

Comberton Primary School Learning and Teaching Policy



Our Vision:

Comberton Primary School will be the first choice primary school for Kidderminster parents as the school that consistently provides an outstanding education for its children.

Our Values:

<i>Our role at Comberton is to spark curiosity, creating a world of opportunity, awe and wonder for our children and staff. We aim to equip our children with the skills and values to lead productive and inspired lives in modern day Britain.</i>	
Respect	<i>for all members of the school community; for the beliefs and ideas of others and the environment we create.</i>
Responsibility	<i>for our own actions, our own learning, and our pursuit of excellence.</i>
Tolerance	<i>celebrating and understanding differences, and learning from each other.</i>
Collaboration	<i>working together with different people for a common goal.</i>
Perseverance	<i>never, ever giving up. To be the best we can be.</i>
Determination	<i>to do the right thing and wanting to succeed.</i>

Our Aims:

- To offer a safe, happy, inclusive, caring and stimulating learning environment in which children, staff and parents are respected and respect one another.
- To encourage effective and collaborative partnerships within and between: the school; our parents; governors and the wider community.
- To ensure that all children are supported and challenged to reach their potential, both academically and socially, providing opportunities to nurture and encourage their talents and skills.
- To provide children with the knowledge and skills that will enable them to meet the challenges of a rapidly changing world both within and beyond the EYFS and National Curriculum.
- To enrich the curriculum with a wealth of experiences and fun opportunities which provide positive memories of primary school.
- To develop self-motivated, reflective learners who persevere when faced with problems, show determination to succeed and develop a lifelong love of learning.
- To develop children's knowledge and understanding of their place in the world and their rights and responsibilities within it, actively promoting fundamental British Values.
- To encourage the spiritual, moral, social and cultural (SMSC) development of our pupils so that they develop respect and tolerance for cultural and religious diversity regarding people of all faiths, races and cultures equally.

The purpose of this policy is to provide a central reference point to guide all staff towards achieving these aims with the intention of raising the achievement of all pupils. Our Learning and Teaching approach is continually reviewed through: school development work; staff training; staff meetings; learning walks; feedback from pupils, parents and governors as well as professional discussion.

Our policy aims to:

- stimulate discussion, promote good practice and inspire development in order to continuously improve the quality of the learning and teaching experiences offered to pupils, and provide a means of raising standards;
- communicate, to the school community, an agreed understanding of inclusive learning and teaching and provide guiding principles for the wider school community (including parents, teachers, governors);
- enable staff to identify aspects of practice, which they wish to develop, in order to raise staff confidence and increase competence;
- provide a framework to ensure consistency and progression of effective and inclusive learning experiences for pupils;
- provide challenging and active learning experiences where each learner is empowered and their full potential is developed and achieved;
- support a culture and provide the means to share, monitor and evaluate our own and each other's practice;

Monitoring, Review and Evaluation

To ensure that our policy is achieving its stated aims and to determine whether the key characteristics of effective learning and teaching are actively reflected in day-to-day practice, monitoring needs to take place in a variety of ways and will include:

- Learning Walks which include lesson observations.
- Scrutinies of pupils' work and evaluation of teachers' planning.
- Evaluation of assessment practices.
- Data analysis - tracking pupil's progress.
- Discussion with pupils.
- Discussion with parents and governors.
- Staff Professional Development to discuss and share key principles.

In addition, the qualities promoted in this policy document may be observed through;

- Working in partnership with parents and carers.
- Classroom and school displays.
- School ethos and culture.
- Pupil and staff interactions.
- Staff/subject/year group/key stage meetings.
- Feedback from pupil, staff, governor and parent questionnaires.

