



West Cornforth Primary School

Teaching and Learning Policy

Reviewed January 2020

'It's our attitude which rules the classroom', Sir John Jones

This Teaching and Learning Policy captures some of West Cornforth Primary School's most strongly held beliefs about the way children learn and what those beliefs mean for the way we teach.

Through this policy we aim to:

- Secure high quality teaching and learning throughout the school
- Maintain and improve upon the quality of learning experiences offered to pupils which stem from tangible first hand learning
- Raise standards of attainment for all pupils across the schools
- Establish an agreed range of practice in West Cornforth in respect of teaching and learning

Expectations of all Staff

All children are encouraged, supported and treated with respect. Negativity, abruptness and pessimism are not tolerated in school. How can we expect the best from children if we do not display the best in ourselves?

Emotions need to be generated in the brain for information to be retained. If children experience negativity they will not want to try again. In order to nurture a 'can do' attitude, all children are encouraged to be confident, risk takers; children are taught to believe and have confidence in themselves.

Standard English – Encouraging high standards

It is the expectation that all staff use Standard English. Staff model correct pronunciation and grammar when speaking to all children in every situation. Voices are calm at all times unless when it is necessary to use a firm but fair tone. A lack of patience can lead to a raised voice; this is unacceptable and does not foster a positive learning environment.

Entitlement

We plan to meet the needs of all pupils with increasing effectiveness by offering approaches to teaching and learning, and provide appropriate conditions for learning, which are consistent across the school. The approaches adopted will be those that best develop the learning of our pupils and enhance the attainment of all. Continuing professional development opportunities will be made available to all staff in order that they have the necessary skills, competencies and understandings to enable them to meet the above aims. This policy will be a key component in our induction of all new staff.

Rationale

West Cornforth Primary School has a distinctive ethos: a 'whole child' approach and a commitment from all staff to develop confident, enthusiastic children who have high self-esteem and are inspired by the world in which they live; our curriculum centres upon local and first-hand experience as a catalyst for our children's imaginations.

West Cornforth is committed to developing children's skills to lead them towards becoming adults with the capacity and confidence to interpret their experience and to

make sense of it in a complex world. We understand the importance of teaching children to 'see beyond the environment they live in'.

Curriculum Rationale

We have carefully considered where to position the experiences, skills and knowledge we believe our children need, in order to be successful on their learning journeys. In order to ensure children remain motivated and enthusiastic learners, we must provide opportunities for learning that are open ended and creative.

Opportunities for learning outside of the classroom are planned at every opportunity. Children are unique and our curriculum must reflect this.

We have taken the National Curriculum and linked our key skills to each curriculum area to ensure clear consistent progression. Topics chosen are not carved in stone; they are adapted and changed according to the needs of the children. We will evaluate annually the success of each theme, within the National Curriculum. This will maintain the integrity of our curriculum coverage, continuity of skills development and the rich and varied experiences we expect to provide for all pupils.

Basic Skills

We value the acquisition of basic skills, as we see these as the scaffolding for all learning. These skills are vital for enabling all pupils to access the whole curriculum and to enhance future economic and social wellbeing. It is the responsibility of all staff to teach and extend the basic skills in Mathematics and English.

Work will be carefully planned to ensure continuity and progression. We are aware that pupils start at different points and progress at different rates and consequently appropriate targets will be set for differing groups of children and individuals. All pupils can expect quality first teaching in phonics, reading, writing and number.

In EYFS, observations will be recorded on a weekly basis and used to inform daily and weekly planning. In KS1 and 2, children's progress will be monitored and assessed daily (marking and feedback) and formally on a termly basis. Whole school tracking procedures are in place and action will be taken to support those whose progress is slow or those pupils falling behind expected levels.

West Cornforth Primary School recognises the roles that all parties must play in order to support continuous improvement in basic skills. Dialogue with parents will be open and honest indicating achievement and efforts in basic skills. The school will provide guidance and information for parents to enable them to be partners in pupils' learning.

