



Fenstanton and Hilton Primary School

“Passionate about Learning”

Policy for Teaching, Learning and Assessment (2013) – revised April 2017

Adopted by Governors 2013

Revised by Governors and Staff April 2017

Due for Review 2020 21

LEARNING and TEACHING POLICY

Our School Vision

Children only have one childhood. Being part of a community of children is unique within life's experience. In this school we value every child and strive to enrich the whole person. We believe that learning should be vivid and real: a joy in itself. We nurture adaptable and flexible learners who are passionate about learning and have the skills to confidently embrace every challenge and opportunity.

Aims

Every Child Matters in our school therefore we aim to:

Equip each child with foundation skills, knowledge and expectations necessary to prosper in a changing society - encouraging creativity and ambition through lifelong learning.

Encourage happy learners who are motivated to strive for personal success – achieving their potential and aspiring to excellence.

Establish each child's sense of responsibility, enabling them to be confident decision makers who contribute to society.

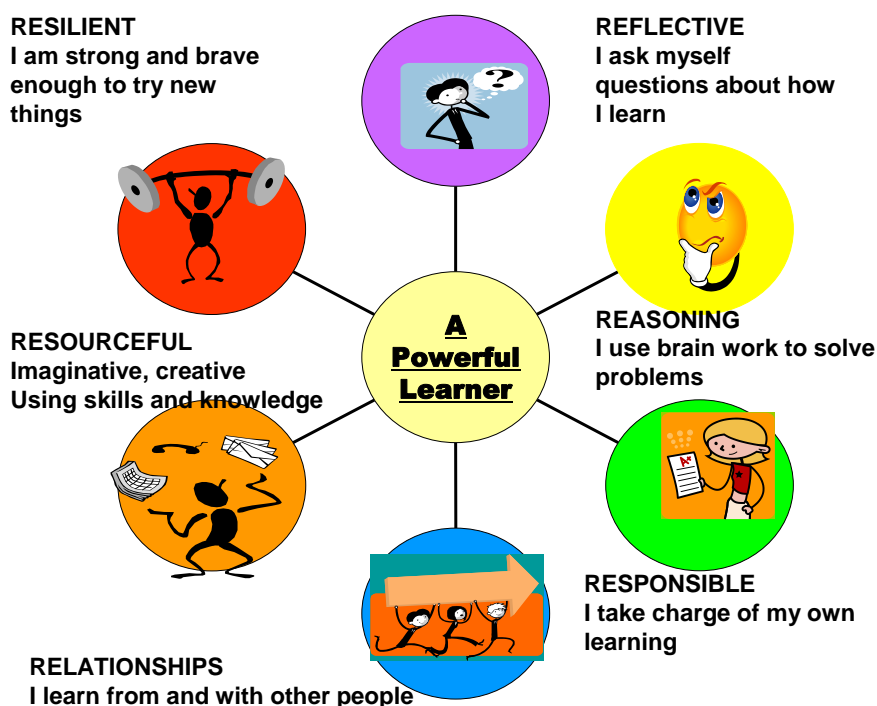
Empower each child to make healthy choices for life and develop positive personal relationships.

Engage every child in building a strong foundation of inner confidence that will keep them safe and secure throughout life.

Definitions

Learning

- Learning is dynamic and people learn in different ways; visual, auditory, kinaesthetic.
- The more pupils understand how they learn and take responsibility for their own learning the more they understand what helps them to become better learners.
- In our school we have agreed to focus on six skills that facilitate powerful learning and we have shared vocabulary about learning as follows:



This was agreed through our pupil voice project which we call Rainbow Learning. For effective learning to happen, it is essential to have a strong and developed 'pupil voice' within our school.

Pupil Voice

Essential ingredients for success

- Every Child's voice is heard through various mechanisms
 - ☺ School Council
 - ☺ Class Council
- Enquiry led curriculum (moving towards this)
- Ownership of rules and involvement in devising whole school policies related to pupil wellbeing e.g. Relationships and Behaviour Policy, Rainbow Rules , Anti Bullying Policy,
- Pupil led activities e.g. charity events, talent show, playground buddy support,
- Consultation of pupils about whole school matters e.g. refurbishments, lunchtime arrangements, school self-evaluation

Teaching

In our school, teachers and learners are interdependent. Teachers model learning, pupils learn through teaching.

