

***“If children don't learn the way we teach....perhaps we should teach the way they learn”
(Eppig, 1981)***

Core Principles of Learning and Teaching

We need to:

- ❖ ***Ensure every child succeeds:*** provide an inclusive education with a culture of high expectations.
- ❖ ***Build on what learners already know:*** structure and pace teaching so that pupils know what is to be learned and how. Activate their prior learning and support them in applying their knowledge
- ❖ ***Make learning vivid and real:*** develop understanding through enquiry, e-learning and group problem solving.
- ❖ ***Make learning an enjoyable and challenging experience:*** stimulate learning through matching teaching techniques and strategies to a range of learning styles.
- ❖ ***Enrich the learning experience:*** infuse learning skills across the curriculum, enabling children to apply their skills in cross-curricular learning.
- ❖ ***Promote assessment for learning:*** make children partners in their learning.
- ❖ ***Develop*** our children as learners by building their learning power, Reciprocity, Reflectiveness, Resilience and Resourcefulness

Our Ethos

We aim at Upton Snodsbury to encourage success and build aspirations. We have high expectations of our children and believe all children have something to offer and can rise to a challenge. We plan for learning and encourage talk about the learning process. We are developing a common language across our school to help everyone talk about and understand how we are learning to learn.

Learning and Teaching Statement

As a team of professionals working together we aim to ensure that:

- ❖ Learning is an enjoyable and challenging experience for all children
- ❖ Children understand the process of learning
- ❖ Children achieve the highest possible standards
- ❖ Children share in the planning of our themes for learning
- ❖ Every child is successful at something within school, whatever their ability
- ❖ Children make sustained progress over time, building on what they already know
- ❖ We respect the differences evident in individual children
- ❖ Children's differing learning styles are planned for
- ❖ Children develop as independent learners
- ❖ The school provides for the professional development of all its staff
- ❖ We support each other as colleagues and work collaboratively to meet the needs of all our learners
- ❖ We encourage, support and direct the input of other adults working with children
- ❖ There is effective subject-based leadership
- ❖ We provide a cross curricular skills based curriculum
- ❖ Teaching sessions are well planned to meet the needs of all learners with appropriate and challenging tasks
- ❖ Lessons are taught at an appropriate pace
- ❖ There are high quality relationships between adults and children, based upon mutual respect
- ❖ We maintain good class and whole school discipline
- ❖ Whole school planning is effective
- ❖ We monitor and assess children's progress and involve them in this process
- ❖ We are skilled in matching teaching techniques and strategies to a range of learning styles
- ❖ Our curriculum meets the needs of our learners in our school
- ❖ Our curriculum is exciting and engaging

We aim

- ❖ To inspire a love of learning and to develop caring, thoughtful individuals who aspire to achieve their greatest potential.
- ❖ To provide an inclusive education with a culture of high expectations and to set high standards, ensuring a healthy balance between challenge and support.
- ❖ To develop individuals who are able to think independently, make rational and informed decisions and behave in an acceptable and reasonable way.
- ❖ To create a welcoming, supportive and secure learning environment.
- ❖ To provide a broad, balanced curriculum which is relevant to each child's individual needs and ensures continuity and progression.
- ❖ To plan, structure and pace teaching so that pupils know what is to be learned and how.
- ❖ To develop understanding through enquiry, e-learning, collaborative work and group problem solving.
- ❖ To stimulate learning through matching teaching techniques and strategies to a range of learning styles.
- ❖ To infuse learning skills across the curriculum.
- ❖ To demonstrate the standards of courtesy and behaviour which are expected from our pupils and establish positive relationships based on mutual respect.
- ❖ To know and treat children as individuals and to demonstrate commitment to each child's personal welfare.
- ❖ To ensure that discipline is applied fairly and consistently in the classroom to enable effective learning and teaching.
- ❖ To make our school environment as attractive, comfortable, secure and effective as possible.
- ❖ To display children's work carefully to show that it is valued so as to increase the children's self-esteem and to foster a sense of ownership in the classroom and throughout school.
- ❖ To ensure our displays are a stimulus by providing the children with specific or open-ended questions, something to touch or watch and the means by which to encourage them to investigate further.
- ❖ To make children partners in their learning by involving them in the process of monitoring and assessment and by ensuring that feedback gives them clear indicators as to how to take their learning on.

