

# Orleans Primary School



## Teaching and Learning

Governors committee responsible	Q & S
Status	Statutory
Review cycle	3 years
Date written / last review	October 2019
Date of review	October 2022

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.

## Appendix 1

Learning for Life (October 2011) - Top Ten Features of Outstanding Learning

The 'Top Ten Features of outstanding learning' were compiled by the teaching staff at Orleans. It outlines what we consider best practice, if there are any terms you would like further explanation of please ask one of the teachers.

Top Ten Features of Outstanding Learning	What do I need to plan?	What would be seen in the Classroom?
Growth Mind-set; Neither ability or intelligence is not fixed. Time, effort and practice lead to higher attainment.	<ul style="list-style-type: none"> <li>• Marvellous mistakes – opportunities within lessons to explore misconceptions, misunderstandings and errors that both children and adults have made.</li> <li>• Planned challenges that are obtainable but are outside of the children's comfort zone.</li> <li>• Planned teamwork activities giving children opportunities to assume different roles within the group.</li> <li>• Opportunities for critical thinking; the what, the where, the why, the when and the how of learning they are involved in.</li> <li>• Activities of which we are not certain of the outcome.</li> <li>• Opportunities for children to see how the skills they learn impact their future roles in society</li> </ul>	<ul style="list-style-type: none"> <li>• An expectation that every child will achieve their best.</li> <li>• Children getting stuck.</li> <li>• Children making mistakes, celebrating them and learning from them.</li> <li>• Happy, excited and engaged children.</li> <li>• Courage - Children taking risks in their learning by tackling activities, which are not their strength.</li> <li>• Teachers praising the process and the effort.</li> <li>• Teachers ensure rights respecting terminology in place</li> </ul>
Questioning – by children and adults	<ul style="list-style-type: none"> <li>• Key Questions</li> <li>• Higher Order questioning</li> <li>• Blooms Taxonomy</li> <li>• Target questions for specific children</li> <li>• Effective plenary</li> <li>• Fascinators/hooks</li> <li>• Think-Pair-Share</li> <li>• Differentiated questions</li> <li>• Open ended questions</li> <li>• Opportunities for children to ask questions</li> </ul>	<ul style="list-style-type: none"> <li>• No hands up / lollipops at appropriate times</li> <li>• Modelling to children</li> <li>• Good Questioner stickers</li> <li>• Fascinators/hooks</li> <li>• Question starters displayed</li> <li>• Interesting starts to lessons- novelty value (puppets, props, music)</li> <li>• Children asking high quality questions</li> </ul>

Independence	<ul style="list-style-type: none"> <li>• Child centered learning</li> <li>• Enquiry based learning</li> <li>• Structured activities set up for support and extension for children to use when appropriate</li> <li>• Challenging but accessible activities for all abilities</li> <li>• Resources to support learning</li> <li>• Opportunities for children to be independent</li> <li>• Resources to support independence</li> <li>• Time to model how to be independent in all areas</li> <li>• Support/advise for parents- e.g. Curriculum Evening</li> </ul>	<ul style="list-style-type: none"> <li>• Children challenging themselves</li> <li>• Clearly labelled resources</li> <li>• Getting unstuck strategies</li> <li>• Children using '3 before me'</li> <li>• Children collecting own resources</li> <li>• Children asking each other for help</li> <li>• Confident children in all areas of the classroom</li> </ul>
Risk taking	<ul style="list-style-type: none"> <li>• Activities of which we are uncertain of the outcome</li> <li>• Open ended tasks</li> <li>• Children centered learning</li> <li>• Challenge</li> <li>• Greater Depth learning</li> <li>• Open ended tasks</li> <li>• A culture of 'mistakes being an opportunity to learn'</li> <li>• Manageable risks in all 6 areas- P.E. equipment, outside area resources, Challenge table.</li> <li>• Opportunities to extend learning- colour mixing (not providing paint colours, chd to make them)</li> </ul>	<ul style="list-style-type: none"> <li>• Children taking ownership of their learning</li> <li>• Perseverance</li> <li>• Children dictating the outcome</li> <li>• Children discussing learning</li> <li>• 70/30 pupil talk</li> <li>• Pupil talk</li> <li>• Children experimenting in all areas</li> <li>• Confident children</li> <li>• Curious children</li> <li>• Children willing to 'have-a-go'</li> </ul>
Challenge and depth	<ul style="list-style-type: none"> <li>• Differentiation</li> <li>• Questioning on flips to challenge all abilities</li> <li>• Blooms Tax Open ended activities</li> <li>• Clear differentiation repeated</li> </ul>	<ul style="list-style-type: none"> <li>• 'Get to your learning spaces and show me your learning faces'</li> <li>• Children on the edge of their comfort zone</li> <li>• Children asking questions</li> <li>• Children engaged</li> </ul>

