



Teaching and Learning Policy and Practice

This policy was written after whole staff training. Its agreed aims, values and statements of best practice is used to raise standards at our school and ensures the needs and entitlements of our children remain at the heart of school improvement.

Aim

By adopting a whole school approach to teaching and learning across the school we aim to:

- Support and encourage children to learn from each other through collaboration, enquiry and experience, providing ample opportunities for children to learn outside the classroom
- Instil the skills and knowledge needed to be responsible citizens who are aware of their rights and responsibilities, in line with the UNCRC
- Foster high moral values, attitudes, skills and knowledge for active and responsible global citizenship
- Prepare pupils to be effective lifelong learners, eager to learn new things and ready for the next stage of their journey towards adult life and employment in a fast-changing world
- Motivate, encourage and enable pupils to achieve their best; meeting challenges and overcoming them, showing resilience and determination
- Help develop an understanding of the world in which we live and the interdependence of individuals, groups and nations
- Provide consistently good teaching across the school
- Provide inclusive education for all

This policy encompasses our collective understanding of how children learn best alongside our agreed principles and approaches that underpin the teaching and learning in our school.

What is Learning?

Making new discoveries	Innovating and creating	Understanding/communicating something we couldn't before	Changing/developing views
Acquisition of knowledge and skills	Interpreting/making sense of things	Connecting, applying and extending knowledge, ideas and experiences	Awareness

How We Learn Best

This is by no means an exhaustive list but sets out some of our key beliefs to ensure that the learning needs of our pupils are met and standards continue to rise at our school.

Observing, listening and doing	High and achievable expectations/goals	Motivation and engagement	Effective communication
Risk taking	Specific, timely and constructive feedback	Experimenting/ experiencing/ investigating	Evaluating, reflecting and refining
Having confidence and resilience	Repetition and practise	Being challenged	Drawing on past experiences

Conditions for Learning

Children will only learn if the climate they are in is conducive to this. Therefore, at our school we believe the following are important for children to achieve their best:

Stimulating and supportive learning environment	Embracing a Growth mindset approach	Pupils feeling happy, safe and secure	Space and time to 'have a go'
Good relationships between adults and children, between adults and adults and between children and children	Appropriate challenge and support	Use of the outside learning environment as appropriate	Knowing that making mistakes is part of learning
	Strong links between home and school	Good use of resources	Positive, caring ethos

Please also refer to our Behaviour Policy, Marking and Feedback Policy and our Learning Environment Policy.

The Curriculum

The school follows the national curriculum for England for Key Stage 2. It also follows the Hampshire syllabus for Religious Education, Living Difference, which encourages pupils to interpret and respond to a variety of concepts, beliefs and practices within different religions and their own cultural and life experiences.

We provide a curriculum that is inspiring, creative and challenging where key skills such as problem solving, thinking and working with others are fundamental to teaching and learning across the school. We often integrate subjects such as History, Geography, Science, Art and Design Technology with Maths, English and Computing, helping pupils to make meaningful connections between areas of study.

The curriculum is adapted to meet the individual needs of our pupils, supporting and stretching them to achieve their best regardless of their ability level. Children are encouraged to consider their level of challenge in lessons and to use **growth mindset** principles to achieve their goals. This helps pupils to develop positive attitudes to their work, embracing challenge and understanding that over-coming setbacks and difficulties are the key to good learning. Adults in school praise 'I can't do it YET' attitudes and our YETI visits classrooms when children have demonstrated these behaviours. Integral to this is the use of our learning powers to help children build strong learning behaviours: concentration, resilience, responsibility, curiosity, risk taking, creativity, co-operation and enjoyment. These stem from our School Values and each term we award our Values Cup to a child who has demonstrated outstanding commitment to our values.

We want all our children to become confident learners who are able to work both collaboratively and independently. We aim to provide children with a curriculum that encourages a range of learning opportunities and styles. We plan with the individual needs of our pupils in mind. We recognise that children may learn best in different ways and at different speeds and this is reflected in our lesson planning, resources and development of the school environment.

Learning outside of the classroom helps to ensure that the needs of every child are met, providing a wide range of opportunities and experiences in the wider world. Teachers will consider the most appropriate environment for each lesson focusing on both the learning and personal development of their children. We are committed to utilising the whole of our school grounds as a learning resource but also look beyond the school gates to the local area and beyond, taking children on educational visits to enhance learning and raise pupil achievement further.

Our School Values

RESPECT

In line with the UNCRC, we believe that all children will flourish in a community that is polite, thoughtful and considerate. We encourage self-awareness and support children in order to develop their self-confidence. We provide opportunities for children to become more aware of their own strengths and those of others, supporting each other as they strive to overcome challenges. Everyone is treated as an equal and we help children foster a sense of right and wrong, make positive choices and consider the effect their actions have on others. We acknowledge and celebrate differences regardless of social, spiritual or cultural diversity.

