

Brighter Futures Academy Trust

**Field Lane Primary School
Teaching and Learning Policy**



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
V.Dear	November 2015	November 2017

Learning and Teaching Policy

Rationale

Learning and teaching are the core purpose of our school. Learning can be defined as: *'That reflective activity which enables the learner to draw upon previous experience to understand and evaluate the present and formulate new knowledge'*

We believe that effective teaching is:

- Accurate assessments which inform planning including quality marking, to move children's learning forward.
- Appropriate differentiation where children who need to be further supported and those who can be challenged are given appropriate tasks in order for them all to make progress in a lesson and over time.
- Engaging children so they are empowered to learn in lessons and enjoy their learning.
- Asking appropriate questions that assess and challenge the children in order for them to think more within lessons and move their learning forward.
- Using a range of teaching strategies in the most appropriate way so children have the opportunity to problem solve, collaborate, communicate and develop skills which make them successful life-long learners.

Purpose and Aims

- To improve standards and accelerate progress
- To develop children's enjoyment of learning
- To encourage children to engage in learning in a positive way and develop resilience when facing a challenge.
- For children to have increased responsibility for their learning thereby creating ownership.
- To foster children's independence, interdependence, confidence and creativity.
- To develop children's thinking and lifelong learning skills.
- To help children reach their full potential in terms of their intellectual, creative, moral and spiritual development.
- To raise achievement by establishing consistent good practice across the school in our approach to learning and teaching.
- To develop the skills of reflectiveness, resourcefulness, reciprocity and resilience.
- To develop coaching in order to facilitate children's learning.
- To encourage co-operative learning.

Guidelines

All members of our school community, including children, can contribute to our aims by:

- Having high expectations of learning and behaviour
- Having a positive attitude towards learning
- Providing and tackling learning opportunities that are challenging yet achievable.
- Creating a high quality environment which is calm, well ordered and stimulating.
- Playing an active role during learning
- Remaining positive and supportive towards each other
- Responding to self-evaluation, constructive feedback and by setting goals for future improvement.
- Promoting equality of opportunity in all aspects of school life.
- Working collaboratively with each other

Planning

The EYFS and Early Learning Goals are used to plan the curriculum for children in the Early Years. Children experience a wide range of practical and first-hand experiences in order to develop within The Prime Areas of Communication and Language; Physical Development and Personal, Social and Emotional Development as well as The Specific Areas of Expressive Art and Design; Numeracy; Literacy and Understanding the World.

From Years 1 to 6, there are units of work for every subject, which are designed to ensure coverage, continuity and progression of knowledge and skills from the National Curriculum.

Class teachers have the responsibility to use assessments to inform Medium Term Plans for each unit in each subject thus ensuring that learning is pitched at the appropriate level for the children in each class.

Medium Term Planning should include the following as a minimum:

- Learning Objectives
- Success Criteria
- Outline of activities
- Cross curricular links

Short Term Planning should include the following as a minimum:

- Learning Objectives (Knowledge and/or skill)
- Success Criteria (for the skills objective)
- Context for Learning
- Role of teacher and TA
- Key questions
- Differentiation and Challenge
- Assessment for Learning Questions to assess progress
- Assessments of the progress that has taken place
- Evaluation of the lesson

Learning is assessed daily. Various assessment for learning strategies are used which match the learning activity and the age and ability of the children. These include:

- Questioning
- Observing
- Discussing
- Analysing (marking written work, discussing responses with children)
- Checking children's understanding
- Engaging children in the reviewing process (including self-evaluation and targets setting)
- Assessment for learning strategies as appropriate to the age group are used by pupils to self-assess and provide feedback for teachers.

Children should be encouraged to self-assess and edit their own work to improve the quality.

Weekly planning can be done although every lesson should be annotated and subsequent lessons altered due to the assessment for learning that has taken place. Misconceptions that occur in lessons are addressed immediately where possible by staff.

Teaching and Learning Strategies

There are a number of different teaching strategies which class teachers use to enable children to develop specific skills. It is up to the class teachers when these tools are used but they must have a clear purpose and be used to develop learning skills and enable progress to occur within the lesson.

The following is guidelines as to the purpose of each of the strategies and how they could be included in lessons:

Building Learning Power

- Develops independent learning skills and focuses on how children learn
- Used as a language of learning across classes
- The capacities should be taught so children know what they are and how they can be successful at them.
- Create links between capacities and learning skills so children can see the purpose of them e.g. distilling and note-taking.
- Discuss what skills the children have developed and how these have supported them in their learning.

Kagan Cooperative Learning Structures

- Used to develop children's collaboration, cooperation, speaking and listening skills.
- Structures should be used to challenge and support independent learning.
- Class teachers should consider why the structures are being used and how they can support the children in making progress in the lesson.

Thinking Hats

- Used to structure the thought process for the children.
- Develops children's logical thinking around problem solving.
- Used to help children plan and structure their writing

Resources

- Resources including film clips, photographs, objects of interest and trips are all used to give lessons the 'Wow' factor, to stimulate pupils thinking and promote high levels of engagement and enrich learning experiences.

Learning outside the Classroom

- At Field Lane we have access to a large outdoor space. Teachers are encouraged to use all areas of school and the local environment to extend learning and provide opportunities for learning to take place in a range of locations. Staff follow relevant safety procedures when using other areas of school for teaching purposes. Forest school sessions are provided for some year groups across school and are part of the extended school curriculum.

Dissemination and Review

This policy, once approved by the Governing body, will be reviewed annually.

This policy should be read in conjunction with Curriculum, P.S.H.E. and Assessment policy