



Learning and Teaching Policy Parkfield Community School

Learning is driven by what goes on in the classroom

Links to Rights Respecting: A12: *Every child has the right to express their views and for them to be listened to and taken seriously.*

A28: *Every child has the right to an education.*

A29: *Education must develop every child's personality, talents and abilities to the full.*

Learning and Teaching: why we exist as a school.

Introduction

Our Learning and teaching Policy is the most important of all our school policies. It reflects the importance placed by the school on learning, teaching and achievement. It focuses on the needs of students and reminds us of the reason for the existence of the school and the criteria by which we are judged. Our policy reflects the principles learnt from our work on Assessment for Learning (AfL).

Key learning principles

- There is no known ceiling to achievement – intelligence can be developed.
- Each pupil must know what to do in order to improve and how to do it. High expectations on their own are not enough.
- Consistency of experience is fundamental. We are a team and consistency makes us greater than the sum of our parts.
- Every pupil has the right to be successful and the ability to achieve.
- Our job is to create learning; not process and record what we find.

The Learning & Teaching Policy sets out clear expectations and entitlements. There should be ongoing debate in your Year group about learning and how the policy can be best implemented. All staff are leaders of learning in the school and the Learning & Teaching Policy should be used to guide your work.

Learning & Teaching

- Pupils should be taught how to learn and how to reflect and improve on their learning.
- Learning intentions must be shared and reviewed.

- Clear structured lessons promote learning.
- Teachers must create and maintain a purposeful learning environment.
- Achievement must be recognised and rewarded.
- Under achievement must be challenged, not processed.

Learning and teaching are interactive. It is important that we teach pupils how to “learn to learn” in order to become independent learners and develop skills for life-long learning.

Learn to Learn

It must be made explicit to pupils what they need to do to be successful in their learning. This could include:

- Discussions with pupils about learning.
- Explanation of topic/task e.g. by teacher, between pupils, by pupils to whole groups and pupils to the teacher.
- Reading and thinking time.
- Scaffolding (writing frames, sentence starters).
- Modelling (sharing pupils’ work, working through examples, guided writing, sharing planning and demonstrations).
- Developing effective learning and study skills.
- Formative feedback (oral and written) and continual target setting on how to improve by teacher and pupil.
- Regular reviews of progress toward set targets.

Learning objectives/intentions must be shared and reviewed.

If pupils are to take responsibility for their own learning, they need to know what they are expected to learn and how they can achieve it. Providing objectives allows pupils to engage with the process of learning.

Teachers must make the learning objectives/intentions explicit to all pupils. This will usually happen at the beginning of the lesson but could happen at other stages in the lesson. This can be done in a variety of ways:

- Written or projected onto the board.
- Orally.
- Written by pupils in exercise books.
- Printed on handouts.
- Pupils review their learning against the success criteria.
- Teacher probes understanding with skillful questioning.
- Teacher recaps.

Longer term objectives across a topic, unit or series of lessons should be made clear and reviewed through a variety of approaches.

- Learning Logs/Ladders.
- Concept tick sheets (what I know, what I have learned).
- Debates.
- Ongoing mind maps.
- Topic overview.

The Structure of Lessons

Clearly structured lessons promote learning.

Lessons must have a clear start. This could include starter activities such as brainstorm or demonstrations or a review/recap of previous learning.

- Lessons must have a clear finish which will usually include a review of learning objectives (see above) but may, also include quick fire questioning to correct misapprehensions and a preview of the next lesson.
- Longer term objectives can also be reviewed in this section of the lesson making reference to final assessment outcome.

Activities should be varied, purposeful and appropriate to meet the needs of all pupils

Pupils learn in different ways. Recognising this and planning for it provides stimulus and is inclusive.

- Differentiation by outcome;
- Differentiation by task;
- Differentiation by question;
- Developing an adapting resources to both support and extend students taking into account all pupils' needs;
- The use of pupil groupings;
- Supportive and differentiated scaffolding.