Key characteristics of effective learning and teaching:	What does this mean for our practice?
For effective learning to take place pupils need to feel valued, safe and secure.	<ul style="list-style-type: none"> • All staff know children well as a result of good relationships and knowledge of the whole child (developed through an effective classroom ethos, conversations, observations, assessments (formative and summative), sharing of information and working with outside agencies). • Teachers provide opportunities for pupils to develop their capabilities as learners e.g. to persevere, collaborate, to reflect etc. • Teachers demonstrate high expectations of the effort that pupils should make and what they can achieve. • Effective, consistent behaviour management strategies are applied and personalised where appropriate. • Effective use of praise and the encouragement and valuing of all contributions - feedback is constructive and positive (see Feedback to Learning policy). • An ethos of support is developed - Intervention groups target specific pupil learning needs. • The use of PSHEC to support learner's emotional and social wellbeing and raise self-esteem. • All appropriate responses are valued when pupils are talking, listening and responding to adults and each other. • Teachers encourage pupils to learn from their mistakes/misconceptions by seeing them as an opportunity for further learning. • Tasks are provided which develop positive attitudes towards pupils challenging themselves as a learner.
Effective learning builds on prior knowledge and understanding.	<ul style="list-style-type: none"> • Effective planning is tailored to meet the needs of our class and individuals. • Lessons build upon children's previous learning and interests, through purposeful application of knowledge to different situations. • Where possible, learning is put into an 'everyday' context. • Children are aware of the bigger picture, understand why they are involved in learning experiences and how they can apply this to decision making.
Effective learning is about knowing where you are, knowing where you want to be and knowing how to get there.	<ul style="list-style-type: none"> • Focused learning objectives are developed which are understood by the pupils and provide a context for the purpose of a lesson. • Pupils are provided with the information to recognise how they will achieve (steps to success, milestones, success criteria) providing a scaffold to self and peer assessment. • Teaching provides opportunities for pupils to regularly review their progress, developing a good idea about how successful they have been and taking an active role in identifying and applying the next steps needed for improvement. • Open-ended, thought provoking, challenging questions are used, encouraging pupils to apply, hypothesise, justify, reason and predict. • Teachers provide opportunities for pupils to purposefully discuss so that they can demonstrate, explain and reflect on their achievements (they listen to and respect others' ideas). • Children are provided with opportunities to constantly practise skills such as speaking and listening and we develop confidence in expressing their thinking. • Staff and pupils engage in feedback to learning approaches detailed in our 'Feedback to Learning' policy.

<p>Children take an active role in their own learning experiences.</p>	<ul style="list-style-type: none"> • Teaching approaches engage and stimulate the learner and are linked, where appropriate, to children's interests. • Lessons develop children's understanding through active, practical and first hand experiences – exploring, predicting and investigating, so that the lesson makes a difference. • Teachers plan frequent opportunities for pupils to be involved in individual and collaborative talk to share their learning, ensuring all contributions are valued. • Pupils are given opportunities to ask their own questions and are encouraged to become the learning expert, igniting their curiosity. • Teachers ensure that explanations are clear and modelled and demonstrate the process of learning.
<p>Learning <i>is more</i> effective when pupils have ownership of it.</p>	<ul style="list-style-type: none"> • A vast range of resources, teaching styles and strategies are selected to engage all pupils. • Planning is inclusive i.e. it is 'tailor –made' for all learners, including those with complex needs. • Pupils' needs guide teachers' planning so that activities are appropriately differentiated. • Pupils are very clear about the purpose of learning and can use a range of differing learning styles. • Pupils take responsibility for, and are active in, managing their own learning, setting their own targets and are aware of how they are going to achieve them. • Children take an active role in what they wish to learn and the skills they wish to acquire.
<p>Children learn best when work is matched to their individual needs.</p>	<ul style="list-style-type: none"> • Teachers maximise opportunities to work directly with learners in whole class, group and individual situations. • Differentiated learning experiences are provided to meet pupils differing needs and learning styles. • Flexible groupings are used related to the task in hand – mixed, set, ability and peer grouping. • We use Teaching Assistants effectively to support and extend pupils learning. • Teachers use continuous assessment of pupils to plan and adapt future learning experiences. • Intervention groups target specific pupil learning needs.
<p>Learning is most successful when it involves the acquisition and application of skills, knowledge and understanding.</p>	<ul style="list-style-type: none"> • Children are offered a curriculum which builds on previous experiences and attainment. • Children are taught explicit skills and are provided with regular opportunities to transfer and apply these skills to other areas of the curriculum. • A variety of new experiences are provided which allow pupils to apply acquired skills in a range of contexts - within and beyond the school.
<p>Effective learning is not restricted to the classroom environment</p>	<ul style="list-style-type: none"> • Teachers use experiences and world events to place learning in a real life context. • Teachers plan opportunities for creative learning experiences linked to topics/skills (drama, computing, outdoor classroom, visitors). • Teachers plan opportunities for 'out of school' learning (trips) so pupils can use all of their senses for learning. • The whole school environment is used as a key focus to stimulate and celebrate learning (corridors, playground and assembly time). • Enriching curriculum activities are well planned. • Homework includes tasks to extend learning experiences. • Parents are actively encouraged to take a role in their child's learning – workshops, class visits. • Teachers value children's experiences out of school and use these to motivate and build relationships.

