Swillington Primary School

Teaching and Learning Policy

Finding the talent in everyone

BRIGSHAW
LEARNINGPARTNERSHIP

Our Ethos and Aims:

Finding the talent in everyone

We encourage our children to imagine the possibilities and persevere to achieve their goals.

Teaching and learning is central to our work as educators and it stems from the school's aims and ethos. Every child is uniquely talented and should be valued accordingly. Our aim is to create a learning environment which fosters motivation and allows all students to flourish. Our aim is not simply to impart knowledge, but to empower students by teaching them how to learn.

Our prime aims are that Swillington Primary School is a school that children want to come to because learning is exciting and enjoyable. That everyone associated with the school will be proud to be so and our children will leave us well prepared for the global challenges of the 21st century and as lifelong learners.

We aim to develop creative individuals, prepared to take risks, resilient enough to learn from failure and with high aspirations for their future.

Our school ethos and curriculum is under pinned by four main divers:

Imagine the possibilities - By knowing the purpose for our learning in order to connect it to future goals.

Be tolerant - By working together to understand, respect and value other beliefs and opinions.

Be safe - By understanding how to keep ourselves happy, healthy and safe.

Respect our environment - By valuing the world we live in and understanding how our actions have an impact on the future.

We believe that successful teaching and learning is not just about good lessons; it stems from the ethos and environment we create. We believe that by developing emotional intelligence and creating the appropriate supporting conditions, children will thrive because all of this impacts on how children behave as learners. As such, we aim to create a positive learning environment.

A positive learning environment is one in which:

- Different ways to learn are at the heart

- Children take responsibility for their own learning

- All learners access the support they need to be successful

- Speech and dialogue are key processes

- Mistakes are integral

- Effort is rewarded

- Positive exchanges predominate

Learning Environment Expectations

We believe that the learning environment is key in stimulating high quality learning. These elements should be apparent in all classrooms.

Learning objectives and success criteria are displayed.

Working walls for **English** (Writing and Grammar), **Spelling**, **Reading** and **Maths** indicate what the current topic is, include key vocabulary, WAGOLL, provide visual images and reflect the learning process. Key learning points are reflected in questions and statements.

Displays should only have necessary information (avoid clutter) on and size of lettering should be easy to read for all learners.

Basic equipment (pens, pencils, rulers, white board pens) are out on tables at all times so children do not lose valuable learning time looking for resources.

Displays remind children of the strategies that make them effective learners (Think, Pair, Share, class ethos statements, effort scales, The Pit).

The layout, provision of and access to resources supports both independent and collaborative learning. All stored resources are clearly labelled (word processed) and accessible.

There are positive affirmations that raise self-esteem. Notes home are given to celebrate this.

Book corners are evident in every class with books that are attractively displayed.

A whole class visual time-table will be clearly displayed

School rules, class rewards, class charter, code of conduct will be clearly displayed.

School ethos and main drivers are referred to on display boards.

Principles of Teaching and Learning at Swillington Primary School

Finding the talent in everyone.

We encourage our children to imagine the possibilities and persevere to achieve their goals.

A pre-assessment before each unit of work

e.g.

- English 'Have a go piece'
- Maths White Rose fluency question

Imagine the Possibilities…

Explain the purpose for learning (What is in it for me?). Make it relevant to present/future lives and how it fits into the bigger picture. Use of visitors and visits to inspire.

Identify a learning objective

This may not always be shared at the start of the lesson, but should be evident in the planning and delivery of the session. Every lesson should have a core purpose.

Establish/ identify a success criteria

Developed to match the knowledge, skills and understanding being taught and building on prior learning.

Identify and explore vocabulary

What do the children need to know? Display on a working wall.

Skilfully question

Consider questions that inspire, move learning on, challenge and deepen.

Planning activities and tasks

Consider:

How are the children going to show their understanding of the learning objective?

Which resources will need to be selected and how will they be organised?

How are less able children supported? Scaffolded tasks, adult support and additional resources.

How are all children challenged? There should be opportunities for all children to deepen their learning.

Which groupings are appropriate for the task? Including children being supported in ability groups. Grouping children needs to be fluid, but thought through prior to the lesson.

Explicit modelling

During Phase 2 each section will be modelled to explicitly teach grammar and language structures. (see appendix)

Model expectation of presentation including cursive handwriting.

In maths during phase 2, a 'we do, you do' approach models the learning and use of correct fluency, reasoning and problem solving (see appendix)

Timely adult support

Identify where the adults are. What will their role be? Which children will they support?
Expectations and key learning points are shared in advance.
TAs are fully engaged with pupils during learning time.
TAs are involved in assessing pupils' understanding, recording observations and feeding back to children and adults.
TAs complete registers in the morning to allow teaching staff to complete pre/post teach activities.

Responsive and planned assessment for learning

- Pre and post teaching sessions are planned to ensure all achieve.
- Mini plenaries
- Responding to misconceptions
- Verbal feedback given throughout lessons
- Self-assessment
- Master classes
- As a result of formative assessment teaching and learning may be adapted during a lesson.

Purposefully concluding lessons

This should be planned for e.g. self-assessment, peer marking, questions to deepen. E.g. use an exit pass, if you had to do this task again, how would you do it differently?

Effective lessons should include:

- No 'hands up' – use lollipop sticks, random selection etc.
- Whole class responses – thumbs up/thumbs down, whiteboard responses
- Pose, Pause, Pounce, Bounce / Pass it out
- Effort scale
- PIT (especially when introducing new concepts/ deepening)
- High ratio of pupil to teacher talk
- Clear, concise instructions
- Learning chunked into sections
- Talk partners – explicitly taught
- Pace – use of timers, response time

Behaviours for learning strategies

These need to be taught and reinforced every lesson:

- Instructions on the board
- Consistent routines
- Talk partners – Think, Pair, Share
- Good listening, including appropriate body language.
- Stop, empty hands , silent voices, eyes this way
- Position of adults – keeping an overview at all times.
- Autonomy – Self-help strategies e.g. 3B4 me (Brain, Buddy, Board, Boss), resources etc
- Peer and self-marking

Please also refer to key policies including:

Feedback and marking

Behaviour

SEND