

# Glade Primary School

## Teaching and Learning Policy



**Growing, Learning, Achieving with Dedication and Enthusiasm**



## 1. RATIONALE

We acknowledge that children learn in different ways through a variety of experiences; we therefore recognise the need to develop strategies that allow all our children to learn in a range of ways.

All children have different starting points, different experiences and different responses to teaching and learning. Our first principle is 'Quality First Teaching': this means that the class teacher has a responsibility to ensure that all members of the class, irrespective of needs, feel included, succeed, challenged and can access work at the right level. This will involve teachers in considering groupings; planning work in different ways and at different levels.

Teaching and learning is central to life at Glade Primary School. The quality of teaching has the greatest impact on our children's learning and the standards that they attain. As an accredited Rights Respecting School, we are a community where children's rights are learned, taught, practised, respected, protected and promoted. Through the Teaching and Learning policy, pupils will develop a deeper understanding of the UN Convention on the rights of the Child.

We value the strengths of individual children, teachers, support staff, parents, governors and the local community. This is, therefore, a key policy for our school.

## 2. AIMS

The aim of this policy is to provide a clear statement of the principle and practice of teaching and learning at Glade Primary School. This statement represents our agreed view of how our children learn and how we intend to encourage and support that learning. It provides a framework which enables teachers and support staff to be confident in developing their own practice, and ensures that we are consistent in the way we work with our pupils.

We aim to help our children to:

- Enjoy their learning through experiencing success and by increasing their self esteem
- Become independent, confident learners who take greater responsibility for their own learning
- Become resilient, reflective, resourceful and reciprocal learners
- Feel secure and comfortable in school
- Acquire the necessary skills for learning, now and in the future, by developing lively, enquiring minds and the ability to question, share ideas and work co operatively
- Recognise and develop their own personal skills to the best of their ability
- Access a rich, balanced and relevant curriculum in a variety of ways. This includes encouraging creativity and self-expression
- Use language and number effectively, as a foundation for learning, and to feel confident in all areas of the curriculum
- Develop an understanding of other beliefs, cultures and ways of life
- Understand and respect their own rights, that of their peers and the rights of their duty-bearers

### 3. WHAT DOES QUALITY FIRST TEACHING LOOK LIKE HERE AT GLADE?

We believe that teaching is most effective when combining the following four elements during a teaching session:

1. Introduction to the session- warm up activity with the emphasis on enjoyment so that the children are keen to participate and want to keep learning
2. Main teaching session- learning is modelled to enable children to feel confident in having a go
3. Adapted tasks and activities that require learners to think and develop their understanding either individually or collaboratively
4. Pupils actively involved in reviewing their learning within an effective plenary. Pupils celebrating and sharing achievement and looking forward to the next step

Throughout all these stages we believe good teaching can be characterised by the following:

- Challenging but achievable expectations, clear explanations and rigorous pace.
- Varied and flexible teaching styles are used, dependent on the task.
- Teachers show secure subject knowledge of the areas they are teaching.
- Teachers have an exciting, enthusiastic approach to learning which will help inspire, motivate and engage our children.
- Clear focus is given through explicit learning intentions and success criteria, which identify what learners' need to understand and be able to do in order to achieve.
- Good use of additional adults and resources is made to support the children's learning.
- Positive behaviour management strategies are used to motivate and encourage pupils to respond appropriately and help create a climate for learning.
- Opportunities for self-evaluation and reflection are built in throughout the session.
- Strategies for Assessment for Learning are practised, including timely feedback.
- A consistent approach is used, in line with whole school policies and procedures.
- Each and every child makes progress in their learning, regardless of ability.
- A relaxed yet purposeful learning environment is created.
- Learning is linked to pupils' prior skills, knowledge and understanding.
- A range of question types are used e.g. open questions and closed questions. Pupils are encouraged to generate their own questions to support AfL.
- Information is presented in short chunks, which enable pupils to maintain their concentration.
- There is good interaction and communication between children as well as adults and children, developing a broad vocabulary.
- Creative ideas are valued and actively encouraged.
- Teachers ensuring that the curriculum is broad and balanced.