Quality First Teaching

Lessons will take place both in and outside of school. They will provide a safe and exploratory environment for children to develop more autonomy over their learning and the questions which they pose. This will be evident in the responses of pupils during the lesson, the level of discussions in which they are engaged, the successful completion of tasks and the standard of the work produced. It will be clear that expectations are high.

There will be a range of questions in lessons from teachers and pupils. The nature and depth of these should engage learners in applying their knowledge and skills and encourage thinking and the development of further skills. Themes and lessons will be well paced according to the needs of the children. Pupil participation will be encouraged.

Learning without Limits

Metacognition

Metacognition refers to higher order thinking which involves active control over the cognitive processes engaged in learning. Activities such as planning how to approach a given learning task, monitoring understanding, and evaluating progress toward the completion of a task are metacognitive in nature.

Developing children's awareness of how they learn best is as important as what they learn so as to grow confident and flexible learners. For this reason metacognition is a central element of teaching and learning at the school. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature.

LEARN:

L-Look and Listen

E-Engage with the Environment

A-Ask and Think

R-Reflect

N-Never give up

It is explored in whole school assemblies as well as in classrooms to support active learning. Children are encouraged to apply their knowledge of different learning approaches through a variety of methods. At the start of the academic year pupils will be reminded of what a good learner does to secure success. All adults working with children are encouraged to use metacognitive strategies to support learning readiness and to ensure pupil focus.

Learning Environment

In order that we can achieve our educational aims, we believe learning environments should be thoughtfully organised, to encourage enquiry and a desire to learn. We expect our school environment (both inside and out) to inspire our community of learners.

Feedback

Good marking and feedback are an integral part of the teaching and learning process. We believe that constructive feedback will enable pupils to focus on success and improvement needs against learning intentions/objectives.

In order for feedback to be formative we believe the information must be used and acted on by the children. This process will enable them to become reflective learners and enable them to close the gap between current and desired performance.

Research evidence indicates that effective feedback is one of the highest impact approaches to raising educational standards in schools. We expect all staff to give

the high quality oral feedback to pupils and mark work in the agreed way such that pupils are clear about their next learning steps.

Display

All staff are responsible for organising and maintaining high quality displays throughout the school. Quality displays can create an atmosphere where children feel welcome and secure-where they feel a sense of belonging to the environment and of the environment belonging to them. Good display creates a rich learning environment that stimulates and sustains interest through sensual experience. Sensitive display of the child's work will demonstrate the teacher's respect for the child's efforts and contribution to the class.

The use of objects as an integral part of a display creates interest and engagement. Objects should be used within the classroom to reflect our approach to the curriculum and learning. Displays will reflect the high standards we expect and raise aspiration across the school.

Cultural entitlement

We are committed to providing a rich and vibrant curriculum for our pupils, to which high quality cultural experiences are fundamental. We expect that each and every one of our pupils will have first-hand experiences every term as part of their thematic approach to the curriculum. We are ideally situated to provide a wealth of learning opportunities within our local environment.

Inclusion

We are a fully inclusive school and will ensure that all children, whatever their background, level of need or ability will be accepted by the school community. We will have high aspirations for all pupils and we will provide equality of opportunity within the school.

Equality, Diversity and Cohesion

We will not tolerate less favourable treatment of anyone on the grounds of gender, race, disability, sexual orientation, age, and religion or belief.

Through our school ethos, curriculum and community links, we will work towards

- a common vision
- a sense of belonging for all
- similar life opportunities for all
- strong and positive relationships between different communities.

Positive Behaviour

We have high standards of behaviour and we expect pupils to behave appropriately; understanding the need for rights and responsibilities. This is achieved through all staff dealing consistently with behaviour at all times. We expect to see groups of children working industriously around our school as learning takes place everywhere and is not limited to classrooms.

Extra-Curricular Learning

We will endeavour to provide a wide range of extra-curricular experiences that pupils can access as an extension to the opportunities provided within our curriculum.

These will be run by external providers as well as school staff. Each term we will evaluate what is on offer. We will always attempt to provide for those clubs and activities that our community request whilst bearing in mind the need to provide rich and varied opportunities for all children.

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