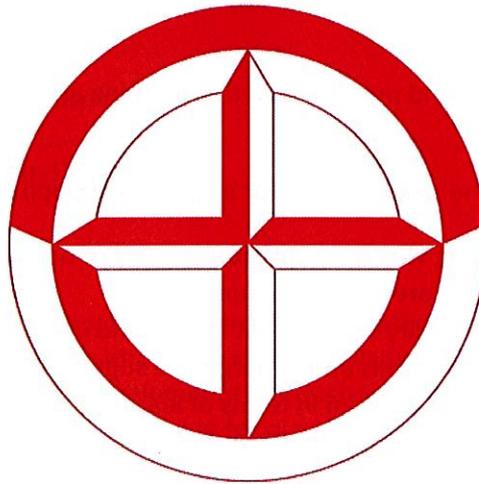


West Wittering Parochial C.E. Primary School

Enjoy, Achieve, Aspire



Learning & Teaching Policy

Date created February 22

To be reviewed February 23

Signed (Chair of Governors) Lestey Handford

We are a community committed to providing positive learning opportunities for all within a framework of Christian values and practice. We achieve this through providing a broad, rich and engaging curriculum that has our school values of '*enjoy, achieve and aspire*' deeply rooted within them.

Rationale

This policy provides an outline of current practice in order to support the achievement of our Vision Statement, together with the overarching objective in our School Development Plan of raising standards and achievement by further developing our values led curriculum. It should be read alongside other policies such as Equal Opportunities and Inclusion, SEND, and Assessment and Marking. When practice outlined in this policy is fully implemented the impact on children's attainment and progress is significant. Whilst it is recognised that not all pupils are able to achieve the same level of attainment, it is expected that all pupils will make good progress and perform to the very best of their ability, understanding their role as a learner, and demonstrate our learner tools.

Aim

To clearly identify the philosophy and practice linked to learning and teaching in this school.

Objective

To ensure best practice across the whole school for all groups of pupils by:

- Providing Quality First Teaching which is consistently good or outstanding
- Using agreed criteria linked to core learning values
- Planning and delivering high quality lessons that inspire and challenge pupils in their learning
- Teaching a range of transferable skills and strategies to support pupils with their learning
- Setting high expectations of our children in terms of learning and behaviour
- Using all of the school's resources, including technology, to cater for different learning styles
- Use current research in education to reflect and change practice where necessary
- Involving parents/carers in their child's learning
- Using assessment to monitor, plan and track children's progress
- Ensuring a supportive learning environment
- Providing a broad, rich curriculum which fully meets the requirements of the national curriculum 2014, and early years' framework 2021

Teaching

Teachers, as well as subject leaders, draw up plans for the classes they teach in order to deliver the National curriculum. Long term plans are designed by staff to ensure that full coverage is met and that there is clear skill/knowledge progression as the children travel up through the school. Skills progression documents are used by teachers and subject leaders to ensure the appropriate skills and knowledge are being delivered at different points in the curriculum. Good quality long and medium term learning journey planning will support short term plans, ensuring that learning objectives are shared and clear, and that additional adults carry out their role effectively. Questioning will be highly effective, supporting pupils to develop resilience and perseverance, particularly in problem-solving activities. Pupils will be challenged by the tasks they are set through appropriate differentiation, enabling children to work at a level that is suitable for their stage of learning, and given time to self-assess where appropriate. Feedback will be focused, where possible showing next steps, and provision will ensure time to reflect and respond to feedback. A range of assessment strategies will be in regular use, including assessment for learning strategies as well as termly summative assessments, which will impact on target setting and next steps for learning.

Quality of Learning

We understand that children learn in many different ways and we recognise the need to develop strategies that maximise the learning potential of all children. At West Wittering Parochial CE Primary School, we take into account the many different learning styles of our children. Through our curriculum we offer many different opportunities to learn in different ways and these include

- Investigation and problem solving
- Research and finding out
- Group work
- Pair work
- Independent work
- Whole class work
- Asking and answering questions
- Use of the computer
- Flipped learning
- Fieldwork and educational visits
- Creative activities
- Debates, role plays and oral presentations
- Designing and making things
- Participation in athletic or physical activity
- Digital media

Curriculum

At West Wittering Parochial CE Primary School, we are passionate about offering a broad and balanced curriculum. Our desire is to provide children with rich, stimulating lessons that instil a love of learning and a thirst for skill and knowledge development, throughout a broad and exciting curriculum. We pride ourselves on the opportunities we provide for our children.

