

Brighter Futures Academy Trust

**Field Lane/Siddal Primary School
Luddendenfoot Academy
Teaching and Learning Policy**



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
V.Dear	November 2015	November 2017
V.Dear C.Howarth	R.Denham April 2018	April 2020

Learning and Teaching Policy

Rationale

Learning and teaching are the core purpose of our school. Learning can be defined as: *'That reflective activity which enables the learner to draw upon previous experience to understand and evaluate the present and formulate new knowledge'*

We believe that effective learning happens when

- Lessons and tasks are effectively matched to children needs and prior learning to ensure that pupils make progress
- Accurate assessments are used by teachers inform planning and next steps including quality marking, to move children's learning forward.
- Appropriate differentiation is planned and in place where children who need to be further supported and those can be challenged is given appropriate tasks in order for them all to make progress in a lesson and over time.
- Lessons and tasks engage children so they are empowered to learn in lessons and enjoy their learning.
- The effective use of questions by all adults challenges, assesses and prompts childrens' deeper learning/understanding in lessons.
- Using a range of teaching strategies in the most appropriate way ensures that children have the opportunity to problem solve, collaborate, communicate and develop skills which make them successful life-long learners.

Purpose and Aims

- To promote high expectations for the quality of teaching and learning in all areas of the curriculum .
- To raise achievement by establishing consistent good practice across the school in our approach to learning and teaching
- To promote and extend children's enjoyment of learning
- To encourage children to engage in learning in a positive way developing good behaviours for learning e.g. resilience, self esteem, problem solving, reflectiveness, resourcefulness
- For children to have increased responsibility for their learning thereby creating ownership and responsibility for their learning
- To foster children's independence, interdependence, confidence and creativity.
- To develop children's thinking and lifelong learning skills.
- To help children reach their full potential in terms of their intellectual, creative, moral and spiritual development.
- To provide opportunities to promote co-operative learning.

Protocols

All members of our school community, including children, contribute to our high quality teaching and learning by:

- Having high expectations of learning and behaviour
- Having a positive attitude towards learning
- Providing learning opportunities that are challenging yet achievable.
- Creating a high quality environment which is calm, well ordered and stimulating.
- Playing an active role during teaching and learning

- Remaining positive and supportive towards each other
- Responding to feedback ,marking and using RAR effectively to address misconceptions and have a positive impact on pupil progress
- Promoting equality of opportunity in all aspects of school life.
- Working collaboratively with each other

Planning

The EYFS and Early Learning Goals are used to plan the curriculum for children in the Early Years. Children experience a wide range of practical and first-hand experiences to enhance provision across all 17 curriculum areas. Planning is objective led and responds to the needs the pupils . Teaching and provision includes a combination of adult lead and child initiated activities. The balance of these may change over the year and in response to children's needs. Planning from Y1 to Y6 is broadly in line with National curriculum. A topic based approach is used across KS1 and KS2 for the foundation subjects. Science and literacy are linked to these topics as and where appropriate.

Planning is informed by teacher assessments, children's prior knowledge which can be assessed and or gained in a variety of ways, children interests and relevant to the particular school community.

Medium Term Planning should include the following as a minimum:

- Learning Objectives
- Success Criteria
- Outline of activities
- Cross curricular links
- SMCS and British values links/learning opportunities highlighted

Short Term Planning should include the following as a minimum:

- Learning Objectives (Knowledge and/or skill)
- Success Criteria (for the skills objective)
- Context for Learning
- Role of teacher and deployment of other staff
- Differentiation and Challenge

Learning is assessed during all lessons and adults are expected to respond to pupils misconceptions as quickly as possible adapting teaching and learning to meet pupils needs and respond to outcomes.. Various assessments for learning strategies are used which match the learning activity and the age and ability of the children. These include:

- Questioning
- Observing
- Discussing
- Analysing (marking written work, discussing responses with children)
- Checking children's understanding
- Engaging children in the reviewing process
- Assessment for learning strategies as appropriate to the age group are used by pupils to self-assess and provide feedback for teachers.

Teaching and Learning Strategies

There are a number of different teaching strategies/styles which class teachers use to enable children to develop specific skills. It is up to the class teachers when these tools are used but they must have a clear purpose and be used to develop learning skills and enable progress to occur within the lesson.

The following are guidelines as to the purpose of some of the strategies used where appropriate in our school and how they could be included in lessons:

Building Learning Power

- Develops independent learning skills and focuses on how children learn
- Used as a language of learning across classes
- The capacities should be taught so children know what they are and how they can be successful at them.
- Create links between capacities and learning skills so children can see the purpose of them e.g. distilling and note-taking.
- Discuss what skills the children have developed and how these have supported them in their learning.

Kagan Cooperative Learning Structures

- Used to develop children's collaboration, cooperation, speaking and listening skills.
- Structures should be used to challenge and support independent learning.
- Class teachers should consider why the structures are being used and how they can support the children in making progress in the lesson.

Thinking Hats

- Used to structure the thought process for the children.
- Develops children's logical thinking around problem solving.
- Used to help children plan and structure their writing

Resources

- Resources including film clips, photographs, objects of interest and trips are all used to give lessons the 'Wow' factor, to stimulate pupils thinking and promote high levels of engagement and enrich learning experiences.

Learning outside the Classroom

- At all trust schools we have access to a range of outdoor spaces. Teachers are encouraged to use all areas of school and the local environment to extend learning and provide opportunities for learning to take place in a range of locations. Staff follow relevant safety procedures when using other areas of school for teaching purposes. Forest school sessions are provided for some year groups across school and are part of the extended school curriculum at Field Lane.

Trips and Visits

Trips and visits are an integral part of the curriculum in our school. Termly trips and visit are planned to enhance teaching and learning and widen children's life experiences as well as promote skills including resilience, collaboration, tolerance and an understanding and appreciation of British values, diversity and other key values.

Educational trips and visits are linked to an aspect of a class topic,

Dissemination and Review

This policy, once approved by the Governing body, will be reviewed annually.

This policy should be read in conjunction with Curriculum, P.S.H.E.E., Trips and Visits Assessment policy

