



Yarnfield Primary School
SUMMIT LEARNING TRUST

Learning and Teaching Policy

Our Vision:

Aspiration, achievement and self-belief are the 'golden threads' that lead to a bright future.

At Yarnfield Primary School we have five core aims that are threaded through everything we do. We:-

- Are ambitious for all to achieve beyond expectation
- Compete with the belief that we have every chance of success
- Are nurtured in a culture where we are confident to take risks
- Engage and inspire learners by expanding their world
- Are proud of our community and know that together we achieve more

These principles are golden threads that will run through our curriculum and we will plan for them with relentless consistency in order to achieve the best outcomes for our pupils.

Aims

- To provide consistency of understanding and approach to learning and teaching throughout the school.
- To enable teachers to teach as effectively as possible.
- To enable children to learn as efficiently as possible.
- To provide a working environment that is stimulating, celebratory and Interactive (Learning Environment Policy).
- To give children the skills they require to become effective learners who relate new concepts to previous experiences.
- To prepare children to be effective members of society, good communicators and lifelong learners.
- To provide an inclusive education for all children where all children access all learning opportunities.

Climate for Learning

The classroom climate will be purposeful and orderly. There will be a sense of pace and rigour at all times with clear expectations relating to time, output and behaviour.



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Children must feel safe and secure, supported, valued and calm.

Throughout the school there is a consistent approach to classroom organisation and behaviour management. This will be partly achieved by all adults demonstrating the values agreed by our stakeholders within the behaviour policy.

All adults will support each other in order to enhance children's learning. This is achieved by all staff supporting each other through planning and the sharing of expertise.

Throughout the school there will be established consistent routines. These routines are established initially in the EYFS and built upon each year thus ensuring that children do not have to relearn. Specifically these areas relate to registration, storage of materials, use of books and equipment, standards of behaviour and methods of teaching.

The classroom atmosphere will encourage children to ask questions of each other, the teacher and other adults.

Wherever appropriate children will be encouraged to use their own initiative and take responsibility for their own actions. They will be encouraged to work collaboratively and independently to develop their learning. Pupils ideas and interests will be sought and incorporated into our curriculum in order to promote the highest levels of engagement in learning.

Resourcing

All children will have access to high quality and purposeful resources to support their learning. Children will be encouraged to self-select the resources they need to learn best. Teachers will ensure that resources are accessible and well organised to support and promote independence.

ICT resources will be used widely and regularly to enhance learning and to prepare children for the technological world we live in.

All staff will be deployed to support learning and maximise progress at all times throughout the day. They will be used flexibly to meet the needs of the children whether that be through individual, groups or whole class support.

All adults, including all school staff, family members, families and other members of the community and experienced/skilful visitors are used to enhance learning opportunities throughout the curriculum.

Planning for Learning

Teachers use agreed formats for long, medium and short term plans. Through these the key curriculum drivers and values of the school are taught



explicitly alongside and through the wider subjects in line with the curriculum statement. Teachers use formative assessment effectively to highlight where children are and where they need to be. This is used explicitly through planning to ensure that the pupils' needs are met and that all pupils are challenged to make progress.

Effective Learning and Teaching

We believe that learning happens best when the intention is clear. Learning objectives and steps to success will be clear for all pupils and will be used explicitly by both teachers and pupils throughout each lesson. Learning will meet the needs of all learners through a flexible approach to differentiation and personalised learning that allows for pupils to be challenged and make outstanding progress. In this way we make sure that all vulnerable groups of pupils make the best possible progress. Pupils will always know what they need to do to improve. A range of teaching strategies will be employed appropriate to the needs of the pupils and the subject being taught to enable learning to come to life and engage pupils fully. A range of formative assessment approaches will be used both by the teacher and the child to steer and adapt learning through a lesson or series of lessons. Teachers and pupils will use questioning effectively to check understanding and promote thinking and reflection. Teachers and pupils will employ a range of methods for recording learning and demonstrating progress. These will include written work, photographic evidence, digital recording, film and observational notes. Work will be reviewed and guidance given and responded to in line with the Guidance and Feedback Policy.

Effective teachers will:-

- Plan for effective, informal and flexible learning.
- Be organised and prepare well for the needs of the children
- Use a range of learning environments to maximise progress eg outdoor learning.
- Make learning stimulating and engaging, challenging and fun.
- Ensure expectations are high and learning is pitched to challenge all learners at their level.
- Use assessment opportunities effectively throughout the lesson, adjust according to the needs of the children and be flexible.
- Maximise progress by constantly and consistently knowing where pupils are and what the next step should be.
- Ensure learning is well paced and all children make rapid progress.

Effective learners will:-

- Be engaged, interested and on task.
- Work collaboratively and independently.
- Show a thirst for learning, be excited and highly motivated.
- Challenge themselves.



- Ask questions, reflect on their own learning and think deeply.
- Take risks.
- Demonstrate perseverance and confidence when learning is hard.
- Apply their learning in a range of contexts.
- Show pride in their work.
- Demonstrate a positive attitude towards learning.

Monitoring and Evaluation

Teaching and learning will be evaluated through a planned cycle of monitoring (see Monitoring Continuum). This will be conducted by a member of the Senior Leadership Team. There will also be reviews of planning, scrutiny of pupils' work, pupil interviews and pupil progress reviews throughout the year on a planned cycle. In addition, there are regular learning walks by the Senior Leadership Team into classrooms. These provide an ongoing and regular update on how policies are being implemented and their success. They also provide a sample picture of the effectiveness of teacher pupil interaction, and the degree of pace being employed in the teaching day. Governors will have the overall responsibility for evaluating the quality of teaching and learning across the school.

Subject coordinators will also review the provision of their subject to ensure progress, consistency, teacher knowledge and coverage is fully in place.

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