

Orleans Primary School



Teaching and Learning

Governors committee responsible	Q & S
Status	Statutory
Review cycle	3 years
Date written / last review	September 2021
Date of review	September 2024

Signed _____ Quality and Standards Committee Chair

Signed _____ Head Teacher

Orleans Primary School
Learning and Teaching Policy

Our school motto: ‘A love of Learning, for life, for all ‘

Our school vision and values are at the heart of all our activities guiding our direction as a school and our daily interaction.

Definition of learning: At Orleans we believe that learning happens when pupils are challenged, engaged and develop as individuals through the accumulation of skills and knowledge throughout their time within each phase of our school. We want pupils at Orleans to feel a sense of achievement and we understand the importance of pupil’s happiness and wellbeing and how this can influence their ability to learn.

Rationale of Teaching and Learning at Orleans Primary School.

The policy for Learning and Teaching is the core policy of the school and reflects best practice throughout the school. This policy aims to ensure that all children at our school are provided with high quality learning experiences, which lead to a consistently high level of pupil achievement. All pupils have individual skills, strengths and interests and we see it as key that we identify, develop and nurture these through the learning opportunities provided at our school.

This policy sets out our expectations and provides a framework to ensure a clarity, consistency and coherence of teaching for all staff. It will provide a tool for the monitoring and evaluation of school improvement and accountability.

Intent

- To have high quality teaching and learning embedded throughout the school with consistency in strategies used across classrooms.
- Utilise carefully planned and focused professional development to identify and consolidate the best practice aspects of teaching and learning.
- To inspire all pupils to have a growth mind-set; believing they can improve through taking risks in their learning, being resilient in this, being creative in their thinking and to have a sense of curiosity about the world around them.
- For pupils to develop a respect and empathy for other people and for their environment.
- To develop independent and critical thinking skills in pupils who see mistakes as an opportunity to learn.
- To maintain a safe, secure and purposeful environment for pupils to learn within.
- Create and maintain a strong relationship with parents/carers to support effective learning.

As a school, we have agreed that our children learn best and have the greatest opportunity to fulfil their potential when the aspects detailed in appendix 1 are incorporated into learning and teaching.

Features of Outstanding Learning

The 'Features of Teaching and Learning' were compiled by the teaching staff at Orleans. It outlines what we consider best practice, for our children within our classrooms.

Features of effective Teaching and Learning	What do I need to plan?	What would be seen in the Classroom?
Growth Mind-set;	<ul style="list-style-type: none"> ● Opportunities within lessons to explore misconception, misunderstandings and errors that both children and adults have made. ● Opportunities to fail in a safe environment. ● Resilience - having ago - activities that foster a 'positive / can do' mind-set ● Taking into account others thoughts and feelings ● Celebrating mistakes - plan easy mistakes to make and how to learn from them ● Planned challenges that are achievable and accessible for all but outside of their comfort zone. ● Opportunities for critical thinking. ● Child-led learning, investigative learning where the outcome is not certain. 	<ul style="list-style-type: none"> ● Learning Pit posters ● Growth Mindset posters on display ● Star of the Week / Merit Awards themed around Growth Mindset skills ● A focus on the learning journey not the outcome ● Zones of Regulation ● Children being successful and resilience when they face a challenge ● Children experience success and what it feels like ● Reflective children ● Posters explaining what a growth mind-set is ● Growth mind-set stamps on work/stickers ● Children are taking risks and openly talking about their thinking and responding to the ideas of others.

