

Carden Primary School

Policy for Teaching & Learning

Date Reviewed: February 2016

Teaching & Learning Policy

At Carden Primary School we believe in the concept of lifelong learning and that learning should be a rewarding, enjoyable and appropriately challenging experience for everyone. Through our teaching we equip pupils with the skills, knowledge and understanding necessary to make informed choices and prepare them for life in modern Britain.

The Teaching & Learning policy is one that underpins all other curriculum policies. It's centrality to the work we do at Carden means it needs to involve contributions from the whole school community. Teaching and support staff, pupils, parents/carers and governors have all had opportunities to contribute their opinions and thoughts to sections of this policy.

Aims of this policy and of our approach to teaching & learning:

This Teaching & Learning policy is intended to:

- Promote consistency, high standards and the achievement of the school aims;
- Reflect current pedagogy and practice;
- Provide a clear picture of what effective teaching & learning is at Carden;
- Support the school ethos by providing an inclusive, stimulating environment, incorporating different learning styles and challenging all learners.

Through highly skilled and motivated teaching & learning approaches we aim to foster:

- Learners' ownership of their development and the skills and attitudes necessary to continue their learning throughout their lives;
- An enquiry based curriculum where pupils explore themes and topics through first hand experiences, discussion and questioning;
- A supportive and inclusive ethos where learners feel safe to take risks and to embark on new challenges;
- A central role in the community to advocate the value of learning for all;
- The development of our pupils' roles as citizens within a local, national and global context;
- A positive attitude from all members of our school community to every aspect of school life.

Effective Teaching:

We believe that our pupils learn effectively when our staff adopt the following attitudes and approaches:

1) Establishment of positive relationships and attitudes:

All pupils need to feel valued, both by their peers and adults in school. They need to know that making mistakes and taking risks are an essential part of the learning process, effort is valued as much as achievement and we are all expected to contribute to the best of our ability. Teachers are responsible for creating a positive atmosphere in their classroom through the curriculum, including PSHE and SEAL, using school structures such as Bubble Time and Circle Time and making explicit reference to positive learning and social behaviours. Carden has a highly developed pastoral system staff are supported by Senior leadership Team (SLT), SENCO, Inclusion Mentors and other colleagues when pupils require additional systems to manage or remove potential barriers to learning. (See SEN & Behaviour Policies).

2) Effective cycle of planning and assessment:

a) Planning:

Teachers' plans are based on the revised national curriculum. English, humanities and the arts are themed around a topic over a half term or whole term. An enquiry based approach is adopted and pupils have some ownership and responsibility for their own learning. We work from long term plans (curriculum maps) to develop medium term plans which are then adapted in short term planning in the light of progress made in lessons and the outcomes from ongoing formative assessment. We expect plans:

- To show effective differentiation to meet the needs of all pupils;
- To cater for different learning styles;
- To demonstrate the use of computing across the curriculum;
- To show flexible groupings and how focused teaching in groups will be undertaken;
- To show through annotation how they have been adapted in the light of ongoing assessment;
- To be shared with TAs so that they understand the wider context of the learning, their role and expectations for feedback;
- To show how children's previous learning and interests are built upon, through purposeful application of knowledge to different situations.

b) Assessment:

Effective use of ongoing assessment is crucial to ensure the progress of all pupils. It should involve pupils in their own learning and is a joint responsibility of support staff, teaching staff and SLT. Carden has an extensive and detailed approach to the use of Assessment for Learning (AFL), a structured system to monitor and share assessments (Pathways to Progress meetings, and a developing system of personalised target setting). All of these are detailed in our Assessment and Marking Policy.

3) Effective delivery:

Delivery is based within the principles of AFL, different learning styles and an enriched curriculum where pupils help each other to aspire, learn, achieve and thrive. The following principles are all part of our approach:

- Teachers should share learning objectives and ensure they are understood by the pupils;
- There must be clear expectations/success criteria of what pupils should achieve by the end of the session/unit of work;
- Adults should ask a range of thought provoking, challenging questions;
- There must be opportunities for adults and pupils to review and reflect on the learning;
- Lessons must be delivered with appropriate pace and flexibility;
- Children's understanding should be developed through practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation;
- Lessons should involve developmental feedback and constructive criticism of pupil's work by the teacher, support staff, their peers and themselves.