RESPONSIBILITY

We believe that everyone should take responsibility for their own learning and conduct. We will support and challenge each other to develop a strong commitment to lead open and honest lives, have consideration for others and develop a social and moral conscience. Children will feel prepared to meet the challenge of increasing responsibility as they achieve their next steps in learning and continue their journey through all stages of their education and into their future lives. They will develop a high moral and ethical code in order to take their place as responsible, caring members of the community and the wider world.

ASPIRATION

We believe that every child should strive to do their very best academically, socially and emotionally. We will provide opportunities for children to develop their skills and talents through all aspects of school life. We will encourage all children to develop a lifelong love of learning and the self-confidence and social skills needed to enable them to achieve success in the future.

RESILIENCE

We believe that every child should develop the ability to face and overcome adversity; to face the challenges of his or her world. Everyone faces adversities; no one is exempt. We strive to teach our children how to manage pressure, stress and worry by encouraging and building self-confidence and social confidence. Pupils should recognise and respect what others are feeling and develop empathy, altruism, confidence, self-esteem, optimism, and faith. We also help children to assess his or her own behaviour and to accept responsibility for his or her actions and their consequences.

CREATIVITY

We believe that every child should be encouraged to be open to new ideas and willing to look at things from different perspectives. In line with article 29 of the UNCRC, we will foster an environment where individuality and creativity are highly valued. We will facilitate the discovery of new ideas through exploration and experience, and promote freedom of expression. Children will have the confidence to take risks and explore alternative possibilities. They will seek out imaginative solutions to solving problems.

The Learning Journey

The following structure is used either within a lesson or more commonly over several lessons. We believe this is the best process to follow for pupils to gain a deep understanding and be able to apply their learning to new contexts.



Pupil and Teacher Roles Throughout the Learning Journey

At each stage in the journey there will be opportunities for pupil led learning and adult led learning. However, it is expected that pupils will become more independent as they move through the process and adults must continually assess the needs of the pupils and intervene in a timely and appropriate way to enable pupils to continue to the next stage. The structure therefore must remain fluid for pupils to move forward or backwards through the learning journey to ensure they can confidently succeed at their pace.

At Four Lanes we have high expectations of pupils and adults. Each have their role which must be fulfilled within the lesson to enable success.

Pupil's role

- To actively listen and engage in the learning process
- To take responsibility for their learning and be considerate of others' right to learn (UNCRC article 28)
- To question, consider and explore (UNCRC articles 13, 17)
- To respond to marking and reflect on their own work
- To try, learn from mistakes and evaluate own learning
- To support others in the learning process e.g. through peer work, learning partners, group tasks

Adult's role

- To ensure good subject knowledge
- To plan well structured, engaging lessons that are appropriately challenging and matched to the needs of all children
- Be flexible in the delivery of lessons and be prepared to adapt planning in light of on-going assessment within and between lessons
- Promote the values of the school appropriately and pay due regard to the national teaching standards
- To guide, encourage and support appropriately and use effective questioning techniques
- Give time for exploration, collaboration, reflection and evaluation
- To provide high quality, appropriate resources to support learning
- To make clear reference to the UNCRC (article 42) and Global Learning Partnership where appropriate

Key Principles that Underpin the Whole Learning Journey

- **Learning Environment:** This must be stimulating, flexible and encourage independence. It should be interactive and match to the present learning needs of the children and make use of the whole school environment, including learning outside the classroom. *See Learning Environment Policy*
- **Talking and Listening:** This is a two way process and must consider the rights and respect of all (UNCRC article 12). It helps clarify learning and must be balanced between teacher and child talk.
- **High expectations:** In order to ensure high standards and achievement of personal best both adults and children must have high expectations of themselves and others (UNCRC articles 28 and 29).
- **Challenge:** Learning must meet the needs of every child to ensure all children are engaged and have the confidence to succeed (UNCRC article 29).
- **Encouragement, care and Support:** Access to appropriate adults and learning partners, equipment and required level of intervention. This also involves emotional and social support from families, specialist staff and external agencies.
- **Relationships:** These must be supportive, positive and involve good understanding of individuals. Positive relationships are key between all members of the school community if children are to achieve their very best. Relationships between home and school are particularly powerful to share information and support children in their learning.
- **Commitment to learning:** All members of the school community must demonstrate the importance of life-long learning and develop resilience and perseverance in our children through the use of Growth Mindset.
- **Learning Community:** It is everyone's responsibility to develop a learning culture, ensuring children feel safe to ask questions, make mistakes, develop trust and develop a love of learning.
- **Risk-taking:** Children must feel safe and secure to take risks and move on in their learning. Adults must encourage and support in this process both within the classroom and outdoors.

- Behaviour for Learning: If the learning is pitched correctly, expectations modelled and rights, respect and responsibilities are demonstrated the optimum environment is created for learning.
- Assessment for Learning: This is fundamental in order to know where children are in their learning and how to move them to the next step, using the appropriate teaching strategies for their needs.
- Range of teaching approaches: This ensures the engagement of all pupils regardless of ability, ensuring that all learning styles are catered for and all children are able to access learning.
- Pace of delivery: Every second counts in the classroom. If the pace is too slow or too fast, pupils will be turned off from learning. Good use of AfL throughout the lesson ensures pace is appropriate and optimal learning takes place.
- Progress: Every child needs to believe that they are successful. Consistent use of the Growth Mindset approach will help foster this outlook. This builds self-esteem and enables learning. Both adults and children need to take responsibility for their learning and ensure that they make the very best progress.