<p>Questioning – by children and adults</p>	<ul style="list-style-type: none"> ● Open ended questions ● Children asking each other questions ● Talk partners ● Targeted questions to ensure engagement of all children - SEND/PPG/EAL ● Questions that extend vocabulary and pupils giving answers in full sentences ● Questions that require reasoning ● Differentiated questioning e.g. for EAL children ● Key words displayed to aid answering 	<ul style="list-style-type: none"> ● Children responding in clear articulate answers ● Motivating lesson starters ● Enquiry based learning in Science investigations, Humanities, DT, RE. ● English hook lessons develop questioning ● Children being confident with answering in full sentences and having the language to do so
---	---	--

<p>Independence</p>	<ul style="list-style-type: none"> ● Organised classroom so children know where to go for resources ● Resources clearly labelled ● Clear input and instructions (not too many complicated steps) ● Setup of routines/structures- assemblies to set expectations. ● Home - school agreement and discussions with home ● Residential trips ● Children accessing resources with the CP environment ● Children taking responsibility for their actions as well as the environment ● Applying their skills within their learning e.g. keywords / phonics ● Independence towards self-care 	<ul style="list-style-type: none"> ● Resources clearly labelled ● Children collecting their own resources ● School Council / JLT/ House Captains and Vice Captains / Sports Council / Sports Leader / Eco Monitors ● Supported learning ● Mediation (playground issues) ● House system for KS2 ● High expectation set by adults ● Independent learners - pencil cases, resources for lessons, reading diaries,home learning diaries ● Peer marking ● ZoR ● Editing in English and Maths ● Children having the confidence to know where to go ● Children being confident in growth mindset and having a go on their own ● Children's name moved up for showing independence ● Resources available and shown how to use them ● Reminder of toileting and handwashing
---------------------	--	--

<p>Deepening Understanding (to include making connections in learning)</p>	<ul style="list-style-type: none"> ● Planned in challenges on tapestry to use at home ● Repetition of learning in the CP ● Power of reading texts ● Maths meetings/ diving deeper ● Questioning detailed on planning or slides/flip ● Diving deeper activities in Maths ● Asking questions that extend and go in depth 	<ul style="list-style-type: none"> ● Parents uploading and children - shown and tell ● Children deepening their understanding in a wider context ● High quality texts to aid learning ● Children engaged and motivated in their learning ● Daily maths meetings ● Questioning ● Children sharing their understand ● Fluency, diving deeper and reasoning challenges evident in Maths but other subject also ● Diving Deeper signs/stickers ● Star words in Maths and English ● Reasoning SPAG activities
--	---	---

<p>Engaged and motivated learners</p>	<ul style="list-style-type: none"> ● CP - planned around the children's interests ● Plan activities for all children to take part in ● Celebrating success ● POR hook lessons ● Merit ● Science experiments ● Trips and visits/ Field trips ● Sports Day/Mini Marathon/Sport Fixtures ● Engaging topics linked to children's interests ● Purposeful activities 	<ul style="list-style-type: none"> ● Books of interest / seasons / small world ● Motivated / engaged pupils ● WOW wall ● Creative hooks ● Children sharing their achievements ● Hook Lessons ● Science experiments ● Trips and visits ● Engaging topics linked to children's interests ● Focused environment ● Enthusiasm for learning ● Curious learners asking questions ● Productive environment ● Children willing to share ● Engaged talk partners ● Behaviour chart positive praise in use ● Children on task
---------------------------------------	--	--

Resilience	<ul style="list-style-type: none"> ● Challenging but achievable tasks ● PATHS ● Residential trips ● PATHs Curriculum - EYs ● Opportunities to fail ● Assessment Weeks and spelling tests ● Sports Day ● PE Lessons - team games ● Sporting fixtures ● Activities that are both scaffolded and challenging ● Scaffolded Teacher input followed by independence ● Withdraw support as you go through 	<ul style="list-style-type: none"> ● Children 'having a go' and not giving up ● Strategies to support social and emotional development ● Have a go attitude ● Positive outlooks ● Resilient learners not minding if they fail ● Problem solvers ● Coaching between adults and children ● Peer on peer coaching ● ZoR ● Children not getting upset when they make a mistake ● Children reflecting on their work e.g. editing ● Children motivated by making improvements
------------	--	---

