



## Quality of Education: Teaching and Learning Policy

**Signed Chair of Governors: Mrs Janet Cullinane**

**Signed Headteacher: Miss N Lyddon**

**Policy amended:** October 2016, Spring 2018, Spring 2021, Spring 2023

**Next Review Date:** Spring 2025

As a school we are committed to enabling children to flourish as enthusiastic and successful learners and we all wholeheartedly believe in '**Learning Together, Achieving Forever**'.

Our values assert that:

- We have a moral duty to ensure that each child is able to discover and develop a passion for learning.
- Children will be happy and will flourish when working with adults who inspire them to learn.
- Relationships, based on mutual respect, trust, fun and high expectations are the key to excellent learning.
- We will strive to develop strong partnerships with our families and the community.

In order to achieve our vision and stay loyal to our values (refer to our values statement), the teaching and learning in our school needs to be of the highest quality. This policy sets out how our school will achieve that.

We previously asked children, teachers, LSAs, Governors and parents to help compile this Teaching and Learning Policy and complete the statement: "Children learn best when...". Using the responses collected, the Leadership Team and staff compiled the first section of the policy.

Teachers and LSAs were asked what they felt should be included as components of every topic we teach. The final document derived from these discussions forms the second section.

### **Section 1 – A Checklist of Best Practice Children Learn Best When...**

#### **1. They feel happy, safe and secure**

**We will see:**

- Positive, happy, respectful relationships throughout the school.
- A caring attitude among children and adults.
- Familiar embedded routines enabling smoothly organised classrooms.
- Children and adults safe from physical, mental and emotional harm or bullying.
- Children and adults are confident, adventurous, inquisitive and allowed to learn from mistakes
- Respect for people and property.
- People being appreciated and valued using both words and actions.
- Children's learning experiences are rich and are based on previous learning.

#### **2. They feel valued and appreciated**

**We will see:**

- Positive, encouraging, affirming words, phrases and actions from the teachers/LSAs/Admin Team to all pupils abiding by our whole school behaviour policy.
- Teachers/LSAs ensuring that there is time in the busy-ness of the classroom for them to spend time checking in and making time for each child within the week.
- Children having regular times to speak and listen to others.

- Teachers/LSAs knowing, acknowledging and encouraging achievements, strengths, aptitudes and interests of the children in their class and across the school also.
- Teachers/LSAs actively developing a learning atmosphere where encouragement and appreciation are paramount.

### **3. They are confident, excited and inspired to learn**

#### ***We will see:***

- Teachers/LSAs who role model Growth Mindset attitudes and can inspire children to want to learn and be high achievers in all areas of life.
- A wide variety of rich activities, many based on first-hand experience - all made relevant to the topic/real-life learning examples so the child can see the purpose in completing them.
- Exciting starting points/topic launches to topics to entice the children to raise open-ended questions and intrigue surrounding the new learning.
- Inspiring activities to aim towards, with creative outcomes for each topic, with a growing range of authentic audiences.
- Adults giving clear instructions and rephrasing when necessary so that all can understand the expectations. Some children will receive individual, specific instructions to support them in the classroom.
- Activities engaging the children's interest and imagination. This will often include a strong focus on reading, story-telling and music/song to aid feelings/tone of the session.
- Adults asking the children a range of open 'snorkelling' and 'deep sea diving' questions to challenge, develop and support/consolidate their understanding and thinking.
- Children's learning experiences building on previous learning both in their current year group and from previous years.
- Learning experiences enhanced by regular visits and visitors for all areas of the curriculum.
- Aspects of each class' learning based in the school grounds and in the local area environment.
- A global perspective to children's learning, through a range of themed days including Love of/Jigsaw days. As well as attending and leading special days such as Remembrance services.
- Computing skills supporting learning whenever possible or appropriate.
- A positive attitude to learning maintained throughout the school day – where a high level of effort and perseverance is observed.
- Children eager to be successful learners, understanding that mistakes are part of the learning process.
- Children willing to take risks and be adventurous learners, within a safe context.
- Children engaged in purposeful learning opportunities from the start of each day to the end of it.
- Opportunities are planned for children's work to be published (in person, display, website, photobooks) so that they have real audiences to aspire to.