Assessment

Assessment is an integral tool in supporting children's learning progress.

Day to day assessments

Teachers continually assess understanding within lessons in order to gain a detailed and specific view of the child's learning in progress, this is Assessment for Learning (AfL). A range of strategies are used including: questioning; self and peer assessment; learning conversations and target setting and review. Feedback, both oral and written, is given to learners during lessons and through the marking of books. 'Next steps' are offered through staff marking, self or peer assessment. It is an expectation embedded throughout the school that the children respond to these 'next steps' in order to move forward with their learning.

Challenging targets are set at the beginning of the academic year and agreed in partnership between the class teachers and the Headteacher. These targets are set against both attainment data from the previous academic year and against expected milestones of progress. This enables children who need accelerated progress to meet those milestones to be identified. They are regularly reviewed and updated.

The targets are relevant to the three phases of learning across the year in Reading, Writing and Maths and are regularly reviewed against their learning outcomes and shared with parents.

Self and peer assessment are valued strategies children use to make decisions about their own learning which enable them to have ownership and direct involvement in their own progress.

Formative and summative assessments:

Formative assessment is used to work out the learner's next steps and possible misunderstandings (another form of AfL)

Summative assessments show how much a child has learned or remembered up to that specific moment in time. These assessments provide a more broad view of progress and a 'snapshot' of a child's learning at a particular moment in time in writing, reading and maths. We have a clear assessment cycle established in the school to support the robust tracking of progress for both individual children and groups of children. This can be found outlined in Appendix 1 of the assessment policy.

End of phase 'milestone' teacher assessments are recorded and used by teachers, the Senior Leadership team, Year Teams and other external bodies and a robust moderation and analysis of progress of specific cohorts and significant groups is made.

Learning in Foundation Subjects is also assessed against topic assessment statements. These are used by Curriculum Leaders to monitor and enhance progress across their subjects.

Further details can be found in the Assessment Policy.

This policy is to be read in conjunction with: *Behaviour Policy* *Marking and Feedback Policy*
Learning Environment Policy *National Teaching Standards* *Assessment policy*

**KEY PROMPTS TO ASK WHEN PLANNING AND DELIVERING A LESSON/SERIES OF LESSONS
PLEASE USE THIS AT THE POINT OF PLANNING AND TO REVIEW THE UNIT**

<ul style="list-style-type: none"> • Am I crystal clear about what I want the children to be able to do/to understand/to know at the end of the lesson? • I am clear about the significant learning and progress markers within the lesson and within the flow of learning towards the desired outcome? 	<ul style="list-style-type: none"> • Have I written the learning intention up on the whiteboard in child-friendly language? • Is the larger learning focus broken down across the flow of the unit into small and achievable chunks? 	<ul style="list-style-type: none"> • Have I thought about the steps to success and planned the success criteria in advance? • Have I reviewed prior assessment/AFL notes on plans? What did I do with this information? • Have I also used marking to inform what I plan next?
<ul style="list-style-type: none"> • Have I thought about the questions I will need to ask to deepen children's understanding/assess learning? 	<ul style="list-style-type: none"> • Have I thought about how I am going to engage and motivate the children at the start and during the lesson? • Can I inspire children by learning outside the classroom? 	<ul style="list-style-type: none"> • Have I thought about how I will meet the needs of all learners, including the more able? • Are activities challenging and designed to deepen understanding?
<ul style="list-style-type: none"> • Have I set clear expectations of what pupils are expected to achieve by the end of the session? 	<ul style="list-style-type: none"> • Have I thought about how I will meet the needs of the learners with additional needs in my class, e.g. what visuals will I use in the lesson? 	<ul style="list-style-type: none"> • Am I giving the children thinking and talking time before answering questions
<ul style="list-style-type: none"> • Am I going to be introducing new vocabulary to the children 	<ul style="list-style-type: none"> • Have I made sure children are not going to be sitting passively for long periods 	<ul style="list-style-type: none"> • Have I included any time for pupils to respond to marking from previous lesson?
<ul style="list-style-type: none"> • How am I going to meet the learning styles of all pupils? 	<ul style="list-style-type: none"> • Have I shared the planning with my teaching assistant? • Is he/she clear who she is supporting and how? 	<ul style="list-style-type: none"> • Have I got a balance of teacher instruction, intervention and children working independently
<ul style="list-style-type: none"> • How am I going to conduct my plenary? 	<ul style="list-style-type: none"> • Have I planned opportunities for pupils to talk about their learning in pairs/groups? 	<ul style="list-style-type: none"> • How are pupils going to assess their own learning or that of others?