<ul style="list-style-type: none"> ● Ownership and reflective learning ● (UKS2 would prefer Ownership and Reflective Learners as 2 separate points) 	<ul style="list-style-type: none"> ● Questioning ● Metacognition ● Reflection time - editing time ● Ensure plenaries include reflection time ● Recap prior learning ● Plan in quality time for reading and responding to marking to understand and action their next steps. ● Opportunities for enquiry-based learning and for asking their own questions. ● Peer learning. ● Rights Respecting terminology used. ● Share the 'big picture' of the learning journey and discuss current knowledge and what skills and knowledge we will be learning. ● Peer and self-assessment ● Target setting ● Wow and Now in marking ● Sharing success criteria in child-speak ● Teacher modelling how to reflect 	<ul style="list-style-type: none"> ● Children reading and responding to marking and are clear on their next steps. ● Children reaching their own conclusions. ● Children making links between their experiences, knowledge and learning. ● Children are part of the informal assessment process (Maths) and can reflect on their learning journey and identify their next steps. ● Appropriate pupil-adult talk. ● Children questioning and supporting each other. ● Children asking reflective questions that challenge thinking and offer new ideas. ● Mixed attaining pairs. ● Learning partners working effectively together. ● Actioning Wow and Now in next pieces of learning ● Edit pens evident in Maths and English books ● Traffic lights -AoF ● Prof Question stickers in Science ● Discussion between children about successes and improvements ● Zones of Regulation
---	---	---

Implementation

We know that children learn in many ways and when planning our lessons we incorporate different teaching strategies to fulfil this. We support this via a rich and varied learning environment which allows children to develop their skills to their full potential. Our curriculum has a creative approach which makes learning stimulating, making connections both across the curriculum and with real life. Through this mix of different teaching strategies, a stimulating learning environment, transferable skills and a broad and balanced curriculum we aim to make teaching and learning at Orleans Primary School outstanding.

Effective learning results in:-

- Knowing you have succeeded
- Feeling you know more, can do and remember more
- Explaining what you have learned
- Applying it to other situations and making connections
- Teaching it to someone else
- Feeling good about yourself

How to we secure effective learning and teaching?

- Strategic areas for development in learning and teaching form the basis of our three yearly School Development Plan
- Our teaching is based on our knowledge of children's attainment and we have high expectations of all our children. We take into account individual starting points and tailor these as needed
- We set targets for the children in each academic year and we share these targets with children and their parents. We review the progress of each child termly and set revised targets
- Targets are set for English and Maths and are displayed in children's books for the staff and children to refer to
- Lessons are planned with clear learning objectives and we evaluate all lessons in order to identify areas for development in our teaching
- All staff make a special effort to establish very good working relationships with all children in the class. We ensure all children are treated with kindness and respect and aim to create an atmosphere of trust and mutual respect
- All our staff follow the sanctions in our behaviour policy and class charter are displayed in each classroom and created with children at the start of the year
- We deploy teaching assistants and Learning Support Assistants as effectively as possible. Sometimes they work with individual children and sometimes with groups. They also assist with the preparations of resources
- All our staff reflect on their strengths and areas for development and plan for their professional needs accordingly. We do all we can to support our staff in developing their skills so they can continually improve their practice
- Teachers have responsibility for key areas of learning and support other staff to develop their subject knowledge and teaching strategies in this area
- We teach daily phonics through the Read Write Inc programme

- Children sometimes work in small intervention groups outside the classroom with an adult to develop skills
- We share the learning with parents through our curriculum newsletters, the school website, class assemblies and open mornings
- Pupil Voice in our school is very strong and we have a very active School Council who are regularly consulted on school choices and decisions.
- Elected positions of responsibility are in place throughout the school such as Vice Captain, House Captain and Junior Leadership Team.
- Children are given a summer home learning to encourage them to practice the skills and sustain the knowledge they have gained over the term and prepare for the learning ahead

Our learning Environment

We believe that a stimulating learning environment sets the climate for learning and an exciting classroom promotes independence skills and high quality outcomes by the children. We aim for our classrooms to be welcoming by providing a peaceful and calm atmosphere enabling an enriched and challenging curriculum to be taught to all.