### 4. WHAT DOES GOOD LEARNING LOOK LIKE AT GLADE?

A good learner is someone who...

- Enjoys learning
- Shows 'awe and wonder'
- Asks questions
- Looks interested
- Joins in
- Responds to feedback

- Doesn't give up
- Gives others a chance to talk
- Is kind and helps others
- Asks for help
- Co-operates with others
- Takes a risk and has a go
- Follows our positive behaviour policy so that the learning environment is conducive for all
- Checks they have understood
- Can explain their thinking
- Listens and respects what others think
- Shares ideas
- Tries different ways to solve a problem
- Is motivated to learn
- Has access to Quality First Teaching

The school recognises that there are a number of children with varying additional educational requirements and needs and their provision may be shaped differently.

## 5. HOW CHILDREN LEARN

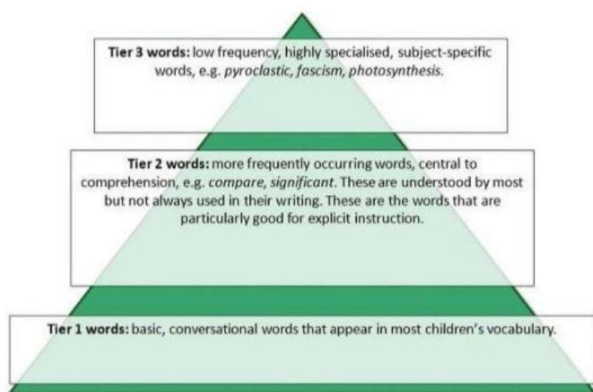
Our Curriculum design is based on key areas of research:

### Development of memory and use of retrieval practice

Learning is most effective with spaced repetition and frequent and regular retrieval of learned content, to increase both storage and retrieval strength. This is based on the Spiral curriculum, which our Maths curriculum is implemented through. The act of retrieving previously introduced knowledge builds long term memory. Every time, students are asked to recall something learned in the past, the memory of this piece of knowledge is strengthened and its durability is extended. (Mccrea, 2017). Retrieval is far more effective than more frequently used strategies such as re-reading as it strengthens memory and makes it easier to retrieve the information later (Barenberg Roeder & Dutke, 2018; Roediger & Karpicke, 2006)

### Development of vocabulary/Oracy skills

Subject overviews show clear links to key vocabulary which should be mastered by the end of the year. There are regular opportunities for children to learn, speak, read and rehearse new vocabulary and this also forms a key part of our assessment process.



## **Development of transferrable skills**

Our curriculum demonstrates a clear and progressive transfer of skills, along with a balanced knowledge base to ensure that pupils are aware of the explicit links between subjects and are able to use skills that they have learnt across other curriculum areas.

## **Development of deeper level thinking leading to sustained mastery**

The Learning Challenge concept is built around the principle of greater learner involvement in their work. It requires deep thinking and encourages learners to work using a question as the starting point. In designing the curriculum, teachers and learners are using a prime learning challenge, expressed as a question, as the starting point. The learning challenges need to make sense to the learners and be within their immediate understanding. Time for learners to reflect or review their learning is central to the whole process. Within the Learning Challenge Curriculum, it is suggested that the final subsidiary learning challenge is handed over for learners to reflect on their learning. Although reflection is seen as a concluding part of the prime learning challenge, it is hoped that there will be continual opportunities for learners to reflect frequently.

Teachers need to use spaced or distributed practice, where knowledge is rehearsed for short periods over a longer period of time, to study a concept closely for a longer period of time. We recognise it is good practice to block learning and repeat practice over time, as this leads to better long-term retention of knowledge (Rohrer & Taylor, 2006; Rawson & Kintsch, 2005).