Key characteristics of an effective learning environment

Key characteristics of an effective learning environment.	What does this mean for our practice?
Well-organised classrooms with a range of materials and resources which are used to best advantage.	<ul style="list-style-type: none"> • Children's work is valued and celebrated through stimulating displays, reflecting a range of curriculum areas. • Well-resourced and accessible curriculum areas to which pupils have access. • There are well organised daily routines and structures. • Equipment/resources are adapted to meet the differing needs of all children. • ICT-based resources are organised in a way that promotes appropriate use by both teacher and children. • The layout of classroom supports inclusive, interactive teaching approaches - seating and tables are used flexibly to support working in different contexts and for different purposes. • Pupils are encouraged to take responsibility for the learning environment and demonstrate this through their actions.
<p>Pupils feeling emotionally safe and free from bullying – good behaviour is demonstrated.</p> <p>A climate of praise and positive reinforcement which promotes high self-esteem and a sense of responsibility.</p>	<ul style="list-style-type: none"> • All staff know children well as a result of good relationships and knowledge of the whole child. • The use of positive language supports children feeling safe, valued and feeling they belong. • Effective, consistent behaviour management strategies are applied – zone boards, class rewards. • We value all appropriate contributions when pupils are talking, listening and responding to adults and each other. • We encourage and support pupils to work collaboratively with staff and each other. • We build respectful teacher–learner relationships that take learners’ views and experiences fully into account. • A classroom atmosphere is created which promotes high levels of attainment and behaviour, and fosters mutual respect and tolerance. • The use of PSHEC to support learner’s emotional and social wellbeing and raise self-esteem. • We promote respect for others and our environment by encouraging pupils to take responsibility for their actions and behaviour.
Promoting high expectations which build on pupils’ natural curiosity and enthusiasm for learning - empowering children to take responsibility for themselves as learners.	<ul style="list-style-type: none"> • We provide opportunities for pupils to develop independence and to take responsibility for their learning. • Raising learners’ aspirations and the effort they put into learning through praise and encouragement. • Demonstrating high expectations of the effort that pupils should make and what they can achieve – they are encouraged to take pride in their work. • We use key questions, prompts and scaffolds to support children’s talking and thinking about learning. • Our displays reflect the learning process and not just finished work. • Curriculum displays include statements and questions to highlight key learning points.
The learning environment is viewed as the ‘whole school’ and not just restricted to the classroom.	<ul style="list-style-type: none"> • All staff accept responsibility for promoting our core values and ethos and treat each pupil as an individual learner. • All staff demonstrate ‘collective responsibility’ for behaviour management around the school and encourage pupils to do the same. • Our ‘shared areas’ celebrate pupils’ work and achievements and reflect/promote the ethos and values of the school. • School organisation and management is responsive to changing needs.

Signed by:

Chair of Raising Standards Committee: Date:

Head teacher: Date:

Agreed at the Raising Standards Committee Meeting on: