

Persons Responsible: Leadership Team

Date of Review: Autumn 2015

Teaching for Learning Policy

The purpose of this policy is to set out the approach to teaching and learning that has been agreed by the whole staff following discussion, consultation and professional development activities throughout 2008 - 2010. It provides guidance for all staff, new and experienced, and will underpin the continued development of the school as a learning community.

Aims

Central to the development of quality teaching and learning are the school's aims. These reflect our beliefs and values relating to the balanced development of our children. Our aims, which have been developed in partnership with the children in the school, are:

- to create a stable, ordered and balanced community, which will foster each child's intellectual, physical, aesthetic, spiritual, emotional, moral and social development

*We try to focus on every child as an individual and treat everyone equally.
In our school we want everybody to do their best.
Caring and we feel comfortable. Nobody feels like they are the odd one out.*

Pupil comments from consultation

- to provide for learning to take place within a broad and balanced curriculum of both academic and practical work, which gives pupils not only experience of the major subject disciplines but also a sense of satisfaction in their achievements

*When we go on trips, we learn a lot by actually seeing it all and doing it
When it is fun, we remember it!
Busy and lively – when you go past the classroom there's lots of talking and listening going on
We don't just listen and write it down – we look at videos, use computers, go on trips and learn in other ways.
We don't shove knowledge into our brains! You ask how we learn best and agree different ways to record
I like it when we mix different subjects together*

Pupil comments from consultation

- to encourage each child throughout their school life to develop an enquiring and receptive mind as well as the ability to reason. In this way the child will acquire the skills and knowledge necessary to develop their potential and enable them to take their full part in society.

*Educating us, challenging us and making us responsible citizens
Teachers teach us how to be independent – not rely on our parents all the time
When we learn something, we find out information for ourselves and find different ways of learning*

Pupil comments from consultation

Rationale

At Bridge and Patrixbourne Primary School we will support pupils, through high quality teaching and learning, in developing the knowledge, understanding and skills that will enable them to fulfil their intellectual and personal potential and thereby help prepare them to make a mature and valuable contribution to society as an adult.

We believe that the classroom environment should be challenging because learning is enhanced by an appropriate level of challenge.

We recognise that much learning occurs during the interaction of pupils with one another and with the adults who work with them.

We acknowledge that we need to be reflective in our practice to ensure that learning is developed from high quality teaching.

We believe that children will be inspired and motivated by staff who continue to develop professionally themselves within a community of learners.

“Classrooms are complex environments in which teachers are often faced with a multitude of demands, tasks and events that require their attention and consideration.

The pace of events in a classroom can be rapid and can develop in ways that are not anticipated. There are many things happening at the same time. This requires the teacher to be constantly monitoring and evaluating the pace and progression of learning.

It also means that the teacher needs to be able to adapt to changing circumstances in a style that is flexible and open to improvisation. The teacher is at the centre of the classroom, it is the teacher that makes the difference.”

*Government White Paper:
Your child, your schools,
our future: building a 21st
century schools system
(June 2009)*

Inclusive Education

This policy is underpinned by our school commitment to the values and principles of inclusive education. As a school, we identify inclusive education as a process of enabling all children to learn and participate effectively. We support the ideal that inclusive education challenges exclusionary cultures and practices and aims to remove barriers to children’s participation and learning, recognising the individual child’s needs and valuing their potential. We believe that inclusive education is essential to achieving quality education for all. We aim to provide an inclusive educational environment which welcomes and accommodates all learners.

We identify the following approaches as key to the development of an inclusive school:

- understanding inclusion as a continuing process, not a one-off event
- providing on-going opportunities to strengthen and sustain the participation of children, staff members, parents, governors and community members in the work of our school
- working to identify and remove barriers to learning for all children
- providing appropriate training and support for staff members
- adapting the curriculum in order to improve accessibility for all children

High Quality Teaching

As a school, we have identified the following key characteristics of high quality teaching;

- lessons are tightly focused with a Learning Intention that is context free and offers an appropriate level of challenge supported by success criteria against which children's learning can be assessed
- high levels of interaction for all children with an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- use of teacher questioning, modelling and explanation
- an expectation that children will be involved and engaged and will accept responsibility for their own learning with opportunities to work independently given relevant support
- regular use of encouragement and authentic praise to engage and motivate children

Principles of Children's Learning

Our approach to teaching is informed by current research findings on how primary aged children learn;