An important element of securing deep learning is the revisiting of key concepts and adding new information which links and connects to prior schemata. Our Curriculum has been built carefully to ensure this can happen. The most beneficial time of remembering something, is just before you forget it. Spaced retrieval is a key technique used by our teachers to ensure retrieval of prior content is crucial.

## **Learning experiences**

We know that giving our pupils the opportunity to try new things and develop new skills can be hugely beneficial. It can help our children to grow in confidence, expand their understanding of the world around them, or introduce a hobby or passion that could last for years to come. Each year, children are asked to select key learning experiences which they will be able to take part in at some point throughout the year. We offer a wide range of educational visits, residentials, camps, workshops throughout the year to link with key learning areas. We also have a range of visitors in school to further support our curriculum.

## **6. LEARNING TARGETS**

These are shared with pupils regularly in order to focus on the key learning skills. They are also shared with parents at our Autumn and Spring parent consultation afternoons and in the end of year report. Progress is measured and monitored regularly and termly progress meetings are held with the SLT and SENCO to track progress.

## 7. CURRICULUM DRIVERS

We ensure that all our pupils gain full access to the National Curriculum through rigorous planning and implementation. All school stakeholders engage in a regular review of the curriculum led by our Curriculum Lead. We focus on the Intent, Implementation and Impact of curriculum provision at Glade. We offer a rich range of educational visits, workshops and experiences (including learning opportunities outside the classroom) to enrich the lives of our children. We have developed three curriculum drivers that shape our curriculum, bring about the aims and values of our school and respond to the particular needs of our community.

**Global Citizenship** enables our children to be responsible global citizens who respect and value diversity, different cultures and beliefs. Global citizens are socially aware, challenge stereotypes and use their voices to commit to making their world a more sustainable and equitable place.

Our focus on **Well-being** at school helps to support and nurture our pupils to behave positively, self-regulate and manage their feelings, work co-operatively, demonstrate resilience and build positive relationships. Restorative justice is used as and when conflicts arise.

**Creativity** is at the heart of all we do at Glade. We have a holistic approach and believe that all children are creative and should be provided with opportunities to use their imagination, thinking and analytical skills to create across the curriculum. We have a creative approach to all subjects and encourage children to think creatively to solve problems. Glade is committed to the arts and has achieved the Artsmark at Silver level. The school is committed to high quality music and arts provision. Music is taught by a specialist teacher and the school regularly showcases the children's work in music, art, dance and drama at assemblies and events throughout the year.

Documents are available on the website and in school giving details of each curriculum area.

## 8. THE LEARNING ENVIRONMENT

At Glade, we believe a positive learning environment sets the climate for learning and enables all children to access the curriculum.

It should:

- Be welcoming and inviting to children and adults by encouraging interaction and providing opportunities for good communication between home and school, reflecting cultural and racial diversity.
- Support and challenge learning by ensuring appropriate resources are accessible for the children, encouraging them to be independent in different areas of learning.
- Remind children that they are working towards personal goals and targets in their learning.
- Celebrate achievement and value effort in the display and presentation of children's current learning across the curriculum. It should help raise self-esteem and confidence.
- Be stimulating and thought provoking with the use of interactive displays and resources and different zones within each classroom, which encourage children to explore, investigate and play.
- Be warm, comfortable and clean with the provision of suitable, functional furniture and fittings.
- Create an environment where children feel they belong and can foster a sense of pride within it.

- Be safe and hazard free, both emotionally and physically.
- Encourage co-operative and collaborative learning and good working relationships, through the flexible use of space and the ability to adapt to whole class, group and individual learning.
- Promote an appropriate atmosphere for learning supported by the school's expectations and Code of Conduct.
- Be well organised and uncluttered, using available space to best advantage.

## 9. EFFECTIVE TEACHING AND LEARNING

In order to facilitate good teaching and learning as a staff we will commit to:

- Having consistent high expectations of every pupil, irrespective of ability, race, gender, age, socio-economic background or achievement.
- Ensuring that all pupils for whom English is an additional language have access to the full curriculum and the full range of cross curricular activities on the same basis as all other pupils.
- Having a good understanding of the primary curriculum- the skills, concepts, knowledge and attitudes which are the goals of the learning process.
- Using a suitable range of organisational strategies and teaching methods to establish a positive learning environment.
- Maintaining good discipline based on mutual respect, in line with our Vision Statement.
- Using the school curriculum plan to guide our teaching which details what is to be taught in each year group.
- Ensuring our daily planning: follows the agreed school format; is shared with the teaching assistants linked to each class; includes information about tasks to be set, resources needed, the way children will be grouped; is evaluated to inform future planning.
- Having clear learning intentions which are shared with and understood by the children (learning/success criteria)
- Using a range of organisational strategies and teaching methods to suit different learning styles e.g. visual, auditory and kinaesthetic (VAK)
- Organising human and physical resources effectively.
- Making sure that the activities we provide for the children extend their knowledge, skills and understanding.
- Being reflective, reviewing the effectiveness of our teaching and monitoring children's progress.

## 10. THE ROLE OF GOVERNORS

Our governors, determine, challenge, support, monitor and review the school policies on teaching and learning. In particular, they:

- Ensure clarity of vision, ethos and strategic direction
- Hold the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff
- Oversee the financial performance of the school and making sure its money is well spent.

Governors work with the headteacher and senior leadership team to drive the strategic development of the school and raise standards of achievement. Duties include setting the school's vision, aims and objectives, approving the school budget and appointing the headteacher. They liaise with subject leaders to understand how different areas of the curriculum are taught, learnt, assessed and celebrated.

Governors are there to provide oversight and accountability - they do not get involved in the day-to-day management of the school.

## 11. THE ROLE OF PARENTS/CARERS

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

- Have a positive attitude towards school and learning, supporting and working with school.
- Make sure that their child has the best attendance record possible.
- Make sure that their child is equipped for school with the correct uniform, P.E. kit and all that they need for their learning.
- Inform the school if there are matters outside of school that are likely to affect a child's learning or behaviour at school.
- Attend progress meetings and parents' evenings.
- Support the school's expectations with regard to behaviour and attitude.
- Read daily with their child at home and support them with completing their homework.
- Inform the school if they have any concerns.

## 12. MONITORING AND EVALUATION

The aims and objectives outlined in this policy are evident in the day to day working of the school. This will be monitored through:

- Teaching observations
- Monitoring children's work
- Learning journey books
- Learning walks
- The progress of the School Action Plan.
- External inspection and audits from external advisors
- Peer to peer reviews
- Sharing pupils' work throughout school and discussing quality
- Internal and external moderation of pupils' work
- Communication with children, parents and the rest of the school community
- Staff professional reviews in line with the Teacher Appraisal Policy



### 13. DIVERSITY

We are a diverse school and value the diversity of our learners, staff and community. We have done a large body of work as part of the journey of diversity and inclusion and its importance in the school and impact on teaching and learning. We recognise the value of diversity in teaching and learning can positively impact on the school community, creating a safe, supportive and purposeful environment where all young people can thrive academically, socially and emotionally. We know that a focus on diversity builds critical thinkers, develops social awareness, improves academic outcomes and ensures all pupils feel represented and included. We have a focus on the voices reflected in our teaching, identifying gaps or missing histories and giving our pupils a sense of agency through social action and impacting on their own communities. We seek to address inequality and support our pupils in seeing themselves reflected in their work and community.

### 14. ASSESSMENT

Please see the Assessment policy for full details about how we assess learning in terms of attainment and progress. This policy is available upon request from the office.

We are aware of the need to review this policy regularly so that we can take account of new initiatives, changes to the curriculum, developments in technology or changes to the physical environment of the school.