- Using Makaton signing and Cued Articulation to support their learning and communication with others;
- Use of Carden's Learning Journey animals each with a core skill and/or quality essential for pupil's to become successful e.g. respect, resilience, communication, curiosity, adaptable etc
- Investigation and problem solving;
- Research and finding out;
- Flexible working groups including mixed ability and ability groups, paired work (including the use of learning partners), opportunities for independent work for all pupils and whole class work;
- Using a wide range of questions
- Use of computing and responding to digital and visual stimulus;
- Learning different languages;
- Fieldwork and visits to places of educational interest;
- Meeting visitors who can bring specialist experiences or skills into school;
- Creative activities including art, music and drama;
- A range of speaking and listening activities including debates, role play, hot seating and presentations;
- Designing and making;
- Physical activity;
- Reflection on activities and what has been learnt;

Above all we encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn. They should know and be able to express what helps them to learn and also what makes it difficult for them to learn.

3) Learning Outside School:

At Carden we recognise the value of all of our pupils' learning experiences whether they take place inside or outside school. As a result we are committed to celebrating all our pupils' achievements, providing regular opportunities for pupils to share their sporting or community achievements from external clubs and activities. Home work tasks are set weekly for each year group in accordance with our home work policy. The tasks consolidate work covered in the previous week and offer opportunities to refine research and presentation skills.



4) Pupil Voice on what makes a good learner:

Pupils across all age ranges have commented that effective learners are people who:

- Listen well and communicate opinions positively
- Work effectively with others and can encourage others
- Try their best at all times
- Are willing to try difficult things
- Are able to concentrate and make good choices
- Can compromise and negotiate fairly when working in a group



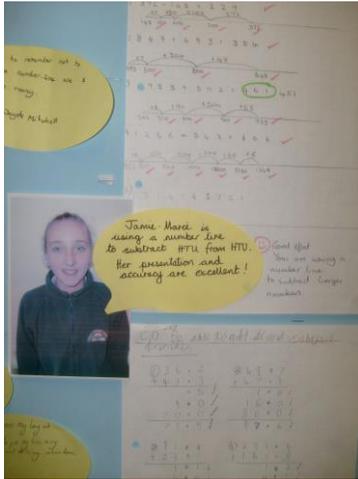
The Learning Environment:

The provision of an effective learning environment is key to the development of our learners. At Carden we work hard to develop and maintain learning environments that extend beyond the classroom. Basic classroom standards are reviewed each September (See Appendix A). Other aspects of the learning environment include:

1) Displays and working walls:

These are central to supporting learning and should be used for the following purposes:

- To engage pupils in their own learning by being interactive and relevant and by posing questions and setting criteria for success;
- To give pupils a vision of where their learning is going through the use of stepping stones, learning journeys etc;
- To be relevant and referred to by teachers and pupils e.g. word lists, number lines, clocks etc;
- To celebrate success;
- To clarify routines and systems by displaying visual timetables, groupings etc;
- To encourage independence and ownership by indicating class roles, rules and responsibilities;
- To support the inclusive classroom through multi-cultural content, gender role models etc.



2) Learning Resources:

All pupils need to independently access tools which will support their learning. Teachers need to develop the skills and confidence in their pupils which enable them to self select appropriate tools and to use them responsibly and effectively. These will include resources such as calculators, number lines, vocabulary lists, whiteboards, place value cards, dictionaries, interactive displays etc.

