms of behaviour and standard of work
- ✓ The learning environment is stimulating, reflecting all children's achievements
- ✓ Pupils are offered the opportunity to feedback on the lesson and demonstrate how well they have learned or suggest how they may learn better
- ✓ Teachers focus on, and know, the progress individuals and groups have made in the lesson
- ✓ Focused support or challenge is provided for those pupils needing it
- ✓ Pupils are very aware of their own targets and how they can improve their work
- ✓ Marking and feedback is meaningful and helps pupils move their learning forward
- ✓ Marking is regular, thorough and constructive
- ✓ Children know how judgements have been made on their work and understand feedback
- ✓ Pupils are able to self-assess and become reflective
- ✓ The culture allows learners to make mistakes and learn from their errors
- ✓ Pupils understand what is good about their work and how they could make it better
- ✓ Children act as 'critical friends' to each other, helping others to make improvements
- ✓ Pupils support one another and know where to go for help
- ✓ Teachers provide the opportunity for pupils to think and learn for themselves
- ✓ ICT is used effectively to promote pupil learning

Policy Approved by: _____S+C Committee_____

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