Implementation

Curriculum

We follow the National curriculum expectations for each key stage and the Early Years Foundation Stage Profile in Reception. We plan our learning opportunities within a theme each half term but teach discrete mathematics skills and literacy skills on a daily basis. We aim to provide a broad and balanced curriculum, which meets the needs of all our learners. We aim to develop our pupils as independent learners and incorporate four learning dispositions in to the learning opportunities we provide - Resilience, Reciprocity, Reflectiveness and Resourcefulness. We aim to foster a love of learning and develop our children as life long learners with a strong understanding of how they learn.

Planning

Long Term

Our Subject Policy Statements for each curriculum area explain our philosophy, aims and objectives in each subject, and the processes we will use to teach the National Curriculum Programmes of Study.

Medium-term

Subject plans and forecasts are written to provide continuity and progression in each subject throughout the school and vary in content depending on each subject. Each class plans to cover key knowledge, skills and understanding for each subject through a half termly theme. This theme is displayed in each class. The theme is planned through teacher and pupil collaboration. These curriculum maps are used as a basis for weekly and daily lesson planning and include the learning skills and details of learning opportunities to be undertaken, The key skills children experience and achieve are recorded to ensure consistency and progression through out the school within the National Curriculum

Short Term

In addition, separate and more detailed weekly planning sheets are used for the planning of literacy and numeracy lessons. Planning in other subjects is less formalised but conveys the learning objectives and outcomes for pupils.(Appendix 1)

Organisation

We currently have three classes - one mixed Reception/Year 1, one mixed Year 1/Year 2 and one mixed Year 3/Year 4 class. Our aim is to have no more than 30 children with one adult in any class. We encourage children to work as a whole school on thematic days enabling them to work with children from different classes and of ages

The library is stocked with a wide range of books, both fiction and non-fiction, and children can access the books during library sessions or as individuals during the day. Fiction books can be borrowed to take home. Displays in the library area reflect work being done in each of the classes and are changed on a regular basis.

The quiet/staff room is used for group work, music tuition, hearing readers and as a general assessment base. Teaching Assistants and parent helpers use it as a learning area to support the children with whom they are working.

We have no hall area, and make use of the Village Hall for PE and Drama. The playground and field are used for Games and as external learning resource areas to support work across the rest of the curriculum. We plan outdoor learning opportunities for our children to develop their awareness of the environment and sustainability. Year R, 1 and 2 participate in Forest School learning outdoors all year and years 3 and 4 have environmental learning timetabled into the Spring and Summer terms.

Classroom Layout

Our three classrooms, though different in size, have a number of common features and are equipped and furnished to a high standard. The rooms are light and airy and have been designed to maximise the use of natural light. Open windows allow for the circulation of fresh air.

Each classroom has an IWB and the Year 3/Year 4 classroom is equipped with a suite of eight computers. Children in Year 2 have access to laptops and use the computers in the Year 3/Year 4 classroom on a regular basis, as do the Reception/Year 1 children.

Teachers determine how tables are set out but the arrangement should be such that all children can see the IWB easily. Children should be able to leave their desks and move around the classroom without disturbing other children. It is also important that resources are easily accessed and that drawers and cupboards are clearly labelled. There are no teachers' desks in the classrooms, but each teacher has a comfortable chair and leaves an area around it for the children to gather on the carpet for discussion, story, and registration or circle time.

Children are grouped in a variety of different ways according to the activity being completed. Some groupings are ability-based (literacy/numeracy), some mixed ability, some friendship-based and occasionally children are sat boy/girl. Children have the opportunity to work alone, in pairs and in groups. Groupings are altered frequently to provide learning opportunities that build childrens learning dispositions.

