SOUTH VIEW COMMUNITY
PRIMARY SCHOOL

LEARNING AND TEACHING POLICY

Date Reviewed: September 2013

By Standards/Governing Body

Next Review Due: September 2014

Learning and Teaching Policy

This policy is central to our purpose as a place of learning. As a result it reflects our beliefs and aims for everyone and is embedded in everything we do. We believe in the concept of lifelong learning and that both adults and children learn new things every day. We believe that learning should be rewarding and an enjoyable experience for everyone, it should be fun!

1 Aims
- To promote children's spiritual, moral, social and cultural development and to prepare them for the opportunities, responsibilities and experiences of life.
- To give pupils the knowledge, skills and understanding they need to live confident, healthy, independent lives and to become informed, active and responsible global citizens.
- To develop for each child, irrespective of age, race or gender, a confidence in their own abilities and to help them achieve their full potential. It is the policy of the Governing Body to promote inclusion for all at our school.
- To involve parents and the wider community to ensure the best outcomes possible for our pupils.

2 Definition
At South View we define learning as:
- When you know something that you previously didn't
- When you can transfer knowledge and skills from one situation to another
- When you can explain something
- When you find out something new
- When you build on previous knowledge, understanding and skills and are clear about the next steps in your learning.

3 Principles of Effective Learning
At South View we believe children achieve the highest standards for themselves when:
- They enjoy coming to school, feel happy, safe and secure
- They feel respected and valued
- The learning environment is stimulating and they enjoy their lessons
- They are supported, challenged and know what is expected of them
- They are encouraged to take ownership of their own learning.

3.1 Strategies used to promote Effective Learning
To help children be happy, safe and secure we will:
- Smile
- Greet and speak to them when they enter the classroom
- Make time to listen to them
- Treat them fairly and consistently
- Ensure the classroom is welcoming
- Carry out risk assessments
- Ensure work is well planned and matched to ability

To help children feel valued and respected we will:
- Value each child's contribution
- Give positive, constructive feedback
- Recognise children learn in different ways
- Have high expectations
- Value the gifts and talents of every child

To provide a stimulating learning environment we will:
- Provide a range of types of display – informative, interactive and celebratory. Non-negotiable displays include Global Community, SEAL, Targets and E-Safety.
- Ensure classrooms are tidy and free of clutter
- Ensure children have opportunities to access water as needed
- Ensure resources are accessible to children, relevant and topical, and clearly labelled.

To help children feel supported, challenged and know what is expected of them we will:
- Provide work that is well planned and adapted to meet the needs of individuals
- Share the "big picture" and learning objectives with children
- Give the learning purpose and make links with the world outside school
- Give children thinking time
- Use a range of questioning techniques
- Use games and competition
- Provide opportunities for children to show in a variety of ways what they have learnt
- Allow children to make choices about their learning
- Use class and individual targets
- Give children feedback about their learning and how to improve, related to the learning objective and/or success criteria
- Provide opportunities for children to reflect on their learning.
- Use our Learning Mentor to remove any barriers to learning if needed.
- Make effective and appropriate use of all adults

The regular opportunities for formal discussion (Pupil Progress meetings) and sharing of good practice will identify specific strategies used by teachers to promote and develop the above.

4   Structure of lessons
We believe it is important that
- Children are motivated and want to learn
- There is breadth and richness in the curriculum (appendix 1)

To ensure effective learning takes place we will normally use a 4 phase learning template.

The 4 phase lesson will include:
An effective starter that
- Stimulates curiosity
- Captures the attention of the children
- Gives children the big picture
- Explains the purpose and learning to be gained from the lesson
- Ensures previous learning is reviewed and linked to this new learning
- Provides an environment that is appropriate to creating a working atmosphere

Effective teaching (new knowledge or skills) that may include
- Instructions and explanations that are clear
- Appropriate, relevant modelling or demonstration
- Input using visual, auditory and kinaesthetic strategies
- Children receiving new information
- Delivery that is understandable, engaging and well paced, using humour when appropriate

Effective learning (making sense) that should include
- Opportunities for learning through a variety of ways – multiple intelligences; learning styles.
- Enjoyment and fun
- Opportunities for working individually, in pairs and groups
- Peer teaching- explaining to others
- Using new information and skills in different contexts
- Being challenged in a supportive environment
- Developing/ employing learning to learn skills
- Effective cross-curricular use of ICT

An effective plenary (review and reflect) that
- Uses praise appropriately
- Provides feedback related to what has been learned and how to improve
- Gives time for children to reflect upon their learning gains, including peer and self assessment
- Considers future learning
- Consolidates and challenges

5   Assessment

We believe that assessment is not a singular activity; it is about measurement of performance at a given point in time and a way of gaining information to promote future learning.
Our assessment practice aims to:-
- raise standards of attainment and behaviour, and improve pupil attitudes and response
- enable the active involvement of pupils in their own learning by providing effective feedback (and feedforward) which closes the gap between present performance and future standards required
- promote pupil self-esteem through a shared understanding of the learning

processes and the routes to improvement
- guide and support the teacher as planner, provider and evaluator
- enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn
- track pupil performance, using a clearly defined system, and in particular identify those pupils at risk of underachievement
- provide information which can be used by teachers and managers as they plan for individual pupils and cohorts
- provide information which can be used by parents or carers to understand their children's' strengths, weaknesses and progress
- provide information which can be used by other interested parties
- provide information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards.

