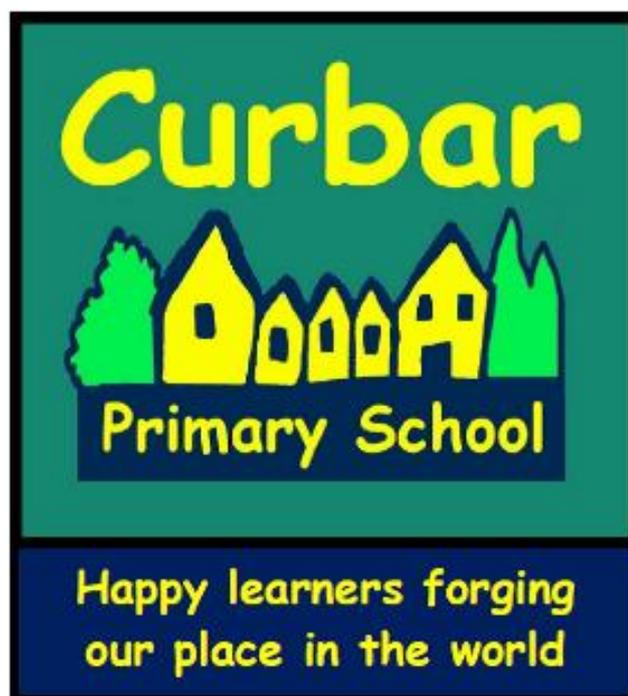


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# TEACHING AND LEARNING POLICY



Reviewed/Adopted:	December 2020
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Review Frequency:	Every year
Reviewed By:	FGB

## **Introduction**

This document is a statement of the aims, principles and strategies for teaching and learning at Curbar Primary School. It is the method through which we offer a curriculum which is broad and balanced with an emphasis on core learning, and its implementation is the responsibility of all the members of the school community.

## **Aims and Objectives**

We are committed to providing the very best education and care for all our pupils and are dedicated to ensuring that this takes place by collaborating with our local and wider communities. Through these collaborations, we aim to empower our children to become enthusiastic, confident and independent learners who will use their time at Curbar as a foundation for future success, happiness and lifelong learning. Through establishing a safe and inclusive learning environment that nurtures, supports and inspires, we aim to create resourceful problem-solvers who relish challenge and have high expectations of themselves and others. At Curbar, we believe that children must always come first.

At Curbar, our children will know what it feels like to: be good at something and have achieved their very best; love learning new things and want to keep learning more; understand how fabulous they are, believe in themselves, and have confidence in their abilities; know friendship and learn how to get along with others; understand how to keep safe and healthy; feel part of our local and wider community and be proud of our school.

## **Teaching and Learning**

Teaching and learning is central to the work of our school. It is our core function. Consequently, this policy seeks to identify a clear educational direction for our work and ensure that everyone is aware of what we are aiming to achieve – high quality teaching for all.

A clear policy for the core function of the school optimises our chances of achieving consistency, quality and continuity in the educational experiences of our children.

The policy will capture the ways children learn and how these impacts on learning. Teachers are expected to refer to it frequently and use it to help us reflect on our provision and children's learning experiences.

We believe that children learn best when they:

- Are interested and motivated
- Achieve success and gain approval
- Are clear about expectations in their work and behaviour
- Are given appropriate tasks
- Are actively involved in the learning process
- Feel happy, safe, valued, secure and confident
- Are challenged and stimulated
- Receive feedback about their performance

## **The role of the pupils**

Pupils should be taught to understand that they have responsibility for their own learning and should:

- Adhere to their own class charter and Curbar Code
- Respect other children, be considerate and thoughtful
- Respect the school environment and equipment
- Be punctual and organised with appropriate equipment
- Be respectful to all staff and visitors
- Be positive and eager to make use of all opportunities
- Have pride in their work, their class and school
- Try their best
- Ask good questions
- Become independent and resilient learners with support and guidance

## **The role of the staff**

Staff have responsibility that allows all children to take an active role in their own learning. At Curbar, this will be organised so that teachers will:

- Ensure children are always treated with consideration, kindness and respect so that they are happy and ready to learn
- Ensure there are clear learning objectives and success criteria which the children understand
- Provide feedback which informs the next steps in their learning
- Give pupils opportunities to reflect on their learning through target setting
- Plan lessons which have pace and structure
- Provide a working environment where expectations are high
- Provide appropriate resources and support materials
- Continue to widen their subject knowledge and developments in education (be learners themselves!)
- Use a range of teaching styles, differentiation and groupings to enable all pupils to learn effectively
- Keep effective diagnostic assessments and accurate records which inform planning
- Communicate with parents and keep them informed of children's progress

## **The Learning Environment**

The classroom and learning environment is pivotal in supporting the learning of children and staff will give learners opportunity to:

- Work individually

- Work cooperatively and collaboratively with learning partners, small groups and as a class
- Make decisions
- Solve problems
- Be creative
- Discuss ideas
- Develop social skills
- Develop independence, resilience and initiative
- Receive support
- Participate in enrichment
- Contribute to school life

Learning will take place in a stimulating learning environment that:

- Is welcoming, nurturing, happy and caring
- Is challenging, supportive and engaging
- Celebrates success and supports children to realise their full potential
- Encourages mutual respect
- Is well organised, safe, tidy with well-presented displays including learning walls for English, maths and SPAG
- Has resources that are attractive, labelled and accessible
- Is non-partisan in terms of resources and delivery
- Has an agreed class charter 'owned' by the children

### **Independent learners**

We believe that the development of the skills necessary to become an independent learner is very important and we strive to enable children to develop such skills and ability during their time at Curbar.

At Curbar, we recognise the value of peer and self-assessment as a tool for the promotion of independent learning. We encourage children to reflect on their own work and the work of their staff and peers and to build a strong learning dialogue to aid the learning process.

A combination of guided, modelled, collaborative and independent activities is provided within learning experiences at the professional judgement of the teacher. A careful balance is struck, enabling children to feel supported yet challenged and able to express their learning in a variety of ways at different times.

Questioning is used within learning experiences to promote independent thought and learning. A range of open questions are used to guide children via enquiry and self-development. As the children progress through the school, staff encourage the use of pupil-led enquiry on an increasing basis. For example, a Year 6 child may be expected to formulate a scientific question and follow their own line of scientific enquiry independently.

We aim to teach children where to go and what to do to solve their own problems. We have various systems of support for children, including:

If a child is stuck, we remind them of the following paths of possible assistance:

- **LOOK UP.** Look up to the board – are there any clues on the whiteboard, or on the classroom learning walls? For example, the learning objective may help; there may be an example on the wall (WAGOLL – what a good one looks like) which may also help.
- **LOOK BACK.** Look back in your book and at comments from your teacher – these may remind you of suggestions for improvement or how your current learning links to previous learning.
- **LOOK LEFT AND RIGHT.** Talk to the people on your table and see if they are able to help with your problem. They may be able to explain in a different way to help you to understand.
- **PUT UP.** If you are still unable to continue with your work, put your hand up. An adult in the room will come and help you.

### **Resourceful, Resilience, Reflective and Reciprocal Learning**

Here at Curbar, we recognise the importance of developing life skills in the on-going learning process. We wish to promote an attitude of resilience (perseverance), resourcefulness (initiative), reflection (thoughtfulness) and reciprocity (learning with and from others) amongst our learners.

This is done in a variety of ways:

- Having an ethos of rewarding effort as well as achievement (especially for boys)
- Encouraging the children to try new ideas and ‘take a risk’
- Providing a range of strategies to solve a problem (for example, in mathematics)
- Staff not always providing ‘an answer’ but rather encouraging children to find their own answers
- Scaffolding learning based on the needs of individuals and their needs
- Adults in school being role models for resilience
- Circle time/assemblies/character education to promote ‘learning to learn’ including growth mind sets and good behaviour for learning
- Celebrating and praising mistakes
- Recognising and rewarding perseverance
- Pitching learning experiences appropriately for individuals – providing the correct level of challenge.

### **Assessment for Learning (AfL)**

Assessment for learning is instrumental in unlocking children’s understanding of their learning and providing them with the tools to achieve and become an active lifelong learners

### **Aims and Objectives**

Assessment is methods that a teacher uses to assess the learning of a pupil or class. We believe that children learn best when they are given the opportunity to have an active role in their learning. This means that teachers give pupils more information about what they are going to learn (the

learning objectives) and how to be successful (success criteria). The teachers also aim to use more strategies to actively engage them in learning. Teachers use a variety of ways to assess the progress children make and aim to make the pupils part of the process. This information is used to plan for the next stage of learning. This is assessment for learning.