Each classroom has a sink and a designated craft/design area. Displays on the walls should be colourful, interesting, appropriate and stimulating for the children. They should be interactive where possible and encourage children to engage with them by question or by touch.

All children are given a water bottle when they are admitted and have access to a water cooler.

The Characteristics of an effective Learning and Teaching Session

Children should enter the classroom in an orderly way and should be welcomed into the room, especially at the start of the day, and bade farewell at the end. This reinforces the strong relationship between teacher and pupil as well as generating a sense of security and calm.

It is essential that the lesson be planned carefully to reflect the experience and ability of the class. Learning goals or objectives are shared during the session using "WALT" and "WILF" and children should know the learning outcomes of the lesson and the expectations of the teacher in terms of achieving them. High expectation should be the norm. Success criteria is often derived in collaboration with the children in key stage 1 and 2. Children should have an idea of "the big picture", i.e., where the lesson fits in with other work undertaken and the learning should build on what the children already know. Advantage should be taken of any cross-curricular links to reinforce work in other curriculum areas.

The delivery of the lesson should be enthusiastic and a variety of stimuli used. The use of the "grab factor" at the start of the lesson is a useful way of engaging interest. Resources to support the learning should be to hand. We should aim to use a combination of verbal instructions, visual aids or practical demonstrations when explaining to children and to get them actively involved as soon as possible.

Instructions and listening times should be reasonably short, taking into account the concentration span of the children.

The pace of the lesson should be appropriate and all children should remain on task and be motivated by what they have been asked to do. Activities should be differentiated to take account of different ability levels within the class and should be varied in nature to take account of the different ways in which children learn - visual, auditory and kinaesthetic. Higher order questions should challenge all learners and extension activities should be planned to extend and develop the learning of gifted and talented pupils.

Children should have opportunities for individual, paired and group work. Collaborative work should be encouraged and pupil talk developed through the use of enquiry/problem solving activities to develop reasoning and communication skills. Children should have ample opportunity to support and develop their learning through the use of ICT.

Teachers should review and assess the learning-taking place throughout the session by conducting "mini plenaries", asking higher order questions and through observation. Questions should be open ended to challenge thinking and children should be given "thinking time" to allow for response. Teaching points should be reinforced to maximise learning. Children should have opportunities to reflect on their learning and self and peer evaluations should be encouraged

Teaching Assistants and other support adults should be used effectively throughout the lesson to support groups and individuals and work with a range of ability groups They should be clear about what they have been asked to do.

Children should have access to water.

Brain gym should be used to allow children to refocus mid-way through their work.

Discipline, whether explicit or implicit, should be evident at all times and teachers should emphasise the positive - praise often, but sincerely, with a smile, a kind word or a sticker.

Plenaries at the end of a session should be used in to revisit lesson objectives and to gauge understanding, challenge pupil thinking and develop their application of skills or address misconceptions according to the learning outcomes of the lesson.

Work should be marked according to the school Feedback Policy and should highlight what has been done well, and what needs improving further. Verbal and written feedback should enable children to understand their next steps in learning. Opportunities to respond to the marking should be built into the next lesson.

Children's ongoing progress should be assessed against their curricular targets in reading, writing and mathematics and regular, termly monitoring should take place.

Whole Class, Group or Individual Teaching

We believe that a class can be taught using a range of teaching strategies. It is for the teacher to select the appropriate strategy to use during a lesson. The

strategies used should reflect the fact that children learn through auditory, visual and kinaesthetic means. Many of our teaching strategies are planned to facilitate the four learning dispositions and enable pupil independence in their learning.

Whole class teaching occurs when the teacher's input is directed at the whole class, who may be split into mixed ability groups, differentiated groups or activity/friendship groups.

Group teaching occurs during activities such as Guided Reading, when the teacher is based solely with one group and independence is encouraged through reading tasks for other groups of children.