- children learn in different ways, have different interests and may choose different paths in their everyday learning and lives
- children's relationships and experiences outside school inform and enrich their lives
- all areas of learning and development are intricately intertwined; children develop and learn holistically and their emotional and social development form the foundation for learning in other areas
- play, in which the child takes the lead and makes choices, is a process which fosters cognitive development
- children make sense of and transform knowledge, experiences and events through imaginative and creative activity
- children are motivated to express and share their ideas through – dancing, singing, talking, story-telling, music making, painting, making patterns, building, model making, dramatic presentations, through technology, mark making, writing ...
- positive relationships with key people are central in children's lives

Above all, children need:

- *loving, responsive, sensitive key persons around them, people who recognise their fascination with and curiosity about what is going on in their worlds, who will cater for their drive to explore and problem solve through active learning, and who will provide opportunities to learn, make friends and share experiences, and also allow time for them to be deeply focused either alone or with others*
- *to be respected as people in their own right*
- *to learn in an environment which is informed about their development and which is involved and delighted in their amazing abilities*

Assessment for Learning –

- Feedback given against Learning Intentions
- Success Criteria shared with children
- Opportunities given to respond to feedback
- Children evaluate their own work and identify development points
- Formative assessment through APP to inform planning of next steps (for Reading, Writing, Maths and Science) and National Curriculum levelling (ICT, RE and Foundation subjects)

Philosophy for Children –

P4C aims to encourage children (and adults) to think critically, caringly, creatively and collaboratively. It helps teachers to build a 'community of enquiry' where participants create and enquire into their own questions, and 'learn how to learn' in the process

Pupil Voice –

- Speaking and Listening activities
- Questioning
- Involvement with and input into curriculum planning
- Opportunities to respond in different ways

Challenge for All

Key Skills –

- Reasoning
 - Problem Solving
 - Creative thinking
 - Evaluation
 - Communication
 - Information Processing
 - Enquiry
- forming basis for planning from National Curriculum

Thinkers Keys –

The alternative, the alphabet, the reverse, the invention, the disadvantages, the construction, the 'what if ...?'

Differentiation – achieved through;

- adaptation of tasks and activities
- adult and peer support
- resources provided
- expectation of success criteria achieved

Personalisation –

- Progress grids
- Tracking sub-levels of progress
- Progress against FFT targets
- Planned intervention programmes
- Focussed TA support
- Gifted and Talented provision
- After school clubs
- Homework challenges
- Access to ICT
- Pupil grouping

Variety of approaches:

- Explanation
- Instruction
- Questioning
- Observation
- Modelling
- Reporting back
- Investigation
- Consolidation and practice
- Problem solving
- Individual work
- Paired work
- Collaborative work
- Using ICT
- Extended writing
- Peer assessment
- Songs / rhymes
- Directing and telling
- Discussion
- Demonstration
- Listening
- Making judgements
- Oral Feedback
- Role play
- Research
- Brainstorming
- Sharing
- Games and puzzles
- Simulations
- Revision
- Self-assessment
- Feedback through marking
- Puzzles and games



Lesson Enrichment



DISPLAY

- Effective displays are interactive. They should spark and maintain children's interest
- Displays of children's work encourage them to value their work
- A balance of children's work and teaching/learning aids should be displayed
- There should be a range of subjects within a classroom
- Displays should be changed on a regular basis to maintain interest and reflect current areas of learning
- Displays should include key vocabulary and support children's learning through the inclusion of questions
- Where possible, displays should include relevant artifacts, books and other items that children can handle

- Role play areas in Reception and Key Stage One classes

PROMOTION OF INDEPENDENT LEARNING

- Class targets (literacy/numeracy/science)
- Class notice board
- Agreed class rules
- Visual Timetable
- Access to labelled resources
- Signs and labels
- Strategies for self-help
- Class responsibilities, rotas, monitors
- Marble jar treat

The Learning Environment

The classroom environment is an important contributor to effective teaching and learning.

GROUPINGS

- Children may be taught as a whole class working in groups (ability and mixed ability), pairs and individually
- Grouping of children is flexible and will suit the purposes of tasks and deployment of staff.
- Furniture is arranged in order to encourage collaborative learning, opportunities to discuss and learn collaboratively are seen as important to the promotion of effective learning
- Groupings will alter during the course of the year according to progress and group dynamics.

LEARNING RESOURCES

- Ease of access to basic resources by pupils (crayons, scissors, paper, glue)
- Whiteboards, pens and boardrubbers
- Word lists – current vocabulary
- Dictionaries, thesaurus
- Spell-checkers
- High-frequency words
- Number lines
- Timelines
- Clocks
- Place value cards
- Number squares
- Tables squares

THE OUTDOOR ENVIRONMENT

- Sand and water
- Large and small apparatus
- Child initiated opportunities
- Planned use of outdoor environment (school grounds and locality) to enhance learning in range of curriculum areas

