



Outwood Primary School Policy on Learning and Teaching 2017

Mission Statement

'Where every child is recognised as being unique'

Introduction

At Outwood Primary we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. Teaching and learning is central to life at Outwood. The quality of our teaching has the greatest impact on our children's learning and the standards that they attain.

We acknowledge that children learn in different ways, through a variety of experiences and therefore recognise the need to develop strategies that allow all our children to learn. Our teaching and learning is planned through the key skills, linked closely to the growth mindset philosophy.

Aims

- To ensure high quality teaching that enables the acquisition of skills, knowledge and understanding which will be useful for future learning and experiences.
- To promote, facilitate and enable the inclusion of all children including those with special educational needs.
- To deliver a broad and balanced curriculum that provides opportunities for child-led learning
- To develop lively and enquiring minds through encouraging children to question and discuss issues
- To ensure teaching and learning promotes depth and encourages children to make connections with their learning
- For our pupils to become resilient, reflective and resourceful learners and prepared for a rapidly changing world
- To nurture self-esteem so that children are motivated and independent learners who can work collaboratively with others

Purposes of Learning and Teaching Policy

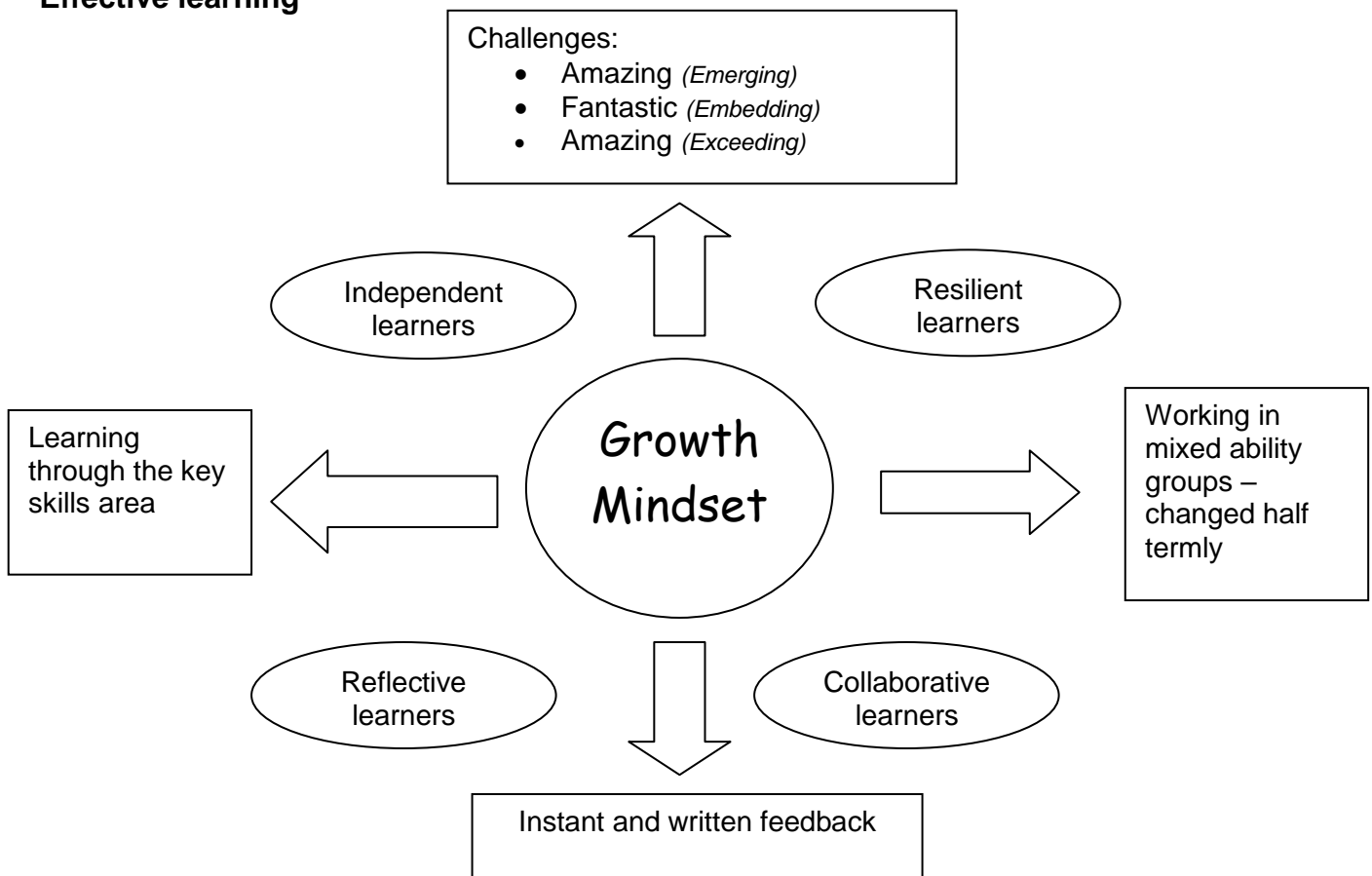
- To be an agreed framework for good practice
- To ensure consistency of approach; creating continuity throughout the school
- To ensure that there are equal opportunities for all
- To ensure quality experiences are offered to all children
- To ensure agreed delivery of the curriculum
- To support all staff, especially those new to the school or to a year group
- To develop cooperation between colleagues and teamwork
- To be a consistent reference point for monitoring and evaluation
- To communicate the school ethos
- To be a reference point for other documents
- It will focus on ways that pupils learn most effectively