We value highly the key skills involved with Mathematics and English; research shows that a broad experience at this stage of learning can provide pupils with the tools they need to be successful learners throughout their lives, whilst also impacting on their core learning. Through our creative Learning Journey planning, valuable enrichment offerings and our extended school's activities, we are able to include curriculum areas such as 'Learning Outside The Classroom' (Beach schools/fieldtrips) science, music, art, D & T, R.E., RHE/PSHE, P.E., computing, history and geography. Whilst this curriculum looks different in EYFS, the principles of a broad curriculum are key, linked to supporting a balance between child-initiated and adult led learning, ensuring free flow to the EYFS outside learning environment.

School Values & Learner Tools

Our school values of 'enjoy, achieve, aspire...' are at the root of all of our learning and teaching. Our curriculum is built with these in mind and reflect these important school values. Additionally, we empower children through the use of 'Learner tools' which are the five tools we believe needed to be successful learners (See Appendix 1). These we celebrate in weekly STAR LEARNER assemblies whereby the children achieve badges and certificates for each tool they acquire. Our curriculum builds on these tools and gives children the opportunity to develop the skills they need to refine these tools further, in order to become successful learners. Children can also be awarded with a 'Love thy Neighbour' award for showing strong Christian values in something they have done, linking them to our core Christian themes throughout the year.

In addition, our school development work has focused on a range of metacognition and growth mindset strategies (see Appendix 2), which should also be clearly modelled by all adults in the school. Pupils will develop resilience through their understanding of the principles of Growth Mindset, and the positive role that making mistakes plays in the learning process.

Assessment

Assessment is there to help the teacher to help the child with their learning. In order for children to reach their potential, it is pivotal that regular and ongoing assessment is taking place, matching where a child is to the area of the curriculum they are working towards. At West Wittering, Assessment for Learning is evident in all of our classes and it is used daily by teachers to ensure that tasks are suitably matched to the children, through effective differentiation. It supports the teacher with planning the children's lessons, to ensure maximum impact and to ascertain the effectiveness of different teaching strategies. It assists the children by providing them with an indication of what stage they have reached in the learning process. Teachers use ongoing formative assessment to track pupils against the EYFS / National Curriculum throughout the year for planning and coverage assessment.

Termly core subject summative assessment is used to help track the progress of children over the year. The children sit NFER tests three times a year and the results are shared and analysed by teachers in Pupil Progress meetings after each assessment window. These provide us with standardised results which we can use as a measure of both attainment and progress. Children, with cognition and learning difficulties, who are working below age related expectations, take termly assessments using Suffolk and Sandwell Maths Assessments which are able to measure smaller steps of progress.

School staff & subject leaders analyse the performances of the children as part of the overall assessment of the child. Additionally termly assessment judgements are made by teachers in foundation subjects using key objectives to inform the decision making process. These judgements use the same language as our other assessments and subject leaders have access to these on INSIGHT, for curriculum design and evaluation purposes.

All of the above help us all to understand where our children are working, what has the greatest impact on learning and to identify the way forward for all of our pupils. No two pupils are the same, or learn in the same way, so it is through assessment that we ensure we are meeting the needs of our children.

Learning Environment

All classrooms will have displays linked to English and Mathematics, in addition to a range of displays which may be celebratory or support pupils to actively engage with their learning. These displays will be changed at least once a term to ensure that the learning is current and relevant to the children in the class. Many of our displays are 'Learning Walls' designed to demonstrate and support the learning the children are undertaking. However, great examples of learning will be 'showcased' in class on displays, and around the school. Vocabulary is an integral part of the in-class displays and this will be linked to class topic and will be age appropriate. We aim for children to be exposed to rich, relevant and adventurous vocabulary during learning and displays will support the acquisition of this vocabulary. Displays should be purposeful and not just become 'wall paper' for the children.

All classrooms have a reflection area, which is important to our classes. These reflection areas not only display images and messages from the worship theme of the week, but they also allow a place to gather thoughts and focus reflection. These areas are used during weekly reflection sessions and should be updated regularly. Classes are expected to carry out a dedicated in class reflection at least once a week, but some classes may choose to do this more frequently. Within the classroom you will also see a copy of 'The Big Frieze'. This imagery is used during the delivery of Understanding Christianity and on occasions in reflection times, and a further copy is also found in the school hall to be used during whole school worship.