The principles of Assessment for Learning are that children learn best when:

- They know what they are going to learning
- They know how they are going to learn
- They know how to meet the success criteria
- They are challenged
- Their effort and achievement is acknowledged
- They are given purposeful feedback
- The children are taught to become independent, resourceful, resilient, reflective and reciprocal learners

### **What does Assessment for Learning look like in a lesson?**

There is a clear focus on exactly what is being taught. Children are told the learning objective (sometimes asked as a question) so they know exactly what they are learning. Questioning, partner /group discussion and feedback and marking will all be focussed on checking that the children are achieving the learning objective. Teachers also help children to recognise what they need to achieve during the lesson and what their learning should include in order for them to be successful in their learning (the 'success criteria').

Some other strategies are commonly used to assess learning:

### **Learning Partners**

Children may discuss their thinking, answers to questions or decide what is required to complete a task with a learning partner. Teachers use Learning Partners to build children's confidence and will use this to gain an overview of children's learning and seek ways in which to improve it.

### **No Hands Up (Unless you have a question!)**

Rather than asking a question and getting the answer from someone who puts their hand up, teachers can sometimes select a child and their learning partner to answer a question to check how much they understand. This means children don't always need to put their hand up, unless they have a question! It means they are more likely to be actively engaged with their learning. Teachers often wait longer for answers, giving children thinking and discussion time with their learning partner.

### **Peer Assessment**

This is when another child decides how successful your child has been in achieving the learning objective for the lesson. They can highlight successful areas and areas for further improvement. Sometimes this is done in the middle of learning so it can be improved straight away. This helps

children learn about how their work is assessed and what they need to include to move forward with their learning next time.

### **Self-Assessment**

Your child decides how successful they were with their learning. They will use the original learning objectives or success criteria for the learning. This will enable the children to identify where their learning needs to improve.

### **Feedback and Marking**

Feedback from the teacher, learning support and their peers helps children to move forward with their learning immediately. Feedback and marking tells the child what they have learned and what they need to improve next time. We expect children to respond to any written feedback.

Feedback and marking like this can be:

- Given during a lesson to give the child time to make improvements right away, or written after the lesson in the child's book.
- Given verbally in a lesson or after some pieces of learning.
- Given by the teacher, learning support, the child themselves or one of their classmates during the learning.
- Your child may have edited or improved their learning and other children might have written in your child's book too.

### **Meta cognition and Self-Regulated Learning**

Self-regulation is the extent to which learners are aware of their strengths and weaknesses and the strategies they use to learn. It describes how they can motivate themselves to engage in learning and develop strategies to enhance their learning and to improve. It will look different for learners of different ages, and for different tasks, but teachers will recognise these characteristics in their most effective learners.

Teachers should:

- Acquire the professional understanding and skills to develop their pupils' metacognitive knowledge
- Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning.
- Model your own thinking to help pupils develop their metacognitive and cognitive skills.
- Set an appropriate level of challenge to develop pupils' self-regulation and metacognition.
- Promote and develop metacognitive talk in the classroom.
- Explicitly teach pupils how to organise, and effectively manage, their learning independently.
- Teachers to develop their knowledge of these approaches with the support of the school.

## **Growth Mindset Vs Fixed Mindset**

We want our children to have a 'growth mindset' so they are able to embrace challenge, learn to be resilient, know that effort is the path to success, learn from feedback and be inspired by the success of others.

A mindset is an attitude or way of thought that determines how you deal and respond to situations.

A growth mindset is a belief that skills and abilities can be developed over time, with practise and effort.

In a fixed mindset students believe their basic abilities, their intelligence, their talents, are just fixed traits that cannot improve.

*'Tell me and I'll forget; teach me and I may remember; involve me and I'll learn.'*

Benjamin Franklin

*'We learn from failure, not from success.'*

Bram Stoker

*'When you know better, you do better.'*

Mary Angelou

*'We are not what we know but what we are willing to learn.'*

Mary Catherine Bateson

*'Even the smallest person can change the course of the future.'*

J.R.R. Tolkein

## **Organisation**

As a primary phase schools our expectation is that all teachers teach the full range of curriculum subjects. Nevertheless we recognise that there are specialist teachers within our staff and that the school employs staff from outside agencies and that some subjects will be taught by a specialist teacher e.g. PE, music.