Achievement

We take every opportunity to celebrate achievement through;

- Verbal or written praise by teachers, peers, Head teacher and parents
- Displays of work
- Opportunities to perform or share
- Positive comments to parents, notes, phone calls
- Certificates and rewards
- Newsletter recognition

The Role of Parents and Carers

We believe that parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- Upholding the Home/School Agreement
- Parent consultations, reports, shared targets, IEP's and stages of progress
- Curriculum evenings and open mornings
- Parent/Carer helper meetings
- Small group training
- Curriculum letters
- Home school diaries
- Merit Assembly shared with parents
- Attending class assemblies
- Class Reps
- Home Learning
- Newsletter
- Parental involvement in special weeks
- Noticeboards
- Involvement with outside agencies

- School trips
- OPPTA (PTA)
- Open Door Policy
- Pre teach for Maths
- Adopted Parent meetings
- SEN parent forum

The Role of Governors

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

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the school buildings and premises are best used to support successful learning and teaching
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensure that staff development and performance management policies promote good quality teaching
- monitor the effectiveness of the school's teaching and learning policies through the school self review processes. These include reports from subject leaders, the Head teacher's reports to Governors as well as a review of the in-service training sessions attended by our staff

The Role of the SLT

- To be positive role models to their teaching teams
- To support their teams
- To monitor and evaluate the impact of learning within their roles and teams
- To hold members of their team to account
-

The Role of Subject leaders

- To have a responsibility to update their subject policies
- To ensure curriculum coverage is being taught and the curriculum is broad and balanced
- Ensure they keep colleagues up to date with any changes to the curriculum, new training available, significant changes to legislations
- To track and analyse data to further move their subject forward
- To ensure they annually produce an action plan that will improve outcomes for their subject
- To inspire and motivate colleagues to love their subjects

The Role of teachers

- To secure the best possible learning outcomes for pupils. Pupils to make good demonstrable progress and attainment
- To secure a positive belief in the children that they can achieve
- To support pupils in applying their learning to secure new learning (i.e. learning how to learn across contexts)
- To support each other in our own professional development
- To communicate effectively with children, parents and other professionals regarding children's learning and welfare

The Role of Support Staff

- To deliver effective wave 1 and wave 3 interventions as directed by the teacher
- To support the class teacher effectively to ensure children make progress
- To support individuals and groups of children identified by the teacher
- To feedback to the class teacher on the progress of children
- To be positive and supportive role models to the children
- To communicate effectively with children, parents and other professionals regarding children's learning and welfare

Our expectations of the children

Much of this is covered in the home school agreement but in addition, we encourage pupils to:

- be willing to have a go
- see that mistakes are good because they can help all of us get even better
- be resilient, persistent, reflective and resourceful
- be supportive of others they are learning with
- be willing to share their learning with others

Interventions

We want to make sure that all our children do as well as they can and achieve their full potential. The main way we achieve this is through providing quality first teaching day to day in the classroom, which caters for the varying needs of the children in the class.

Sometimes, an intervention may be necessary to further support a child's development within a particular area of the curriculum or to help them develop their social skills or self-confidence and self-esteem. As a school, we utilise a range of specific interventions for the core subjects of English and Mathematics and also for communication and pastoral care. These interventions may be one to one or in small groups.

Professional Development

As members of the teaching profession, we recognise that we are learners and that we value our own professional learning. We act as role models for life long learning by seeking to improve our own learning.

We:

- Direct ourselves as learners
- Extend and enhance our professional skills
- Develop our own awareness and self-esteem
- Contribute fully to the learning and success of the school and its children.

This can take many forms including:

- Membership of a learning network
- Coaching
- Action research
- Collective and collaborative project work/observations/planning etc.
- Performance Management
- Staff meetings/INSET
- Off site courses

Summary;

This document was written by the SLT September 2019 and reviewed in 2021. It sets out clearly our expectations of what learning involves at Orleans Primary School and the roles and responsibilities that everyone has within that. It will be reviewed on an annual basis and referred to throughout the academic year.