



# Learning and Teaching Policy

Date approved by the Resources/D&P/FGB Committee: January 2016

Signed by Chair of Governors .....

Signed by Chair of Committee .....

Signed by Head Teacher .....

Date of next review

Available on staff One Drive

## **Mission Statement Summary:**

"At Priory Junior School we are committed to providing the best education for all and to our continued development as a living community that supports and cares for each of its members. To achieve these aims we will work together in close partnership with home and the wider community."

We believe that people learn in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential. We base our effectiveness on our '3 golden rules' which are displayed in every classroom, around school and shared with parents. These are:

- To listen
- To respect
- To achieve

## **School Aims**

We aim to:

- create a learning environment in which everyone aspires to work hard to achieve their potential throughout their learning journey
- enable our children to have the knowledge, skills and positive attitudes to become life-long learners
- encourage our children to develop their emotional, social and personal skills in order to become responsible citizens in preparation for life in modern Britain and worlds beyond their own
- give equal opportunities to all regardless of ability, race, gender, disability or background
- promote care and respect and tolerance.

## **Introduction**

This teaching and learning policy is intended to clarify procedures; promote consistency, high standards and the achievement of the school aims. At Priory Junior School we provide a caring, supportive and stimulating environment with high quality teaching through which we hope to foster:

- an enquiring mind
- independent young people who are confident, flexible, resilient and collaborative
- imagination and creativity
- pride in achievement, behaviour and a desire to succeed
- conscientious young citizens of our multi-cultural society who are tolerant, celebrate diversity and respect the values and beliefs of others
- an inclusive ethos which promotes equality of opportunity for all
- effective links between the school, home and the community which promote aspirations and high expectations

This policy sets out clearly the "non-negotiables" of teaching and learning at Priory Junior School.

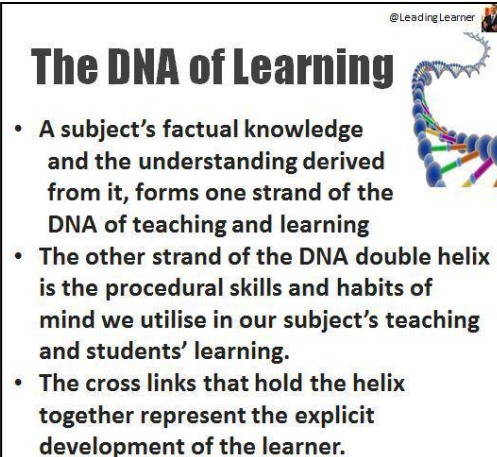
## **Effective Learning**

Children and adults learn in many different ways and we recognise the need to develop strategies that support learning for everyone.

We offer a wide range of learning experiences.

These include:

- open ended challenges
- child initiated activities
- creative learning and critical thinking skills
- investigation and problem solving
- talk for learning
- deep, shallow and profound questioning
- effective feedback
- reflecting on how well they have done and what they need to do next
- understanding how they learn
- using ICT to support learning
- learning independently
- participation in physical activity
- utilising a wide range of media
- designing and making
- whole class work
- learning with others in a variety of groupings
- learning outside
- visits to places of interest
- working with a range of partners
- visits from individuals and groups
- relevant and appropriate opportunities for sharing learning at home



**The DNA of Learning**

- A subject's factual knowledge and the understanding derived from it, forms one strand of the DNA of teaching and learning
- The other strand of the DNA double helix is the procedural skills and habits of mind we utilise in our subject's teaching and students' learning.
- The cross links that hold the helix together represent the explicit development of the learner.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing what strategies and tools help to learn and how well they have mastered their learning.

Self and peer review strategies are used alongside teacher assessment to review the key learning objectives and level of understanding.

### **Effective Teaching**

Teachers reflect on and evaluate the level of impact their teaching is making on the learning of all children in their care. Effective learning takes place when teachers have high expectations of all of their children and:

- offer an engaging curriculum with opportunities for 21<sup>st</sup> century learning skills to be developed across all subjects
- plan and prepare thoroughly taking into account individual needs within the cohort of children for which the learning is intended
- create a safe, secure and stimulating environment where children can think creatively, enquire and take risks
- teach lessons where children's previous learning and interests are built upon
- identify children's strengths through observations and assessments
- enable children to apply skills and knowledge in different situations
- develop shared learning skills and success criteria
- plan for open ended tasks

