Greengates Primary Academy

Learning and Teaching Policy

Rationale

Raising standards is at the heart of everything we do in school. Whilst emphasizing the importance of raising levels of achievement in National Curriculum subjects, our learning organisation is about more than National Curriculum delivery. Given the continual changes in society, it is important that our children leave school with the ability to be self-action, self-learning managers of their own futures.

This policy demonstrates how, integrated into the curriculum; we aim to teach pupils *to learn how to learn* and *to learn how to think*. By developing these skills we will provide our children with the tools to become successful lifelong learners.

The implications of this policy relate to many other areas of learning in school, particularly. Talk for Learning, Philosophy for learning, Special Educational Needs, Inclusion, More Able Pupils and Positive Behaviour Management.

AIMS

1. To provide high quality teaching and learning experiences which enable all pupils to achieve their potential.
2. To make high expectations explicit in the planning, delivery and assessment of curriculum.
3. To teach pupils to learn how to learn and to learn how to think so that they develop dispositions needed to succeed in a fast changing world.
4. To create a learning community which supports children's emotion, physical, creative, moral, spiritual and intellectual development.

OBJECTIVES

The above aims will be achieved in high quality **Planning, Delivery, Assessment, Monitoring, Evaluation and Review** of teaching and learning as detailed below:

Planning

- Planning will be based on Foundation Stage and The National Curriculum, Planning will clearly show differentiation, including provision all vulnerable groups of children
- Objectives should be selected with high expectations of pupil achievement.
- Literacy, Numeracy and ICT skills are a priority and planning should show how they are incorporated into other curriculum areas.

Delivery
High expectation
The school promotes a 'can-do' culture with high expectations of all. This will be achieved in many ways, including:
- Tasks set at a variety of levels, including reasonable 'stretch'.
- Self-esteem is given equal priority to academic achievement.
- Teachers know pupils' best standards and expect them.
- Models of 'good work' (WAGOLLS)– work habits, presentation, criteria of acceptable performance, quality of products and effectiveness of oral and written answers – are regularly demonstrated to pupils.
- The learning environment, including resources, reflects high standards.
- Teachers and older pupils model effect co-operation and collaboration.
- A variety of questioning strategies are used.
- Praise is sensitively balanced with constructive criticism.
- Work below expectation is challenged and compared to work of better quality.
- Pupils' thinking skills are developed

Differentiation
Differentiation is key to meeting the needs of all learners. It enables us to respond positively to variations in level of motivation, rates of learning and development. Different ways of securing differentiation include differentiation by response (outcome), by tasks, through classroom organisation, by the use of resources, by the deployment of additional support, or by the use of extension work.
Classroom organization
- A variety of groupings – whole class, pairs, small groups and individual work – will be used to support pupils' learning and develop cooperative and collaborative skills.
- A combination of mixed ability and targeted ability groupings of whole classes and groups will be used to raise attainment. This will be monitored, evaluated and reviewed using the school's assessment systems.
- Staff will be encouraged to develop strategies which involve pupils actively in their own learning e.g. sharing learning objectives with pupils; discussion with individuals, with small groups and with the class about what they need to do to improve; interactive teaching methods such as the use individual whiteboards.

Talk for Learning

We believe if a child can't articulate his / her thinking then he/she can't write it down. As a consequence of this belief Talk for Learning is now the cornerstone of our generic teaching styles.

In each class you will see a variety of questioning techniques, safe writing books, speaking and listening activities, role play and talk corners which will help the children develop their ability to organize their thinking

ICT

We are living in an age of instant communication, which are revolutionising employment, education and home life. Effective use of ICT motivates and accelerates learning across the curriculum Within the curriculum we are using a wide variety of teaching resources to deliver ICT as subject in its own right and also to enhance all other areas of the curriculum.

Creativity

Putting creativity at the heart of the curriculum is an effective tool in raising achievement. Being creative enables children to make connections between one area of learning and another and so extend their understanding.

We can encourage creativity by:

- Using music to stimulate creativity and to create the appropriate atmosphere for learning.
- Providing a stimulating environment
- Valuing creativity, originality and expressiveness
- Providing a wide range of opportunities and resources, including a variety of cultural influences, which stimulate different ways of thinking.
- Providing opportunities for pupils to work with creative people such as artists.
- Open questionnaire
- Developing links between subjects.

Assessment

Assessment for learning

Formative assessment raises standards. Pupils need to be clear about 'next steps'. We will achieve this effectively by:

✓Talking with and listening to pupils

✓Focusing feedback (oral and written) on the achievements of the individual pupil

✓Giving clear advice on what can be done to improve and move on

✓Identifying short term targets which will help achieve this

✓Using the results of assessments to review the teaching and learning and modify them if necessary

✓Developing pupil self assessment strategies which raise motivation and self esteem

✓Involving families in the assessment for learning process e.g. homework.

Progress is tracked using an excel RAG document.

Assessment of Learning

A system of summative assessment is used to track pupil progress, set targets and to monitor and evaluate the school's performance against (other schools) using the Raise online report.

Monitoring, evaluation and review
The school's system of self-evaluation is used to evaluate the quality of teaching and learning. The evidence used in this process includes: analysing data, lesson observation and analysis, analysing written documentation (e.g. medium and short term planning and work scrutinies), pupil progress meetings and using external 'critical friends'. External evaluations complement our school self-evaluation and provide a valuable way of moderating and verifying our judgments.

Monitoring, evaluation and review is used to identify the effectiveness of teaching and learning in different subjects and key stages and to ensure that best practice is sustained and shared.

All curriculum policies are reviewed and amended to be in line with this Learning and Teaching Policy.

STAFF DEVELOPMENT
- All staff should be aware of the implications of this policy in raising the quality of teaching and learning for our children and should understand the importance of their role in its implementation.
- The staff development programme for improving the quality of teaching and learning is identified through the needs of the ADP
- New staff will receive induction in relation to this policy

RESOURCES
The effective use of materials and resources, including designating specific roles in staff deployment, e.g. additional literacy support implemented by teaching assistants, is continually under review in order to match the needs of all pupils. Resources for improving teaching and learning are identified for Key areas on Action Logs, which feed into the ADP

SPECIAL NEEDS, INCLUSION AND EQUAL OPPORTUNITIES
Staff at Greengates Primary Academy are committed to inclusive practices. This policy shows how we will raise the quality of teaching and learning for all of our pupils. By responding to diverse learning needs, the needs of all individuals can be met and equality of access to the curriculum will be achieved. Lessons learned from working with these groups can be applied effectively to meeting the needs of others.

PARENTAL INVOLVMENT and COMMUNITY LINKS

- Family participation in children's education e.g. homework, helping in school, curriculum evenings, text talk topics. Parents will be kept informed of developments in teaching and learning in school in a variety of ways: newsletters, assemblies, policy reviews, written reports, meetings, home-school liaison and questionnaires.
- The school is proactive in developing community links. Liaison with the world of work and outside links (e/g/ art galleries and artists, businesses, community organizations, other schools) will be developed to support and enrich curriculum delivery and pupil interest and motivation.

ACADEMY ADIVISORY BOARD

The governing body will in cooperation with the Principal, be involved in determining the school's general policy and approach to teaching and learning. The Principal will provide high quality information to the governing body in order to keep it well informed.

Signed _____   Principal

Signed on behalf of the Academy Advisory Board   _____   Chair of

Academy Advisory Board.