Achievement must be recognised and rewarded

Pupils achievement must be celebrated. This can be done in a number of ways:

- Using the school reward system, for example goldslips, dojos, stars.
- Through lessons highlighting an individual's success.
- Postcards home.
- Displaying pupils' work (on display boards, on plasma screens).

Underachievement must be challenged

ALL pupils are capable of achievement. Identifying and challenging underachievement the responsibility of all teachers. The aim of a teacher is to initiate change, not to process underachievement High expectations are not enough on their own, action is needed to ensure they are met.

'They've not understood it, because I've not presented it in the right way yet' – NC 2014

Identification

Teachers must familiarise themselves with relevant data as it becomes available and use this to inform expectations and monitor and record progress.

- Teachers **MUST** access records provided. These give information about individual pupil performances.
- Teachers must address barriers to learning which may prevent pupils from achieving, such as disruptive behaviour or a lack of confidence as well as poor organisational skills.
- Regular year group discussions must focus on promoting achievement and must result in year group actions that challenge underachievement.

Challenge

Teachers must:

- Talk to pupils about their learning in order to establish reasons for any underachievement. Targets are usually negotiated and must be reviewed. Progress must be recognised.
- Use appropriate rewards when individual achievement or behaviour is realised or improved.
- Use appropriate sanctions when work or behaviour fails to meet an acceptable standard.
- Give regular short term achievable meaningful targets and learning goals.

Year group leaders and AHTs must:

- Ensure work and assessment tasks are appropriate, rigorous and sufficiently challenging. The implementation of planning must be monitored. All work planned must be reviewed and amended as appropriate.
- Regularly lead the Year group in moderating the levelling of work against national expectation.
- Monitor and track the progress of individuals and groups of pupils against relevant data.
- Use appropriate actions to support pupils and staff in challenging underachievement.
- Undertake regular work scrutinies.

Teachers must ensure a purposeful learning environment is maintained.

The way in which teachers manage the classroom will have a significant effect on pupils' learning and behaviour. Pupils learn, develop and progress in a structured and stimulating environment.

- Punctuality and regular attendance are essential for staff and pupils;
- Teachers must ensure that pupils maintain appropriate standards of uniform and behaviour throughout the school;
- The seating of pupils is very important and must be at the direction of the teacher. Strategic seating can challenge underachievement and promote learning.
- Teachers must ensure that classrooms are clean and tidy.

- Teachers are responsible for managing stimulating displays which should be changed regularly.

Assessment (See Assessment Booklet)

- Assessment must be formative and used to inform learning;
- Assessment should be used to monitor the progress of learners;
- Assessment for Learning strategies must be used to encourage all pupils to 'learn to learn' and become independent learners;
- Homework must be planned, differentiated, clear and meaningful.

The Assessment for Learning Strategy underpins our assessment practice throughout the whole school. The effective assessment and marking of work are fundamental to successful learning and teaching. All assessment information should be used formatively.

Formative Assessment

The aims of formative assessment is to give pupils clear guidance about how to improve their work and how they have been successful. Pupils must be told of the assessment criteria for both class work and homework tasks. Pupils should be informed what they have done well, and how to improve their work.

Opportunities must be given for pupils to act upon the guidance. This could be done through class or homework for example:

- A starter or plenary activity.
- Pupils set their own targets by themselves, with the help of peers/teacher.
- Discussion with the pupil.
- A peer assessment activity.
- Peer teaching.
- Re-drafting pieces of work.

A formative comment should:

- Be concise and assessable for pupils.
- Highlight achievement indicating 2 areas (where possible) that they have been successful in.
- Indicate how improvement can be achieved, giving one or two specific targets.
- Encourage and support the individual needs of students in a constructive way.
- Encourage pupils to take ownership of their learning.

Peer and/or self-assessment should take place at least every half term. The aim of self assessment is to enable pupils to be actively involved in the assessment process and give them ownership of their learning, therefore encouraging independent learning.

