



Be the Best You Can Be...
Celebrate Success...
Respect Others...

At Team Larkfields, we aim to foster in each child a lifelong love of learning. We believe it is our responsibility to provide an environment of mutual respect and tolerance in which children not only feel secure, but enjoy themselves. Our goal is to enable them to achieve their very best in everything they do. We strive for our children to be confident global citizens who are prepared for the 21st century.

Our children Take Care of:

Ourselves
Each Other
Learning
The Environment



Our children will flex the muscles of:

Resilience
Resourcefulness
Reflectiveness
Reciprocity

Larkfields Junior School

Learning & Teaching Policy

Teaching & Learning Policy

This policy outlines the fundamental aims, which underpin all Learning and Teaching at Larkfields Junior School

1. Aims
2. School Expectations
3. Teaching
4. Learning
5. Curriculum
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Aims

- To ensure high quality teaching that enables the acquisition of skills, knowledge, reasoning and understanding which will be of use to all future learning and appropriate to the 21st century. This will be based in the research around the ABC curriculum and Building Learning Power:

Active learning

- To seek out and enjoy challenges
- To collaborate with others
- To show commitment and perseverance
- Assess themselves and others

Basic skills

- To speak clearly and convey ideas confidently
- To read and communicate ideas in writing efficiently and effectively
- To calculate efficiently and apply skills to solve problems
- To use new technologies confidently, safely and purposefully

Creative thinking

- To ask questions to extend their thinking
 - To generate and explore possibilities
 - To overcome barriers by trying out alternatives or new solutions
 - To connect ideas and experiences in inventive ways
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- To promote, facilitate and enable the inclusion of all children including those with disabilities and special educational needs.
 - To provide a broad and balanced curriculum which provides opportunity for all pupils to acquire skills and knowledge through variation and differentiation.
 - To promote a wide range of enrichment experiences which enable children to make connections between all forms of learning.
 - To develop lively and enquiring minds through encouraging children to question and discuss issues, in order to make informed decisions or choices about learning.
 - To promote positive attitudes, good behaviour and moral understanding. To nurture self-esteem so children are motivated to learn and to develop an ability to co-operate and work with others.
 - To develop resilience, resourcefulness, reflectiveness and reciprocity skills to enable our children to be lifelong learners with a skill set suitable for the 21st century.

School Expectations

We expect all members of Team Larkfields to follow the Take Care Charter:

Take Care of the 4 areas

Ourselves

Each Other

Learning

The Environment

Our children will flex the muscles of:

Resilience

Resourcefulness

Reflectiveness

Reciprocity

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- Staff have very high expectations of learning and social behaviour of themselves and all pupils.
- Staff promote positive relationships between all members of the School community; including between children and children, children and staff, children and their parents/carers and staff and parents/carers
- We provide a secure, stimulating environment where all children are supported in responding to the challenges involved in moving towards their full potential;
- Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment and excitement from pupils.
- We expect pupils to make rapid and sustained progress in lessons.
- We expect teachers to systematically check understanding, intervening when needed.
- We expect pupils to be challenged and where appropriate individual needs to be met.
- We expect teachers to provide high quality developmental marking and constructive feedback to pupils that assists in their next steps in learning.

Expectations of Learning

- Pupils will show high levels of engagement, commitment and cooperation within learning time.
- Pupils will respond well to teachers and others in the learning environment including working in groups, response partners and other peer groups. Pupils show respect to all members of Team Larkfields.
- Pupils respond readily to the challenge of the tasks set, show a willingness to concentrate, persevere and reflect on tasks set to ensure they make good or better progress.
- Work is sustained with a sense of pride, commitment and enjoyment.
- Pupils are sufficiently confident and alert to raise questions and to persevere with their work when answers are not readily available. This may include using enabling items to support or push forward learning.
- The school will promote and teach the skills to be reflective of their own work and pupils will be encouraged to do this every lesson.

Teaching

We expect:-

Staff to have secure subject knowledge and understanding –when support is needed teachers can seek advice from Senior Leaders, CLTSA or subject coordinators.

- Staff to plan appropriately for all groups of children and access a range of high quality resources
- Staff to provide rich and varied contexts and experiences so pupils can develop a broad range of knowledge, skills and understanding
- That every lesson has a clear Learning Objective which is explained to the class and an appropriate success criteria to support independent learning.
- That all lessons demonstrate key elements of good AFL practice.
- That teachers will use a range of questioning in order to check children’s understanding and move their learning forward; and increasingly expect the children to ask such questions themselves using the appropriate language
- That activities are varied and differentiated to ensure that children explore, develop and practice new skills and concepts. The children are encouraged to be independent and use resources around the classroom to support their own learning. Children are encouraged to be leaders in learning.
- That staff cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding
- Staff to provide appropriate resources, which support learning outcomes and provide challenge for all children.
- That staff have high expectations of presentation, quality and quantity of work.
- TAs, through discussion with class teachers, to provide high quality intervention and pre-teaching sessions as necessary to support and develop learning.
- TAs to provide adequate feedback to teaching staff regarding targets, focus of interventions, progress and assessment data.
- School staff will reward pupils for all the good things they do in school and within the wider community.

Curriculum

Our curriculum is broad and balanced focusing on depth of learning and mastery of content. This enables teachers to remain with subject/topic for longer ensuring pupils have mastered the content before accelerating into new material. We use a range of resources to support our curriculum including those that reflect different social and cultural backgrounds without stereotyping. Across all curriculum subjects we ensure that where possible we promote our 4 Take Care areas and the British Values (see our values statement for more information). The curriculum is designed to create an environment of mutual respect and tolerance. Resources may include:

- The new Primary National Curriculum
- Building Learning Power- Guy Claxton
- The Christopher Winter Project resources for Drugs and Alcohol
- Nottinghamshire Religious Education syllabus

Learning is also enhanced by an extensive range of extra-curricular activities, day trips, residential visits and other themed weeks. Opportunities to learn a wide range of musical instruments is also available to students, alongside a wide range of sporting activities.

Long Term Planning

- Our year group curriculum maps give an outline of skills and knowledge taught.
- This is broken down carefully and opportunities to promote mastery are available throughout.
- It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.

Medium Term Planning.

- For English and Mathematics we use the objectives provided by the National Curriculum and Target your Maths
- For other subjects the national curriculum document is used to ensure a broad curriculum is accessed by all.

Short term planning.

- Builds on what learners already know and would like to know.
- Covers the structure and outline of one lesson.
- Contain details of key questions to ask, success criteria and outcomes, teaching strategies and resources, differentiation and assessment opportunities
- Is based around the 5 minute plan.

Assessment

Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and the ongoing process of Assessment For Learning (AFL). These assessments are against National Curriculum objectives to ascertain whether children are working at age related expectation.

Each term we have an assessment week which enables teachers to use assessments and wide a range of evidence to draw upon to develop a comprehensive picture of where the child is currently working in relation to age related expectations. This is our Summative assessment and this is recorded in EAZ Mag

We track all pupil performance and in particular identify those pupils at risk of underachievement. Additionally we also ensure that those children who have accelerated capacity. FFT data supports us in making these judgements.

We use **the NFER assessments, GCP and KS2 Past papers** to gauge whether children are working above or below age related expectations. This information is then inputted into EAZ Mag to allow us to track progress over time.

Our Formative assessment is done through our development feedback (see feedback policy) and through feedback in lessons. This can often be denoted in the work through the use of the OF marking code.

Children are encouraged to mark their own work when appropriate and to reflect on the learning they have made in lessons.