Effective teaching is that which allows the Powerful Rainbow Learning to take place. It fosters an understanding and ownership about learning in the pupils.

Characteristics of effective teaching are;

- Positive interaction with pupils

- Fosters resilience and confidence in pupils
- Enables pupils to critically reflect on strengths and areas for development
- Clear understanding of how pupils learn
- Provision of a high quality learning environment that fosters positive learning opportunities
- Ensures safety of pupils – physical and emotional
- Skilled use of questioning that develops thinking skills in learners
- Well paced teaching, using a variety of teaching styles and provision of interesting stimuli
- Varies groupings in class based on Assessment of Pupil Need for that particular topic in each subject
- Clear goals and objectives that pupils agree and understand
- Thorough planning but flexible delivery that allows for the unexpected to develop and misconceptions to be addressed
- Thorough assessment of individual pupil's skill level and use of strategies that enable pupil's learning to move on
- High expectations of all pupils; monitoring individual pupil progress; seeking ways narrow the gaps in achievement and to support those who make slower progress and to challenge and extend those who are more able
- Pertinent and timely feedback to pupils that enables further learning to take place
- Reflective about own practice and keen to learn new skills and understand new ideas; a willingness to share with colleagues

Learning Environment

Effective teaching and learning takes place in an environment which

- Welcomes
- Feels happy, organised, safe and free from emotional or physical intimidation for both adults and pupils
- Encourages and appreciates each individual
- Challenges and stimulates thinking and creativity
- Provides good resources which are clearly labelled
- Reflects pupil achievements and values everyone
- Provides equal opportunities
- Provides a working atmosphere
- Allows flexibility; peaceful and calm when required and exciting and lively when required
- Positive and supportive atmosphere where adults and children are happy and confident to try new things and learn from mistakes
- Provides routines that are fair and consistent, realistic and positive, clearly understood and agreed by the learners
- Pupils are encouraged to develop leadership skills
- Provides opportunities to work collaboratively, in a variety of learning contexts, exchange ideas, extend knowledge and consolidate understanding

Roles and Responsibilities

(See Job Descriptions)

Everyone involved with the school is expected to understand and adhere to the School Aims and the Rainbow Rules. Mutual, positive regard and a willingness to support and encourage each other are all essential to maintain and develop our positive school ethos. However, individual roles have a particular part to play in ensuring that learning within our school is effective.

Teaching Staff

All members of staff have individual job descriptions. There are responsibilities in relation to learning and teaching.

Head teacher and Senior Management Team

- Lead learning and teaching; organise the curriculum, monitor planning, assessment, pupil progress; ensure statutory obligations are met; ensure safe practices are followed and keep up to date with current educational thinking.
- Model expectations within the school and establish systems and procedures to enhance communication and the smooth running of the school.
- Evaluate school effectiveness and plan for improvement.
- Ensure participation from all stakeholders and find ways to build partnerships with pupils, parents and the wider community.
- Ensure equal opportunities

Class Teachers

- Plan learning, establish positive relationships with pupils and create effective and safe learning environments.
- Understand the content of the curriculum and plan to ensure that lessons provide optimum learning opportunities.
- Organise and use teaching resources and strategies effectively.
- Monitor pupil progress through assessment and communicate with parents about individual pupil progress and needs.
- Follow agreed policies
- Embrace new ideas and challenges.
- Work collaboratively
- Attend relevant professional development.
- Provide leadership for particular curriculum areas
- Ensure Equal Opportunities .

Support Staff

- Provide learning support for pupils and teaching support for teachers.
- They have a range of roles within school and work under the direction of the unit leader and class teacher.

Pupils

- Understand why they are in school and follow the Golden Rules and class codes.
- They are encouraged to take responsibility for their own learning, to investigate, explore and contribute to the learning environment.

- They are expected to treat staff and other pupils with respect and to keep themselves and others safe.

Parents

- Parents are valued partners within the life of the school.
- Support their children to understand the importance and joy of learning
- Enhance pupils learning through involvement with homework and attend parent teacher interviews and show an interest in school
- Keep school informed if their child has particular needs, worries or concerns
- Help their children to respect teachers and other learners, to behave responsibly and safely and to follow school rules.

Governors

- Have an overview of the work carried out in school
- Support the work of the school.
- They monitor and evaluate overall effectiveness of the school and work closely with the Head and SMT to ensure that the school continues to improve and that pupils are being enriched
- Challenge and support

Visitors and Community

- Outside visitors and the community involving school in their events enhances and enriches the learning within our school.
- All visitors are given a copy of the aims and are expected to follow our Golden Rules.

Procedures and Practices

Rainbow rules – Be kind, Be respectful, Be safe, Be a rainbow learner

(see Relationships and Behaviour Policy and we use the 5 questions and the restorative approach)

- Created by pupils and staff
- Reviewed annually
- Underpin the Relationships and Behaviour Policy
- Constantly referred to in lessons and on the playground backed up by 1 2 3 Magic

ASSESSMENT FOR LEARNING

(See Assessment Policy for details)

Lesson Planning

Long term, Medium term and individual lesson plans.

Essential ingredients are;

- Team leaders and subject leaders oversee them
- Content drawn from curriculum map, Age Related Expectations, Development Matters, Star Science and other sources
- Should be of high quality and illustrate; learning objectives, success criteria, the content, assessment opportunities, differentiation, teaching and learning styles, resources.

- Written collaboratively and are flexible
- Ensure progression
- Use agreed layout
- Plans are stored on the server for monitoring purposes, easy access, sharing
- Range of support material used

Assessment

Informal

Pupil Reflection

Pupils are actively encouraged to be engaged in self assessment. This is done through a range of strategies including

- ☺ PNI reflection time at the end of the lesson
- ☺ Mind maps and questionnaires
- ☺ Reflection time
- ☺ Peer marking/evaluation
- ☺ Pair work

Ensuring Progression in Key Skills

KEY SKILL	SUPPORTED BY
ALL SUBJECT AREAS	National Curriculum and in addition those listed below. Age Related Expectations and then a range of materials to ensure that these are met. We use topics as a cross - curricular approach to embed skills across the curriculum in English and Maths, but ensure the key skill and knowledge in each subject are taught.
Early Years	Development Matters and Early Years Strategy Guidance
Maths and English	Age Related Expectations Ros Wilson Big Write National Phonics Programme Range of support programmes e.g Five minute box, Success at Arithmetic, 1 st Class at Number, Ace Dictionary
Science	Age related expectations Star Science Scheme / Hamilton Science Safety Manual–
Computing	Age Related Expectations Swavesy V.C.
PSHCE	Cambridgeshire Scheme for PHSE Healthy Schools Programme
PE	Curriculum drawn up by SVC in consultation with school staff Sports Partnership PE Safety Manual
RE	Agreed RE Syllabus for Cambridgeshire
DT	Agreed safety Manual for DT

Monitoring and Evaluation

All members of the school have a role to play in monitoring and evaluation of our effectiveness. Monitoring and Evaluation is facilitated by use of the agreed structures and routines which constitute excellent teaching and learning and success is measured against those agreed expectations.

Class Teachers should be reflective and innovative and modify their practice in response to monitoring of their pupils attitudes, work and progress.

Senior Staff support the staff in their team through a wide range of monitoring activities including:

Observations

Work scrutiny

Learning Walks

Pupil Conferencing

Data Scrutiny

Pupil Progress Conferences

Zone meetings

Enrichment

We have a two members of staff who share the Role of Curriculum Enrichment Coordinator. They also coordinate History and Geography across the school. One of them is Educational Visits Coordinator.

A whole range of opportunities are provided throughout the school and will vary according to time of year, curriculum cycle and opportunities available. The following forms the general basis

Cultural

Theatre group visits

Music groups

Dance teachers

Music clubs and additional tuition

Sport

A Successful Policy?

When the policy is successful, we will see children who:

- are confident, well-motivated, independent, yet collaborative learners;
- enjoy their learning and who maintain good relationships with adults and other children;
- have a sense of pride in their work at school;
- make good progress against their targets.

When the policy is successful, we will see teachers and teaching assistants who:

- are knowledgeable, skilled, confident, motivated and happy in their work.

When the policy is successful, we will see parents who:

- are fully engaged in their children's learning;
- are proud of their children's achievements.

Review

- **This policy should be reviewed 3 yearly**