### **4. They are physically comfortable and alert**

#### ***We will see:***

- Regular Physical Educational and Games sessions.
- Drinking water available to children when they need it.
- Children not spending too long on the carpet but kept active throughout the lesson.
- Fruit and healthy snacks being made available to children at break times.

### **5. They have the right environment to work in – calm, quiet and productive with minimal distractions**

#### ***We will see:***

- Children working quietly, with a noise level appropriate to the activity in hand, but never so loud as to cause distress or disturbance to children's learning or disruption to neighbouring classrooms (including in the hall, music and drama room, library area, Forest Schools and Art Room and group rooms)
- A variety of groupings allowing for flexibility and effective first quality teaching. Such groups could include: pairs, ability groups, mixed ability groups, groups of three and four, friendship groups, etc. Cutaways and independent inputs organised to allow for targeted learning.

- Well organised and tidy classrooms so that children can be independent learners, with resources and materials clearly labelled and readily available in trays or in boxes on their tables for easy access.
- Children able to develop a good work ethic and encourage others when appropriate to do so.
- Appropriate music being played as a background stimulus when appropriate
- Appropriate lighting – where possible natural daylight.
- A visual timetable on the board at the start of the day outlining the day's learning.
- Clearly established classroom routines – strong parity across year groups and a clear progression throughout the school.
- Children having time to relax and reflect on their learning, achievements and goals.
- Teachers/LSAs lead by example and model positive, happy, good working behaviours.

## 6. They are surrounded and inspired by examples of excellence

### **We will see:**

- Classrooms attractively arranged with children's work of high quality (carefully mounted and labelled), artefacts and a range of interesting pictures, books and questions to inspire children's learning experiences further.
- Display boards have a range of content: finished children's work; working walls; interactive displays to stimulate interest.
- Classroom displays changed regularly – no less than termly.
- Teachers using excellent examples of writing, oratory, art, presentation, drawing etc to inspire children to outstanding standards of achievement.
- High quality resources and materials, clearly labelled and readily available for children to use independently for the subject being taught.
- Children eager to learn and willing to work hard to achieve good outcomes in every session.
- An absence of mess and clutter.
- A classroom where the topic/theme is immediately clear.
- Children eagerly sharing and celebrating each others successes e.g. whole-school Merit Assemblies, singing assemblies, pairing up of classrooms/key stages, inviting audiences in to school. Opportunities for children to be inspired by a range of engaging and professional people and their work, through their study as well as visitors into school. These may include authors, poets, artists, sports people, craftsmen, explorers and scientists etc - people who are or have been noted for their determination, excellence, bravery, endeavour etc.

## 7. They are actively involved in their own learning

### **We will see:**

- Children being taught how to learn and adults role modelling this process effectively for the children.
- Learning related to real life contexts wherever possible.
- Children using and living the language of Growth Mindset
- Children and adults being encouraged to ask 'open ended deep questions' – questions that they don't know the answer to but would like to find out.
- Children having an involvement in planning and choice within their learning.
- Children having time to follow their own lines of enquiry and exploration, enabling them to produce work of real substance and quality.
- Children routinely involved with self-assessment (AfL) evaluation discussions with the adults they work with.
- Children having time to reflect on their learning and having the confidence to express their own opinions and listen to/discuss those of others.
- Opportunities for children to extend and develop their learning at home and to engage parents in their child's learning journey through Seesaw.
- Children reflecting positively on their achievements.

## 8. Their learning is relevant and practical, drawing from their own interests and rooted in first-hand experience

### **We will see:**

- Children being able to explain clearly why they are learning something.

- Children having the opportunity to learn and develop a love of the outdoors throughout the year.
- Children having the opportunity to participate in themed days/weeks where teachers block units of work thereby enabling children to 'get to grips' with and understand concepts fully.
- Teachers/LSAs reading fiction and nonfiction to children during story time, Blended Reading, Guided Reading and curriculum reading.
- Storytelling is used by teachers through drama and role play.
- Children working for real audiences and for authentic purposes whenever possible.
- A wide range of extra curricular clubs where children can explore new areas of learning and practise/extend/develop new skills.
- Children and adults learning together encompassing personal and out of school interests in order to further develop skills.