Effective Teaching

We expect:

- Staff to have secure subject knowledge and understanding – when support is needed teachers can seek advice from senior leaders and subject leaders as well as attending courses
- Staff plan appropriately for all groups of children and use high quality resources
- That every lesson has a clear WALT which is taken directly from the National Curriculum; this is to be displayed throughout the whole session
- Teachers generate a marking ladder with their pupils (sometimes teachers may prepare the criteria) – all using the same format which break down the WALT. The marking ladder is referred to throughout the week by both pupils and teachers. Activities planned must give opportunities for pupils to achieve the steps in the marking ladder.
- Lessons are taught through the key skills – teachers plan activities based on the skills; self-managing, reflective, creative, team work and independent enquiry.
- Teachers organise their lessons so that focus group (teacher led) and directed tasks (T.A led where possible) are done in ability groups and all other learning is done in mixed ability groups that are changed half termly to ensure maximum participation from all pupils. The 3 independent tasks are planned through the key skills.
- For maths and literacy within one key skills area, teachers plan 3 levels of challenge – amazing fantastic and incredible. Children are guided to the correct level of challenge until they are able to choose the appropriate one independently.
- Teachers incorporate the philosophy of ‘a growth mindset’ into their lessons.
- Staff have high expectations of presentation, quality and quantity of work.
- TA’s and one to one support staff are fully involved and active in lessons

Effective learning



Effective learning

We expect our pupils to:

- Be committed to learning and achieving their best
- Respond to teachers positively
- Take responsibility for their own learning
- Reflect on their work – respond positively to feedback
- Be resilient learners and grow their brains through effort
- Work collaboratively with others
- Take risks

The Learning Environment

Our learning Environment is organised into the key skills areas supported by the 'growth mindset' philosophy to ensure that children have the opportunity to:

- Work individually, co-operatively and in groups and as a class
- Make decisions
- Solve problems
- Be creative
- Discuss their ideas
- Develop social skills
- Develop independence
- Use initiative
- Receive support
- Succeed at their own level
- Take risks

Learning takes place in an environment which:

- Is challenging and stimulating
- Is happy and caring
- Is organised
- Is well resourced
- Makes learning accessible
- Is encouraging and appreciative
- Is welcoming
- Provides equal opportunities and recognises diversity
- Provides a working atmosphere

Children should be encouraged to develop organisational skills and independence through:

- Appropriate tasks – opportunities for children to choose the level of task that suits their learning
- Confidence building
- Example – teacher modelling & models of excellence
- Co-operation
- Provision of suitable opportunities
- Responsibilities

We also use displays as learning prompts for the children such as our 'Working Walls'. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children. All classes have a growth mindset display which is referred to in lessons and developed with the class.

Aims and Objectives for Continuous Provision / Independent Learning

Our main aim at Outwood Primary School is for children to have rich and stimulating learning experiences. The environment should be well planned and well organised. It provides the structure for teaching within which children can explore experiment, plan and make decisions for themselves. It enables them to learn, develop and make good progress. At Outwood we believe in equipping our pupils with the skills to lead their learning therefore using the foundation stage principles of continuous provision we have developed a culture of independent learning in all of our classrooms. In the EYFS and KS1 we refer to independent learning as continuous and enhanced provision and in KS2 we use the term 'independent learning'. All key stages ensure that the children access this approach through the key skills for learning.

The Nature of Continuous and Enhanced Provision (EYFS & KS1) / Independent Learning (KS2)

Continuous and Enhanced Provision is the access to resources which are clearly labelled in well-defined areas, with an orderly storage system, where children have consistent access to materials, equipment and activities to enable them to learn. In EYFS and KS1 the classrooms consist of continuous and enhanced provision based on the EYFS ethos. In KS2 the classrooms have clearly defined areas where the children are encouraged to develop their learning independently through the Key aspects of Learning. These areas include a Focus Area, Team Workers Area, Independent Enquirers Area, a Creative Area and a Reflective Area. Within these areas the children will use these key skills to develop their learning.

Curriculum

Our curriculum is broad and balanced, focusing on the depth of learning. We use a range of resources to support our curriculum

- The National curriculum 2014
- The Early Years Foundation Stage Framework
- The Lancashire Grid for Learning
- Letters and sounds
- Leicester reading
- Spanish scheme of work
- Religion
- No nonsense spelling

Long term planning:

- Whole school jigsaw curriculum map
- Year group overview curriculum map
- Ensures a balance and progression across the school

Medium term planning:

- We use the National Curriculum and the Lancashire Grid for Learning
- The Creative learning wheel
- For maths we use NCTEM to support our medium term planning
- We incorporate any identified gaps & interventions needed

Assessment

Teachers make ongoing assessments of each child's progress and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. Please refer to our Assessment Policy for further information.

Special Educational Needs

When planning work for children with special educational needs, we give due regard to information and targets contained in the children's support plans. Teachers modify teaching and learning as appropriate for children with disabilities. At Outwood we value each child as a unique individual, and teachers are familiar

with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

Off-Site Visits

At Outwood we believe in extending our learning through off-site visits. These may even include visits overseas. Visits are linked to the curriculum and offer real-life experiences for our pupils.

Teaching Assistants

We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes, they work with individual children and sometimes they work with small groups. Each teaching assistant supports and leads learning at Outwood either through well planned intervention programmes or within the classroom. They are planned for and keep copies of this in their own files. Our adult helpers also assist with the preparation and storage of classroom equipment.

Continued Professional Development (CPD)

All of our teachers reflect on their strengths and areas for development, and plan their professional development accordingly. We do all we support our teachers in developing their skills through performance management, so that they can continually improve their practice.

The role of governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support learning and teaching;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders and the annual headteacher's report to governors,

The role of parents/carers

We believe that parents/carers have a fundamental role to play in helping children to learn. We do all we can to inform parents/carers about what and how their children are learning:

- by holding parents & carers evenings to explain our school strategies for all learning including literacy, mathematics and explaining our growth mindset approach.
- by sending information to parents, at the start of each term, which outlines the topics and activities that the children will be studying during that term at school;
- by sending parents regular reports that include their children's targets. These reports explain the progress made by each child, and indicate how the child can improve further;
- by explaining to parents how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

We believe that parents/carers have the responsibility to support their children and the school in implementing school policies. We would therefore like parents/carers:

- to ensure that their child has the best attendance record possible;
- to ensure that their child is equipped for school with the correct uniform and PE kit;
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- to promote a positive attitude towards school and learning in general;

Policy on Learning and Teaching

We believe that children learn best when there are positive links between the school home and the community. At Outwood we aim to be welcoming and approachable to all our visitors, we maintain and develop visits to the local community and invite visitors into school. We expect our children to contribute to and learn from the community

Monitoring and review

We are aware of the need to monitor the school's learning and teaching policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years or earlier if necessary.

Signed: J Maude

Date: September 2017