Homework/Home Learning

Learning takes place inside and outside the classroom. To support pupils homework must be planned, differentiated, meaningful, clear and set regularly.

A variety of homework tasks can be set, such as:

- Questions.
- Research.
- Thinking.
- Reading.
- Extended writing.
- Notes.
- Learning/revision.
- Listening tasks.
- Presentations and speaking/oral tasks.

Inclusion

- Every pupil is entitled to a positive meaningful learning experience.
- Every teacher and all support staff have a responsibility to meet the educational needs of all pupils.
- SEN/SEAL/G&T information must be recorded and used by teachers to inform and enhance learning and teaching.
- Every teacher is responsible for promoting Literacy, Numeracy, Citizenship, PSHE and ICT to enhance learning and teaching.

Every pupil at our school has the right to receive the highest quality education. It is our collective responsibility to ensure that all their educational needs are met.

Ensuring inclusion involves:

- Setting and explaining suitable differentiated learning challenges.
- Responding to pupils' diverse learning needs.
- Working to overcome potential barriers to learning.
- Setting parameters that ensure pupils feel safe and valued in their environment whether in a pastoral or academic sense, inside or outside the classroom.

Teaching and Learning in Early Years Foundation Stage

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- **Quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.

- **Partnership working** between practitioners and with parents and/or carers.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

There are seven areas of learning and development that must shape what is delivered in our early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime* areas are:

- communication and language
- physical development
- personal, social and emotional development.

We must also support children in four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. Practitioners working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. But throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners must discuss this with the child's parents and/or carers and agree how to support the child. Practitioners must consider whether a child may have a special educational need or disability which requires specialist support. They should link with, and help families to access, relevant services from other agencies as appropriate.

Planning in EYFS at Parkfield

Maths, English and Phonics planning outline is completed on a weekly basis. Staff meet to discuss the individual needs of children as well as share the interests and learning styles of individuals. Each session lasts for approximately 15-20 minutes. Each activity has a clear learning intention which is shared with the children at the beginning of the session and worded as follows "By the end of this session Mrs..... wants you to become more confident at.....". This learning intention is then re-visited throughout the session and reviewed at the end. The children are always asked to talk about what they have done and reflect on how well they have done. They are then encouraged to say whether or not they have achieved the learning intention or if they need further practice or support (green and yellow thumbs). The outcome of the session, will then dictate the following days` activity. Planning is always annotated.

- The room planning is reviewed on a daily basis. Staff meet at the end of each day to discuss what they have observed in the rooms. The children`s interests are at the heart of this planning and resources are added to move ideas and interests forward. We aim to ensure that the children have the opportunity to

- **play and explore** - children investigate and experience things, and 'have a go';
- **be active learners** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **be creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Assessment in EYFS at Parkfield

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress, and observations that parents and carers share.

At Parkfield our assessments are primarily based on observations of daily activities and events. Staff note in particular the learning that a child demonstrates spontaneously, independently and consistently in a range of contexts.

Staff record their assessments by use of a photo and explanation, daily record sheets that include a next step and by highlighting statements on the profile via the Target Tracker assessment software. This software allows you to clearly see which children are not making sufficient progress and allows staff to implement interventions to support their learning and development.

Teaching in EYFS at Parkfield

Staff in EYFS need to be aware of the different learning styles of their children and make the necessary provision. Sessions are kept to short, sharp lessons that are in smaller groups and are very hands on, visual and practical.

The children are taught how to learn and how to reflect on their learning. The children are told what the learning intention for the session is and it is always reviewed. The review is then followed by a discussion about our `wish` - what we need to do next time. This is then revisited the following day. The sessions have a clear structure. Staff are creative in how they deliver the session.

Leadership Team and Senior Teachers

The Leadership Team and Senior Teachers have a collegiate responsibility for the overall management and development of teaching and learning across the school.

Parkfield Community School
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