## **9. Their learning is carefully planned and structured**

### ***We will see:***

- Teachers planning carefully structured lessons and programmes (both long and medium term) to ensure that there is a broad, balanced, rich, relevant and progressive curriculum, based on children's prior learning and previous achievements.
- Teachers/LSAs systematically assess and track children's progress throughout the units of work using our school tracker system (Otrack).
- Planning for children to pursue individual interests and engage in sustained activities.
- The 2014 National Curriculum outcomes are taught thoroughly; with time being made available for other activities to enhance the children's learning experience.
- Teachers planning to teach a combination of skills and knowledge leading to understanding that can then be applied in other situations.
- Teachers knowing when to depart from prepared planning to allow more creative, engaging learning opportunities, led by children's enthusiasm and other stimuli.

## **10. Teachers have high, but realistic expectations**

### ***We will see:***

- Children and teachers/LSAs discussing targets, learning outcomes and expectations.
- Challenge for all children in every lesson.
- A positive, 'can do' Growth Mindset ethos is promoted and permeated across the school.
- A culture where achievement is expected and celebrated daily.
- Children developing resilience, stamina and determination in seeing a task through to a conclusion using Austin's Butterfly strategy as a stimulus/mindset.
- Children being held increasingly accountable for their work – both quality and quantity – as they progress through the school.

## **11. They understand how to improve**

### ***We will see:***

- Children reflecting on their challenges, achievements and areas for development in a range of areas.
- Children working towards targets set to ensure progression and deeper understanding.
- Teachers helping children to understand how they learn, getting in the zone of learning and maintaining good learning behaviours.
- Children persevering and practising new skills, even when the task is perceived as being tricky – stick-ability.
- Children who are in the 'learning pit' developing the skills to get themselves out of the 'pit'.

## **12. There is a strong, mutually supportive relationship with home**

### ***This means that we will see:***

- Parents/Carers are actively encouraged to help children at home through home learning and other activities.
- Home school diaries used effectively to comment on Reading development in school by teacher/LSA, and used by parent/carer to record the 5 times per week reading at home.
- Seesaw is used effectively to enrich and further learning that has or is due to take place in school.

- Year Group Expectation Meetings for each year group at the start of every year to inform parents/carers of expectations, curriculum coverage, enrichment activities and encourage their active participation.
- Curriculum Information Meetings to show and teach parents how best to support their children in school e.g. maths evening, reading and writing evening, phonics, growth mindset etc.
- Regular planned Consultation meetings (termly) with parents to celebrate progress, achievements and highlight targets and areas for development - next steps.
- An open door policy throughout the school which makes parents feel that they are always welcome.
- Regular website updates which share exciting activities/trips that the children have been involved in.
- Parents and Governors encouraged to support the school in class and be part of the wider school community, with activities such as Guided and individualised reading/spelling/art/cookery and in 'out of class' activities such as trips, clubs, fundraising events etc.
- Parents supporting the FoGB (Friends of Great Binfields) raising money for whole school initiatives to support the children's learning.

## **Section 2 – A Check List for Topic Planning. Essentials in a Topic**

### **These must be present in every topic we do:**

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| ✓ Planned Speaking & Listening opportunities  | ✓ Art (2D and 3D) and /or DT activities linked to the themed topic   |
| ✓ A hook or launch to the topic and a goal or end piece to work toward.                                     | ✓ Music linked to the themed topic   |
| ✓ Pupil Voice (What do children want to learn/do?)  | ✓ Drama/role play  |
| ✓ Assessment for Learning   | ✓ Opportunities for children to ask questions and pursue answers   |
| ✓ First Hand experiences  | ✓ Time to produce learning of real quality   |
| ✓ Key questions that are open so that we do not cap the children's learning experiences.                    | ✓ Use of the outdoor environment   |
| ✓ Opportunities for cross curricular writing and reading  | ✓ IT computing an integral part of learning  |
| ✓ Pupil led activities with an element of real choice   | ✓ Ensure core outcomes are taught effectively but allow for flexibility to ensure key outcomes are fully understood. |
| ✓ Opportunities for Personal, Spiritual, Cultural and Social Development                                    |  |
| ✓ Different groupings (pairs, class, individual, ability groups, friendship groups, non-ability groups etc) |  |
| ✓ Display or indication of taught themes in classroom environment   |  |
| ✓ Assessment opportunities for teachers   |  |
| ✓ Storytelling  |  |
| ✓ Cookery – termly  |  |