Within the classrooms a range of resources, equipment and manipulatives will be clearly labelled and readily available. This is designed to promote independence in learning and to facilitate self-initiated learning in class. Classrooms will be clean and well-organised with minimum clutter to facilitate clear thinking and concentration, and to reduce the risk of accidents linked to health and safety issues. All adults will develop positive working relationships with each other, and with all learners in the school

community, thereby ensuring that pupils feel comfortable to ask for clarification or support when they have difficulty grasping task requirements or new concepts.

Use of additional Staff

Additional staff are deployed in order to aid in the learning and teaching taking place in class. These additional staff are a fantastic resource in supporting the learning taking place in class. All classes have at least one TA every day in the morning, while in the afternoon session many of these TA's often become 'flexi TA's' and will be working out of class on specific intervention programmes with children, providing a bespoke package of support. Class teachers & SENDCo are tasked with ensuring that teaching assistants, or other staff, are carefully planned for and informed of what is expected of them, providing planning for them and discussing lessons and expectations of them. Class teachers, supported by data, will identify whom they are to work with and in what capacity that support should look like. Volunteers who also come into class to support learning should also be treated in much the same way. Any adults that support learning should be expected to feedback to the class teacher about what learning took place. At West Wittering Parochial CE Primary School, we expect teaching assistants to be involved in lesson evaluation, design and assessment, sharing their ideas and observations with their teachers.

Evaluation

Subject leaders are responsible for the monitoring and evaluation of their subject. This involves various activities such as discussions with teachers or pupils, curriculum development, monitoring books and/or planning and informal observations. They will also check that long and medium term plans are providing the coherence, progression, continuity and depth necessary. More formal observations are carried out by the Headteacher and SLT team on a regular basis.

The Governing Body have agreed the Pay Policy and the Performance Management Policy. Annual reviews for teachers take place when targets will be reviewed and new ones set. Targets are set each year for all teachers out of their NQT year.

Parents' Evenings are held three times a year, and annual reports are written each summer to inform parents of their child's progress. The school has an open-door policy, encouraging parents to call in for informal discussions at any convenient time.

Parents and Carers

To support the aims of the school through

- Attending parent/pupil workshops
- Reading school communications and act upon the, including MS Teams.
- Keeping up to date with information on the website
- Promoting positive relationships between all members of the school community including; children and children, children and staff, children and their parents/carers and staff and parents/carers
- Being understanding and supportive of our aims in learning and teaching and sign the School's Home School Agreement
- Attending and contribute to Parents Evenings
- Supporting their children with their homework activities including reading and helping their children improve skills in memory needed for learning through practising a concept, memorising a text or knowing the multiplication tables & spellings
- Praising their children for the good things that they do in school
- Communicating and working with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding

Governors

To support the aims of the school through

- Promoting positive relationships between the Governing Body and all other members of the school community including; children, their parents/carers and staff
- Through governor meetings and meeting with key staff to discuss, monitor and challenge:
 - the school's systems for planning work, supporting staff and monitoring progress
 - the allocation, use and appropriateness of resources
 - how the standards of achievement are changing over time
- Visit the school and talk to children about their learning experiences
- Promote and support the positive involvement of parents within the school
- Attend training and other related events
- Work with Senior Leaders to review the School's Learning and Teaching Policy annually

Appendix

Learner Tools (See Appendix 1)

Meta-Cognition Work carried out previously(see Appendix 2)

Our Learner Tools

We believe that to be a Successful learner you need 5 key tools in your toolbox. At our school we all try to:



Be curious



Get involved



Make connections



Be reflective



Be resilient



Enjoy, Achieve, Aspire

Appendix 2

WEST WITTERING PAROCHIAL CHURCH OF ENGLAND PRIMARY SCHOOL

META COGNITION SCHOOL IMPROVEMENT PLANNING 2016 17 and beyond

Learners will:	Adults will:	We will see:
NEUROSCIENCE		
Identify important processes of the brain in enabling learning	Establish opportunities for learning with acknowledgment how these are 'brain friendly.'	Obstacles to learning linked, to the brain's processes, being discussed, and support to overcome them.
Identify what is known about the malleability of the brain and how the brain develops neuron connections	Model how learning is secured through strengthening connections. Use a constructivist model of building on what is already known.	Children making choices about challenging themselves appropriately with their learning. Children persevering with a 'practice makes better' mentality. Children celebrating the 'buzz' of 'now I get it' moments.
Believe in the unfathomable potential each brain has for new learning	Model themselves as lifelong learners.	Children using the word 'yet' as an approach to struggles.
Reflect on their learning strengths and weaknesses	Challenge, and not use labels - a child is not the artist of the class – they have a passion for art and will grow with it. Model themselves, and also use examples of famous people who have had passions/hotspots and have furthered themselves impressively. Acknowledge with children that different areas of the curriculum will be accessed differently by different individuals.	Individuals improving their effort when they encounter difficulty/challenge. Children making choices knowing how to challenge themselves. Children not making 'negative comparisons' with other children based on innate ability.
Accept the individuality of our brains	Acknowledge that learning can be hard/ a challenge. Praise each stage of the individuals' process and describe this as learning growing.	Every child celebrated and valued. Children who can reflect on their progress.

Learners will:	Adults will:	We will see:
SELF IMAGE		
Have a positive self-image due to/linked to having an understanding of growth mindset	Recognise the potential of all learners (pupils and staff) through a clear understanding of growth mindset. Understand the influence of language on mindset.	Learners confidently approaching tasks and challenges. Learners using the language associated with growth mindset, which result in perseverance and use of a wider range of strategies.
See themselves as advancing learners across all areas of the curriculum	Use language that encourages pupils to see themselves as writers, scientists etc. Plan activities that allow pupils to become experts. Value pupil input and output.	Learners who have a clear perception of themselves as potential experts. Pupils who are pro-active and excited to acquire new knowledge and skills.
OWNERSHIP OF LEARNING		
Have an understanding of learning	Lead discussions with pupils about how we learn (differences). Provide visual images and displays to support understanding.	Children talking about their learning, not just about what they are doing. Children seeking resources which they know will support them with their learning, e.g. number lines
Have self-belief, be confident and know how to move their learning on	Model and praise. Value all levels of contribution. Share targets and encourage self-reflection.	Children talking about their work and suggesting how it could be, or was, made better.
Be able to set small, achievable goals.	Show examples of end of year work at different levels. Model targets and set criteria for pupils. Celebrate with pupil(s) when a target has been met – ‘wow moments’	Children using targets day to day – using teacher targets and targets they have set for themselves. Children identifying improvements themselves.

Learners will:	Adults will:	We will see:
<p>Be able to reflect and celebrate what they have achieved.</p> <p>Have the confidence to have a go at new things/strategies/concepts.</p> <p>Have an understanding of the personal level of challenge they need to move their learning forward.</p> <p>Be prepared to make mistakes, embracing this as an opportunity for learning.</p> <p>Know what to do when they feel they are 'stuck' in their learning.</p>	<p>Model and encourage peer celebrations. Encourage and value parental input. Give time to supporting and prompting ways to improve.</p> <p>APPROACH TO CHALLENGE</p> <p>Offer opportunities for pupils to take risks and actively encourage positive participation.</p> <p>Plan work offering different levels of challenge to suit the needs of all learners. Make explicit the challenge, the activity and the learning within it.</p> <p>Praise children for independently identifying mistakes and what they need to do to improve. Challenge children where the 'easy option' has been taken by the child, and no real progress in learning has been made. In oral or written feedback, children will be encouraged to challenge themselves, make mistakes, avoid the 'easy option' and act on advice.</p> <p>Give children a variety of tools to support self-help strategies during learning, and teach these, where necessary, with support, e.g. written/visual prompts (table or wall display), peer talk, equipment.</p>	<p>Pupils working together to celebrate achievements, supporting peers and being self-motivated. Children talking about reflection in a positive way. Children taking risks and being positive about making errors and 'mistakes' (happy mistakes).</p> <p>Children positively engaging with activities which involve risk taking.</p> <p>Children making the appropriate choices of level of challenge within their learning.</p> <p>Children involved in setting/suggesting own next steps/targets from mistakes they have made. Children showing a positive attitude and not being afraid to make mistakes because making mistakes is an opportunity to learn. Revisiting work with a new approach/strategy. Children making appropriate choices with regard to the level of challenge they opt for.</p> <p>Children using a wide range of strategies to help themselves work through a learning challenge, showing skills of independence. Children recognising when a strategy is not appropriate, and trying another.</p>