At South View we recognise that there are two distinct types of assessment; Assessment <u>for</u> learning and Assessment <u>of</u> learning

- Assessment *for* learning helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses.

- Assessment *of* learning is more associated with judgements based on grades and ranks and with public accountability.

Assessment for learning will:
• Provide insight into pupils' learning for both pupils and teachers
• Promote success for all
• Support the target-setting process
• Enable continuous reflection on what pupils know now and what they need to know next (feedback and feedforward)
• Measure what is valued
• Promote immediate intervention and link judgements to learning intentions
• Raise standards by taking pupils to the 'edges of capability'

Our teachers will:
• Provide continuous oral and written feedback which identifies strengths and the next step for improvement
• Promote pupil involvement in peer and self assessment
• Act on insights gained to inform curricular targets
• Plan according to what children know/can do/understand
• Make standards and objectives explicit to pupils
• Promote inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement
• Engage pupils in rich questioning with 'wait' time
- Use observations to inform next steps where appropriate.

Our managers will:

• Define roles and ensure responsibilities are clear in relation to assessment activities
• Make arrangements to monitor the progress of individual pupils and diverse pupil groups
• Monitor the quality of teacher assessment,
• Keep parents/carers informed and involved
• Use assessment information to inform the school improvement plan and identify learning and training needs, taking account of diversity and the promotion of race equality
• Measure impact

Assessment of learning will:
• Provide a summary judgement about what has been learned at a specific point in time
• Establish national benchmarks about what children can do and about school performance
• Show what pupils can do without support
• Inform the target setting process
• Hold the school to public account
• Promote subsequent intervention
(see Assessment Cycle-appendix 2)

Our teachers will:
• Provide a periodic summary through teacher assessment and tests
• Identify gaps in pupils' knowledge and understanding
• Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which can guide future planning
• Implement strategies to accelerate progress to meet local and national expectations (narrowing the gap)
• Mark and measure against grades and levels
• Use observations to inform judgements and use as records of achievement.

Our managers will:
• Ensure responsibilities are clear in relation to assessment so that there is compliance with curriculum requirements and with statutory assessment arrangements
• Monitor delivered curriculum
• Provide, use and analyse data to promote public scrutiny, enable external accountability and raise attainment
• Involve governors in their accountability role
• Keep parents/carers informed and involved
• Use assessment information to inform the school improvement plan and identify learning and training needs
• Monitor the impact of the planned curriculum and compare performance across different subjects
• Analyse data to identify groups at risk and to focus intervention on underachieving groups

Implementation of this policy is the responsibility of all teachers. Reviewing and approving it is the responsibility of the Standards Committee.

This policy will be reviewed September 2014

Appendix 1

Curriculum Statement

1. It is the policy of the Governing Body that the school follow the curriculum as set out in Curriculum 2000 with appropriate additions.
2. Consistency where a year group is in more than one class is of critical importance and is an integral part of curriculum procedures. Where a year group is in more than one class children will receive the appropriate entitlement according to the requirements of the curriculum.
3. It is recognised that disapplication from the National Curriculum is an integral part of the National Curriculum statutory procedures.
4. Reference Legislation:
   - Education Acts 1944,1980, 1986, 1988 and 1992
   - SEN Code of Practice 2000 (581/2001)/SEND Green Paper 2011
   - The National Curriculum/Curriculum 2000
   - Lincolnshire Agreed Syllabus for RE
5. Additional Curricular areas:
   1. Personal, Social, Health, Emotional and Economic Education, Citizenship, Religious Education, Sex education, Primary Strategy (Literacy and Numeracy), Healthy Schools, Global Dimension

Appendix 2

Crowland South View CP School
Assessment Cycle

Month	Assessment
September	Ensure targets for Terms 1 and 2 are recorded on individual trackers Lincolnshire Tracker updated Reading and spelling ages, target groups set. Personal targets in Reading, Writing, Maths and Science shared with children and recorded in books.
October	KS2 Effort and Attainment cards FS Baseline
November	Writing assessment Pupil Progress Meetings
December	Assess against personal targets End of Term 2 levels recorded on individual trackers and Lincolnshire Tracker New targets set Electronic Skills Grids completed. KS2 Effort and Attainment cards FS assessment
January	Pupil Progress meetings
February	Effort and Attainment cards Writing assessment
March	Pupil Progress Meetings Assess against personal targets End of Term 4 levels recorded on individual trackers and Lincolnshire Tracker New targets set

April	Electronic Skills Grids completed. KS2 Effort and Attainment cards FS assessment
May	Y 2/3/4/5/6 SATs. Question analysis sheets to Assessment Co-ordinator. KS2 Effort and Attainment cards
June/July	Pupil Progress meetings Assess against targets End of Term 6/End of year TA levels recorded on individual trackers and new target levels set Skills grids completed (copied for subject leaders). Reading and spelling ages End of Year reports to parents. Class Development Assessment Grid and summary chart and final FSP data. Year 1 phonics test Child Development Matters Statements (FS) Lincolnshire Tracker