## **The role of the parents**

Parents play a crucial role part in ensuring that their children are responsible for their own learning and behaviour for learning in school.

- Ensure their children attend regularly and punctually
- Support the ethos of the school, the Curbar Code and the class charters
- Share responsibility for their children's learning, be realistic and offer encouragement and praise
- Attend parent's evenings and curriculum meetings
- Support the children including homework which may be set
- Encourage independence and resilience in their children
- Communicate with staff any concerns about their children
- Respect other members of the school community

## **The role of the headteacher**

It is the responsibility of the headteacher to implement and monitor the school teaching and learning policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. The headteacher supports the staff by implementing the policy, by setting the standards and modelling good practice in teaching and learning. The staff are supported by the headteacher who will provide regular opportunities for continual professional development and reflection. The headteacher monitors the effectiveness of teaching and learning within the school's Appraisal Policy and Performance Management process.

## **The role of governors**

The governing body has the responsibility of setting down general guidelines on teaching and learning standards and of reviewing their effectiveness. The governors should work in partnership with staff, pupils and parents to support the aims and objectives of the school and to ensure that the school policy is administered fairly and consistently.

The headteacher has the day-to-day authority to implement the school teaching and learning policy, but governors have the opportunity to discuss teaching and learning at meetings. The headteacher must take this into account when making decisions about matters of teaching and learning.

## **Celebrating Achievement**

Social, physical, creative and academic achievements are celebrated in many ways as an ongoing process in all aspects of school life, by;

- Verbal or written praise by teachers, peers, head and parents
- Displays of work
- Opportunities to perform or share
- Encouraging self-esteem
- Rewards within our Behaviour Policy
- Sharing success with the community

## **Strategies for ensuring progression and continuity**

*Planning that includes:*

- Rolling programme to deliver the full coverage of a balanced curriculum with a focus on core learning and to modify and update this as required by changing circumstances
- Schemes of work developed and reviewed
- Medium term plans and weekly/daily plan drawn up by teachers
- Staff meetings to discuss curriculum developments and initiatives
- Monitoring of progress by the head teacher
- Links with secondary schools

*Feedback and marking, assessment and record keeping:*

- Ensure continuity by using methods of marking set out in the marking policy
- Regular records of assessments in day-to-day achievements based on lessons objectives and success criteria
- Reading records – individual, group reading and reading level assessments

- Records of levels/ attainment in other subject areas
- Summative Assessment including SATs
- Foundation Stage – observations, evidence, profile records (Orbit)

## **Monitoring of the impact of teaching and learning**

Teachers, with support from senior leaders and governors, set targets for learning for individual pupils. The targets set at Curbar are ambitious and reflective of our high expectations. These targets are carefully monitored and provision is adjusted according to progress rates and attainment. The head teacher conducts six pupil progress meetings each year with class teachers to discuss and review the progress of pupils

As learners, staff are encouraged to reflect on their own practise and to evaluate the effectiveness and impact of their work. All staff are encouraged to model a reflective approach. The headteacher oversees the continuing professional development of the teaching staff within the school's Appraisal Policy and Performance Management Cycle.

## **Remote Learning (during the Covid-19 pandemic)**

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, school should offer immediate remote education. Refer to our 'Remote Learning Policy' for further information.

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

School will consider these expectations in relation to the pupils' age, stage of development or special educational needs.

## **Equal Opportunities**

We will ensure that all children have the opportunity to progress regardless of gender, race, first language, physical or intellectual ability. Expectations are high and we will support but never limit pupils' achievements. Assessments will not involve cultural, social, linguistic or gender bias.

## **Complaints**

Any complaints will be dealt with as set out in the School's 'Complaints Policy', a copy of which is available on the school website at [www.curbarprimary.co.uk](http://www.curbarprimary.co.uk)

## **Monitoring**

The head teacher will monitor implementation of this policy and will submit periodic evaluation reports on its effectiveness to the governing body.

This policy will be reviewed every year or sooner as necessary.