3) The wider learning environment:

At Carden we are committed to the development of an enquiry based curriculum where pupils are able to explore learning environments beyond the classroom. As a result we:

- Have invested in gardening resources and annual community gardening projects;
- Continue to develop the outdoor environments of all areas of the school, in particular in Foundation Stage and Key Stage 1;
- Organise day trips linked to different areas of the curriculum for all year groups throughout the school year;
- Welcome visitors to extend experiences;
- Organise an annual outdoor adventure residential trip for Yr5 & 6;
- Develop links with other schools and local universities and colleges;
- Are continuously developing links with the local, national and global communities;



Teaching & Learning as a Partnership:

Partnership between home and school is crucial to the success of all pupils. We provide a learning environment for pupils, parents/carers and staff as well as the wider community. Knowing the greatest determining factor in a child's academic success is the quality of support they receive from their parents/carers, we are committed to working as closely as possible with our families.

We engage our pupils with their own learning and believe effective assessment for learning strategies, individualised target setting and if necessary targeted interventions are essential to the development of a personalised learning agenda.

Our staff are a highly committed team of professionals who work in partnership across the school community and who understand their personal and team responsibilities with regards to support and development of all of our pupils. They are also committed to their own professional development and working together to continuously improve their skills, knowledge and understanding.

The school commits to....	Parents & carers commit to...	Our pupils (in age appropriate way) commit to....
Informing parents/carers in an effective and timely way about their child's learning through curriculum letters, newsletters, assemblies and informal contact.	Supporting and engaging with their child's learning by supporting with home learning, home-school reading, preparation for school trips/events etc.	Trying their best and helping others to do the same at all times.
Informing parents/carers and pupils about their progress and next steps for development through effective marking and feedback, AFL strategies, personalised targets, parents' evenings and reports.	Ensuring the school is aware of any issues that may affect their child's ability to learn or take part in any school events.	Acting on advice and support from their teachers, TAs, peers and parents and carers.
Listening to parents/carers and pupils' opinions, feelings and concerns about their learning.	Ensuring their child has the necessary preparation (e.g. a good breakfast and enough sleep) and the right resources (e.g. PE kit) to engage positively with the school day.	Making the most of the learning opportunities presented to them.
Ensuring that pupils and families are clearly informed about what they need to learn and how to be prepared for different events.	Attending meetings and actively use information about their child's learning through the website/newsletter/letters home etc.	Working in a respectful manner with staff and peers.

Links to other Policies:

This policy links to:

Assessment & Marking Policy

Behaviour & Attendance Policy

Maths & English Policies

Foundation Subject Policies

SEN Policy

Development & Review:

This policy was initially written in partnership with all members of the school community in October 2010 and has had reviews made on the basis of changing national curriculum requirements. It has had a full review in January 2016 following the introduction of the new national curriculum and will be reviewed again annually.

APPENDIX A

Classroom Standards

These are the minimum standards for display and organisation each classroom.

1. School rules (poster & Makaton version) to be prominently displayed.
2. Visual timetable (Makaton) to be prominently displayed and kept up to date.
3. Bubble time display (Yr1-6) & “is it a big deal ometer” following new beginnings work in September.
4. Peaceful Problem Solving Poster
5. Working wall displays for English and maths.
6. Learning to Learn board with key Learning Skills/Growth Mindset being practiced and vocabulary used.
7. Carden Learning Journey characters and Wheel clearly visible.
8. Carden’s Core Values poster prominently displayed.
9. All text to be clearly visible and of an appropriate size and height.
10. Clearly defined areas and resources arranged to encourage independent learning.
11. Internet safety poster displayed near to PCs.
12. Use visual clarification as much as possible (Makaton).
13. All displays to be as current as possible and to support learning rather than act as wall paper.
14. Yellow SEN folder containing all SEN pupil information (ask if you don’t have one).
15. Green Assessment folder.
16. Single mounting in classrooms, double only for show displays in corridors – working walls may not have any mounted work

Book Corners:

- All classes to have clearly defined book area which is welcoming and attractive to children.
- Books need to be clearly arranged into the following categories:
 - Book banded books (Rec to Yr3)
 - Picture books
 - Quick reads
 - Longer chapter books
 - Dictionaries and reference
 - Non-fiction books
 - Poetry
- Book areas need to include at least one book based display either on a theme or a particular author.