	<ul style="list-style-type: none"> <li>• Clear measures of progress</li> <li>• Open ended questions on planning</li> <li>• Awareness of Blooms Taxonomy and extending children's thinking.</li> <li>• Resources to aid challenge</li> <li>• Early Years Foundation Stage profile points- top end to be planned for</li> <li>• Depth tasks related to the same LO</li> </ul>	<ul style="list-style-type: none"> <li>• Children taking responsibility for learning</li> <li>• Outstanding progress</li> <li>• Challenge table on show and being used</li> <li>• Question words around the classroom to support</li> <li>• Selection of Visual, Audio and Kinaesthetic activities to motivate all learners</li> <li>• Excited and motivated children</li> <li>•</li> </ul>
Engaged and motivated learners	<ul style="list-style-type: none"> <li>• Plan for VAK</li> <li>• Fascinators</li> <li>• Fun activities</li> <li>• Real life scenarios</li> <li>• Range of teaching strategies</li> <li>• 70/30 talk</li> <li>• Exciting resources</li> <li>• Opportunities for success</li> <li>• 'VAK' approach</li> <li>• An awareness of what makes a good learner</li> <li>• Plan provision based around children's interests- dinosaurs, vehicles etc</li> <li>• Plan fun, exciting activities that <u>all</u> children want to take part in</li> </ul>	<ul style="list-style-type: none"> <li>• Fascinators – an exciting way to start the lesson which engages children</li> <li>• Visual Audio Kinaesthetic</li> <li>• Happy children</li> <li>• ALL children involved – inclusion for all</li> <li>• Range of teaching strategies</li> <li>• Resources – fun and interesting</li> <li>• Enthusiasm for learning</li> <li>• Engagement</li> <li>• Children who can reflect on their learning and who are aware of what they are learning and why</li> <li>• Curious learners- asking questions and finding the answers</li> <li>• Happy , excited and absorbed children</li> <li>• Resilient learners</li> </ul>
Resilience	<ul style="list-style-type: none"> <li>• Plan for activities for children to 'get stuck'</li> <li>• 'Critique' of learning/work</li> <li>• Teach strategies on how to get 'unstuck'</li> <li>• Role play</li> <li>• Challenging but achieving tasks</li> <li>• Independence skills</li> <li>• Plan provision based around children's interests- dinosaurs, vehicles etc</li> <li>• Plan fun, exciting activities that <u>all</u> children want to take part in</li> </ul>	<ul style="list-style-type: none"> <li>• Getting unstuck posters</li> <li>• Role play</li> <li>• Praise</li> <li>• Children persevering with tasks</li> <li>• Mini plenaries planned in</li> <li>• Curious learners- asking questions and finding the answers</li> <li>• Happy , excited and absorbed children</li> <li>• Resilient learners</li> </ul>

Making connections in learning	<ul style="list-style-type: none"> <li>• Real-life scenarios</li> <li>• Questions in plenary</li> <li>• Discussion</li> <li>• Refer to previous learning</li> <li>• Bigger picture</li> <li>• Invite parents in/communicate aspects of learning</li> <li>• Enriched curriculum opportunities</li> <li>• Real life situations- shopping, cooking etc</li> <li>• Children to be encouraged to bring in objects that link to learning- phonics tray and objects, autumn collection.</li> <li>• Mind mapping</li> <li>• Cross curricular links</li> <li>• Open ended questions – Why do we need to...?</li> <li>• Learning which is relevant to individuals</li> <li>• Previous learning discussed with direct links to new learning</li> </ul>	<ul style="list-style-type: none"> <li>• Plenary Prompts – reflections on your learning displayed in classroom</li> <li>• Light bulb moment!</li> <li>• Children will bring in objects that link to learning- phonics tray and objects, autumn collection.</li> <li>• Cross curricular links being seen</li> <li>• Children using previous learning and known facts</li> <li>• Children knowing more, remembering more and doing more.</li> </ul>
Reflective learning	<ul style="list-style-type: none"> <li>• Peer and self assessment</li> <li>• Critique</li> <li>• Target setting – Maths and English High quality plenaries based on high quality questioning</li> <li>• Sharing success criteria in child speak</li> <li>• Real life situations- shopping, cooking etc</li> <li>• Children to be encouraged to bring in objects that link to learning- phonics tray and objects, autumn collection.</li> <li>• Mind mapping</li> <li>• Cross curricular links</li> <li>• Ping pong approach teaching</li> <li>• Growth mindset ‘Can’t do it yet’</li> </ul>	<ul style="list-style-type: none"> <li>• Children talking about each others work</li> <li>• Wow and now</li> <li>• Children responding to marking – coloured pens</li> <li>• Children know and understand target</li> <li>• Children will bring in objects that link to learning- phonics tray and objects, autumn collection.</li> <li>• Cross curricular links being seen</li> <li>• Success celebrated i.e. Super star learners</li> <li>• Teacher modelling how to reflect</li> <li>• Self/Peer Assessment</li> </ul>

<p>Children who take ownership</p>	<ul style="list-style-type: none"> <li>• Enquiry based learning for topics i.e. Teachers planning opportunities for the children to learn for themselves through observation, exploration, discussion, debate and problem solving.</li> <li>• Children suggesting questions at the start of a topic.</li> <li>• Hook Lessons</li> <li>• Activities of which the outcome is uncertain for the pupils</li> <li>• Mind mapping at beginning of a topic- 'What do you know about.....?'</li> <li>• Children to suggest the activities for inside or outside- extend their thinking</li> <li>• Peer learning</li> <li>• Rights respecting terminology used in all lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Children reaching their own conclusions (not being feed the conclusion by the teacher)</li> <li>• Children making links between their experiences, knowledge and learning</li> <li>• Children talking more than adults</li> <li>• Children having the opportunity to compare what they knew at the start of a topic and what they know by the end and talking about how they learnt.</li> <li>• Teachers using their knowledge of individual pupils to engage them with the learning</li> <li>• 70/30 talk</li> <li>• Children questioning each other and helping each other</li> <li>• Children questioning teacher</li> <li>• Discussion</li> <li>• Children establishing the success criteria</li> <li>• Children contributing to topic work</li> <li>• Child initiated activities- possibly not on the plan</li> <li>• Children in the teachers chair</li> <li>• Mixed ability pairs</li> <li>• Working in learning partners to support and challenge each other</li> </ul>
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## **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
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### **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 2012 and reviewed in 2019. 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.

Policy to be reviewed September 2022