



LEARNING & TEACHING POLICY

Reviewed: Spring 2019
Next review: Spring 2022

Signed on behalf of the Governing Body

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Our Vision

“Branch by branch, we reach for the sky”

At West Tytherley, our vision is for all children to **believe** in themselves, **enjoy** learning, **grow** personally and academically ‘branch by branch’, and to have skills to **succeed** in life.

Purpose

This policy underpins all other policies that we have at West Tytherley Primary School in relation to learning and provides guidance for effective teaching within a nurturing environment. We recognise that all members of our school are on a continuous learning journey. The policy supports the vision, values and aims of West Tytherley Primary School.

Key Principles

West Tytherley is a ‘Learning Centred School’, meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.

At West Tytherley we believe children learn best when:

- *learning experiences enthuse, engage and motivate them, fostering their curiosity, developing thinking and promoting an enjoyment of learning*
- *well planned learning opportunities enable individuals to experience success and make progress over time, through appropriate levels of support and challenge*
- *day-to-day assessment is used effectively by themselves and their teachers to decide where they are in their learning, where they need to go and how best to*

get there

- *they have a 'growth mindset' and are keen to develop their 'learning to learn' skills, becoming resilient, resourceful, reflective and reciprocal learners*
- *they feel happy and safe at school, within a learning environment that is stimulating, purposeful and organised*
- *there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed*

Effective Learning and Teaching in Practice

Children learn best when learning experiences enthuse, engage and motivate them, fostering their curiosity, developing thinking and promoting an enjoyment of learning.

- There is a rich, diverse, creative curriculum which is well-resourced and clearly mapped across all year groups and subjects to ensure appropriate coverage, continuity and progression.
- Units of learning are exciting, stimulating 'hooks', well-planned learning journeys and high quality, purposeful outcomes.
- Children have a clear understanding of the purpose of learning activities, with real-life contexts and first-hand experiences being used wherever possible. They are involved in designing learning journeys and deciding possible outcomes, encouraging ownership and enhanced motivation.
- Long-term planning is holistic, making connections between different areas of learning and ensuring 'learning to learn' (Building Learning Power) skills are taught and developed. (see Appendix 1)
- Learning in each subject is underpinned by its curriculum statement and provides opportunities for child-led exploration and investigation.
- Long-term planning provides opportunities for children to apply their learning in a variety of practical contexts and to deepen their knowledge and understanding.
- Resources used are interesting, tactile, visual and varied.
- Appropriate home-learning is set to nurture children's enthusiasm and curiosity, and to consolidate their understanding in areas under study.
- Learning and learning outcomes, both within school and at home, are celebrated regularly in public forums such as 'Celebration and Sharing Assemblies', newsletters, notice boards and the school website.
- A range of extra-curricular activities is provided.

Children learn best when well planned learning opportunities enable individuals to experience success and make progress over time, through appropriate levels of support and challenge.

- Children are motivated to learn through well differentiated learning activities, building on their prior attainment and providing appropriate levels of challenge.
- Teachers use effective exposition and focussed learning activities with clear objectives and outcomes.

- Teachers are flexible in their approach, being responsive to the needs and interests of learners.
- Adults are used effectively to provide timely interventions during lessons, supporting and challenging learners in order to ensure their progress.
- A monitoring cycle is in place to support the progress of individuals and groups of learners: 'Pupil Progress Meetings', lesson observations, planning scrutiny and 'Book-Looks'.
- Children with specific learning needs receive appropriate and timely support in order to ensure progress. Teachers work alongside the SENDCO to ensure appropriate provision is made.

Children learn best when day-to-day assessment is used effectively by themselves and their teachers to decide where they are in their learning, where they need to go and how best to get there.

- Teachers use effective, on-going assessment to design well-planned learning journeys, considering children's prior learning and their 'next steps' in order to ensure all individuals make progress.
- All lessons have clear learning objectives and outcomes which are understood by the staff and children.
- Success criteria, which are ideally developed with the children, help learners to understand the desired outcomes and enable pupils to use self and peer assessment to evaluate their work and understand 'next steps'.
- Children use frequent, detailed and developmental feedback from staff, both verbal and written, to improve their learning.
- Children are given time to respond to feedback, being supported in doing so where necessary.
- Target setting responds to children's individual needs. Children understand their targets and these are communicated to parents at the spring term parents' evening and via annual written reports in the summer term.
- Teachers track children's progress against key performance indicators in core subjects (reading, writing, maths and science) using 'Insight Tracking' which is updated termly.
- Teachers complete 'Cohort Action Plans' which outline children's learning needs and provision made to ensure individuals' progress. These are discussed with the Senior Leadership Team and Inclusion Manager during frequent (half termly) 'Pupil Progress Meetings'.