Feedback and marking

Feedback verbal and written serves a number of purposes, it shows children that we value their work, demonstrates to parents and other outside bodies that we are assessing what children are doing and most importantly gives us, as teachers the opportunity to interact with the children to move them on in their learning. Our aims and objectives are set on it our Feedback Policy

Target Setting

All children share in the target setting process. Each term children have a curricular target for reading, writing and mathematics, which they aim to achieve. Teachers plan to support them towards achieving these goals. These are also shared with parents. Through out the term pupil discussions enable children to know how close they are to meeting their target and what they need to do next to achieve it.

Assessment, Recording and Reporting

Assessment is necessary to identify what children have learned and to plan for their future learning. We need to evaluate what we have taught, how the children have responded, what they have gained from the experience, and what they have retained. From this assessment, we can adjust our planning, modify our teaching, decide what needs to be reinforced or consolidated and plan for progression.

Teachers make use of a variety of methods for recording their ongoing assessments of children. Mark books, with day-to-day test results of spelling or mental maths tests can be used, or notes taken during the lesson or eve post-it notes stuck onto planning sheets.

Assessment

Summative assessments

Standard Assessment Tasks/Tests are used at the end of year 2 alongside teacher assessment to provide the statutory Key Stage 1 assessment. Non-statutory QCA tests in English and Mathematics are taken by Year 3 and Year 4 children to supplement teacher assessment at the end of the year.

Reading and spelling tests are conducted annually

Formative Assessment

Early Years Foundation Stage Profile records progress half-termly in our Reception Year. The children are assessed in their everyday activities in the indoor and outdoor environment from day to day to complete the 13 areas of the EYFS profile.

In key stage 1 and key stage 2 children are assessed according to National Curriculum level descriptors in mathematics and literacy. Teachers choose three children from their class to monitor as a benchmark using Assessing Pupil Progress guidelines for reading, writing and mathematics. Assessments are made through out the term using pupils work, dialogue, application of skills and through pupil interviews. These in depth profiles enable all pupils to be assessed accurately and ongoing dialogue enables each child next steps in learning to be shared and an overall level judgement made at the end of each term.

In all other subjects teachers monitor progress through National Curriculum level descriptor class record sheets. These are updated by teachers twice a year and passed onto the next class teacher.

Children's writing, maths and reading skills are moderated each term by all staff in moderation staff meetings.

Tracking

These assessments enable us to track pupils' progress towards annual summative targets for reading, writing and mathematics, National Curriculum Levels and reading and spelling ages. All our pupils' progress in mathematics, reading and writing is tracked on our whole school tracking system and children who need further support to meet their age related numerical target at the end of the year are highlighted and provision planned to accelerate their progress.. Our whole school provision map highlights all our wave 2 and wave 3 interventions and support. This is overseen by the head teacher and reviewed each term.

Pupil Records

Each child has a personal file that contains:

Copes of end of year reports
Reading and spelling test results
End of year assessments - teacher assessments and tests.
Examples of work
Reception children collate a Learning Journey book

Parents

We encourage parents to share in their child's learning journey here at Upton Snodsbury and many opportunities are planned each year to ensure parents are informed on curriculum developments and on core subject support. Parents' evenings are held in the Autumn and Spring terms and an Open Evening in the Summer term. These are occasions when children's long- and short-term targets can be shared and discussed with parents, along with the results of any assessments that have been carried out. All children have a curricular target in mathematics, reading and writing and this is shared with parents each term. Parents are also provided with a detailed curriculum letter highlighting what children in each class will be learning each half term. A report on each child is written by the class teacher and sent to parents in the Summer term. Children who have a wave 2 Intervention Plan are consulted by the child class teacher and parents of children with a wave 3 Individual Education Plan are invited to a meeting each term to discuss progress with their child's teacher and Mrs Barber the school SENCO.

The school operates an open door policy, where parents can come and discuss with their child's teacher their progress or any concerns they may have, at any mutually convenient time.

The Learning & Teaching Committee approved this policy in Spring 2011

The policy will be reviewed in 3 years.