



# **Learning and Teaching Policy**

Reviewed: September 2017

**To be reviewed every three years**

*September 2017*

## Teaching and Learning Policy

### Some thoughts on Learning:

*I never teach my pupils; I only attempt to provide the conditions in which they can learn*

Albert Einstein

*The biggest enemy to learning is the talking teacher*

John Holt

*A poor teacher complains, an average teacher explains, a good teacher teaches, a great teacher inspires*

H Narasimhaiah

*...since we can't know what knowledge will be most needed in the future, it is senseless to try to teach it in advance. Instead, we should try to turn out people who love learning so much and learn so well that they will be able to learn whatever needs to be learned*

John Holt

### Learning – Our Definition:

Learning occurs when the penny drops and the learner exclaims 'Ah, I get it!'

### Aims:

- To support our school values in creating a learning school
- To generate a policy for learning and teaching across the school which acts as a practical reference document for teachers.
- To actively encourage our pupils to develop a growth mind-set and recognise mistakes as learning opportunities.

### Our learning and teaching policy will improve learning because it will:

- Provide an opportunity for staff to engage in an ongoing debate about teaching and learning
- Translate collective values into collective practice
- Provide clarity or purpose and practice by articulating the implicit and the intuitive
- Promote consistency – a characteristic feature of outstanding schools
- Establish minimum entitlements for all pupils

### Principles of Learning and Teaching

#### *We believe children learn most effectively when...*

- They are healthy and happy as their personal, emotional and physical needs are being met
- They are engaged, inspired and motivated!
- They have positive and secure relationships with those around them (peers and adults alike)
- They understand the purpose for learning – The Big Picture

- They are provided with quality resources and stimulating and suitable environment in which to learn
- They are offered an appropriate level of challenge to meet their needs
- Explicit links are made between prior learning and next steps
- A variety of learning styles are recognised and catered for
- They have explicit opportunities to discuss and talk about their learning with a range of audiences
- The culture recognises that mistakes are valuable learning opportunities

### **Learning Strategies to use – turning our principles into practice**

- Assessment for learning approaches
- Opportunities for reflection
- Range of questioning – predominately open ended
- Have a ‘no hands up’ rule where practicable
- Effective use of learning partners
- Encourage risk taking – move pupils to edge of comfort zone
- Place high value on the learning opportunities that can arise from mistakes
- VAK – utilise a range of learning styles to suit the needs of all learners
- Offer opportunities to work individually, in pairs and as part of a group
- All members of the community aspire to model and uphold our school values

### **Minimum Quality Standards for Lessons (lesson Structure)**

At Runwell Community Primary, **Quality Standards** for lessons have been established. These will form part of the focus for formal and informal observations of lessons and learning activities.

Our **minimum** quality standards for lessons are:

- Capture the attention of and engage the class/group at the beginning of a lesson
- Explain the purpose of the lesson clearly – Learning Intention
- Give clear and accurate instructions and explanations throughout – generate success criteria
- Demonstrate accurate subject knowledge
- Monitor and intervene to ensure sound learning and discipline
- Establish and maintain a purposeful working atmosphere
- Set high expectations for pupils’ behaviour, effort and achievement
- Establish a safe working environment which supports learning and in which pupils feel secure and confident
- Use language and terminology appropriate to the level and ability of pupils
- Challenge and support pupils of all abilities
- Show evidence that pupils of all abilities are involved in learning activities
- Give pupils opportunities to interact with each other and contribute ideas
- Engage with all three learning styles – VAK
- Show appropriate mobility around the classroom
- Show evidence of bringing the lesson to a suitable and meaningful conclusion
- Make links with prior and future learning
- Provide opportunities for pupils to evaluate and reflect on their own learning – identify successes and suggest improvement points
- Use adult support effectively to support learning
- Follow other agreed school policies and procedures

## **Monitoring and Evaluation**

The effectiveness and implantation of the policy will be monitored by the head teacher and leadership team through:

- Formal lesson observations
- 'Drop Ins' to lessons
- Climate Walks

When other staff with leadership responsibilities are involved in monitoring aspects of teaching and learning they will also refer to and make reference to this policy.