Children learn best when they have a 'growth mindset' and are keen to develop their 'learning to learn' skills, becoming resilient, resourceful, reflective and reciprocal learners.

- We aim to develop a 'growth' mind-set by encouraging all members of the school community to be active, lifelong learners, who share their interest in learning with each other and our children.
- The principles of 'Building Learning Power' (as pioneered by Guy Claxton) are evident in teachers' planning and children's learning experiences, with 'learning to learn' skills being taught and developed across the curriculum. (See Appendix 1)
- Children's achievement in relation to BLP is identified as part of the learning process and celebrated, more formally, during

'Celebration Assemblies'.

- Classrooms contain prominent BLP displays which are referred to as part of children's learning experiences.

Children learn best when they feel happy and safe at school, within a learning environment that is stimulating, purposeful and organised.

- Everyone is treated fairly and consistently and relationships are based on mutual respect.
- We aim for all children to have a sense of belonging, being part of both their class and the wider West Tytherley family.
- We seek to develop classrooms that create a positive, supportive working atmosphere, with children involved in establishing this via the development of 'Class Charters' at the start of each academic year.
- We value children's ideas and opinions, always listening to what they have to say.
- Children are encouraged to take risks in their learning, learning from their mistakes in order to make progress.
- Children will always be encouraged in their learning and their efforts are praised both in the classroom and in 'Celebration Assemblies'.
- Children's learning outcomes are displayed around the school for others to celebrate, appreciate and admire.
- Children are encouraged to take on roles and leadership responsibilities, contributing to the effective management and organisation of the school as a whole.
- Displays in classrooms are informative and interactive, providing visual aids to support children's learning and valuing the learning process.
- We set high expectations for behaviour and employ positive behaviour management strategies in line with the school's behaviour policy. These strategies are underpinned by a clear range of rewards and sanctions which are applied fairly and consistently across the school.
- Clear safe guarding procedures are in place and are adhered to at all times.
- Classrooms have appropriate, clearly labelled and accessible resources, varied according to the age and needs of the children.
- The learning environment is varied, using our extensive outdoor spaces, the 'Four Seasons' learning garden and educational visits to enhance learning experiences.
- We work closely with children's families in support of their welfare and education.

Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

- Our 'home learning' policy has a strong focus on developing and extending children's basic skills.
- Families are invited to attend 'Celebration and Sharing Assemblies', as a way to keep them involved with their child's achievements and progress in their learning.
- Teachers prepare a termly curriculum letter, outlining learning experiences for the term ahead.

- We maintain an ‘Open Door’ policy, where parents are able to approach the school and staff are available to deal with any concerns. If appropriate, appointments can be made with the classteachers.
- Parents receive feedback regarding their children’s learning, both informally, when appropriate, and formally, through termly parent, teacher meetings and an annual written report.
- Children’s targets in reading, writing and maths are formally shared with parents, with teachers providing information regarding how parents can support at home.
- There is a well-planned induction programme which takes place prior to children starting West Tytherley School. This includes ‘home visits’ conducted by Year R teachers.
- An annual questionnaire to parents seeks their opinions regarding what the school is doing well and what could be improved.
- Parents are listened to, welcomed and encouraged to help in classrooms, on trips and around the school where appropriate.
- Parents are informed about school events and relevant topics through weekly newsletters, letters, e-mails, notice boards and the school website.
- When new initiatives affect children’s educational experiences, the school may decide to run specific workshops for parents in order to keep them informed and updated.
- The school has an active PTA who work hard to involve the parent community in a variety of fundraising events.

APPENDIX 1

‘Building Learning Power’ was developed by Professor Guy Claxton. We use this as a model for developing and celebrating learning behaviours.

Resilient	Resourceful	Reflective	Reciprocal
Being ready, willing and able to lock on to learning through: <ul style="list-style-type: none"> • Absorption • Managing distractions • Noticing • Perseverance 	Being ready, willing and able to learn in different ways through: <ul style="list-style-type: none"> • Questioning • Making links • Imagining • Reasoning 	Being ready, willing and able to become more strategic about learning through: <ul style="list-style-type: none"> • Planning • Revising • Distilling • Meta-learning 	Being ready, willing and able to learn alone and with others through: <ul style="list-style-type: none"> • Interdependence • Collaboration • Empathy • Listening • Imitation