### **When the policy is successful, the school will be characterised by...**

#### **...children who:**

- are interested and enjoy learning
- are making good progress
- develop transferable skills
- know what is expected of them with regard to work and behaviour
- respect all members of our school community
- take pride in their work and in the school
- are confident learners who are willing/able to learn from their mistakes
- display self-confidence and a positive self-image

#### **...teachers who:**

- enjoy teaching and seek to inspire children
- value and promote equality
- plan consistently and effectively
- differentiate work effectively
- match teaching styles to learning needs
- plan for and make good use of Learning Support Assistants
- have positive relationships with children, based on mutual respect
- maintain a positive learning environment
- support and encourage children in their learning
- regularly use praise and other motivational strategies that are linked to our school values
- use assessment data to inform future planning
- who adapt planning in order to meet the needs of all learners

#### **...lessons where:**

- There is a 'buzz' and sense of activity
- The learning intention is made explicit
- There are opportunities for children to evaluate and demonstrate their learning
- The teacher and Learning support assistant are directly involved in teaching for the majority of the time
- Children are purposeful and productive

**...classrooms:**

- Where resources are well organised and available to children
- With displays that celebrate children's achievement and promote high standards
- With displays that support learning, promote interactivity and present a challenge to children
- That are tidy and promote pride in the school environment
- That are interesting places for children and teachers

## APPENDIX 1

### Learning Strategies to use at Runwell Primary School –

#### Philosophy into Practice – Reminders!

- Give children a clear purpose for learning
- Beginnings, Endings, Middle – Primacy and Recency
- Include hooks for learning and celebrate achievement at the end of a theme of learning.
- VAK
- Working Walls
- Keep children well hydrated!
- Mind Maps
- Growth mind-set promoted consistently
- Comfort Zone- Move to the Edge
- Learning Partners – Talk!
- White boards!
- Concentration Span – Age + 2 minutes
- Tap into multiple intelligences
- Sharp Questioning – challenge the learner
- Modelling – think aloud! Demonstrate!
- Toolkits – encouraging independent learning strategies
- REFLECT and Evaluate

## APPENDIX 2

### Motivation Strategies

- **Respect** = Respect
- Smile ... Welcome
- Refer to our school values
- Humour
- Body language
- Maybe .. and.... I'd like you to
- Thanks in advance
- Show genuine interest
- Create opportunities for success for all
- Like the child – dislike the behaviour
- Seize their moment – Celebrate achievement
- Hold to account – Don't hold a grudge
- Positive language – 'Just say Do', 'Don't say Don't'
- Relentless enthusiasm
- Quiet children – identify and acknowledge
- Genuine praise
- Reward for the positive and share openly – Class Dojo
- Every day is a fresh start!

## Appendix 3

### Minimum Quality Standards for Lessons

- **Capture** the attention of and engage the class/group at the beginning of a lesson
- Explain the purpose of the lesson clearly – Learning Intention
- Use adult support effectively to support learning – get groups started on their independent learning as soon as they are able, avoid overdoing direct teaching for those who are ready to apply!
- Give clear and accurate instructions and explanations throughout
- Demonstrate accurate subject knowledge
- Monitor and intervene to ensure sound learning and discipline
- Assessment for learning – self assessment, peer assessment
- Readiness to adapt lesson to meet the needs of all learners
- Establish and maintain a purposeful working atmosphere
- Set high expectations for pupils' behaviour, effort and achievement
- Establish a safe working environment which supports learning and in which pupils feel secure and confident
- Use language and terminology appropriate to the level and ability of pupils
- Challenge and support pupils of all abilities
- Show evidence that pupils of all abilities are involved in learning activities
- Give pupils opportunities to interact with each other and contribute ideas
- Engage with all three learning styles – VAK
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