- provide opportunities for review and reflection
- allow thinking time before answering questions
- give developmental feedback and constructive criticism of pupil's work, both verbal and written
- provide clear expectations of what pupils are expected to achieve and their next steps in learning
- ask open-ended, probing, challenging and targeted questions
- provide appropriate challenge to support the learning of all pupils
- provide opportunities for basic, advancing and deep learning through careful differentiated tasks
- opportunities for mastery discussions, activities, challenges or tasks
- engage children through the use of ICT
- accept and value gender equality, cultural and social diversity
- treat children fairly and with respect
- use the behaviour policy and its rewards and sanctions fairly
- use other adults to support children's learning effectively
- reflect on their impact
- develop their practice through continuous CPD

### **Language of Learning**

At Priory we use the "language of learning" to ensure that our children can understand and articulate the knowledge and skills of metacognition (learning to learn) that span all areas of the curriculum. An explanation of these terms forms an appendix to this document.

- Challenge (PIT challenges/extreme green)
- success criteria – on stickers
- independent learning – through choice and application of tasks (Bronze, Silver, Gold, Extreme Green)
- themes/topic
- growth mindset
- Priory Pride targets
- taxonomies
- PAR marking (Praise based on learning, Action for children to do, Response from children)
- 'BAD' verbs for learning objectives and tasks (Basic, Advancing, and Deep learning)

In our planning and delivery of learning we ensure that we make these explicit, so that our children develop an awareness and understanding of "how they learn" to enable them to become independent, resilient and hardworking learners with a growth mind set.

### **Curriculum**

Our curriculum is based around themes using 'Focus Education' topic starting questions. These provide the main focus and/or context of any programme of learning and are planned around a mix of integrated and discrete elements. It is designed to follow the programmes of study (POS) of the new national curriculum (NC). High expectations of pupil's achievements and attainment are mirrored by inclusive, relevant and accessible lessons and independent learning challenges for all children at each stage of development.

We use our long and medium term planning time to incorporate POS from different subject areas to promote cross-curricular learning to extend and deepen learning. We adapt our weekly

timetables to enable us to use time flexibly and creatively in order to ensure breadth and depth of subjects to be taught. We ensure that children have regular opportunities to apply their literacy and maths learning in all areas of the curriculum, where subject specific language, ideas and skills can be practised, revisited and applied.

We enhance our curriculum through working closely with out of school specialists and first hand visits.

We continually evaluate the impact of our curriculum through SLT, subject leaders, and year group planning meetings to ensure engagement, attainment, progression, challenge and coverage for each cohort, enabling children to meet and exceed targets.

Our curriculum is guided by:

- The New National Curriculum (2014)
- Thinking Skills Approaches
- SMSC outcomes (see appendix1)
- Rising Stars (Maths and assessments)
- The use of engaging and quality texts
- Focus Education – topic planning based on the New National Curriculum
- Chris Quigley Teaching for Depth and Mastery
- The agreed Nottinghamshire RE syllabus

### **Learning Environments**

Classrooms will be furnished appropriately for the age of the children and maintained for health and safety. Class teachers are responsible for the organisation of furniture and resources in their own classrooms. We expect that all classrooms will be tidy so that children can work effectively and in comfort.

Classroom environments will support learning and showcase achievements through:

- Resources which are child-friendly, labelled and readily available
- Dynamic use of models and exemplars of what has been learned
- Records of key ideas and thinking
- Vocabulary lists, eg conjunctions, synonyms to support the GAPS curriculum etc
- Working walls showcasing different learning journeys - providing scaffolding
- Best pieces showcased to share achievements and publishing skills
- Number lines and patterns
- Timelines
- Examples of calculations and problem solving - in line with the calculation policy
- Modelled current learning

Classrooms will also contain displays based on our School Values showcasing our Priory Pride Criteria ladders (as outlined in the behaviour policy), IIP job roles and notice boards detailing timetables and events. Display boards will be maintained and changed regularly. They will be organised to promote active learning and independence. Children will be encouraged to take responsibility for their environment and take care of resources.

In shared areas, display boards will be maintained by allocated year groups and updated regularly to reflect learning in a range of curriculum areas.

## Planning

The process of planning; whether it is long term, medium term or short term, ensures that our curriculum has breadth and depth and is implemented in a cohesive, progressive manner. Documentation provides a record of what has been planned and enables others to understand and deliver learning to any group of children.

Long and medium term planning will:

- clearly outline the programmes of study/milestones to be taught
- identify themes to be studied over the course of a year
- show progression across years, terms and weeks of study
- demonstrate the range of contexts used to teach programmes of study
- incorporate a wide range of stimuli and opportunities, which reflect our community and support tolerance and mutual respect

The short term planning process begins with dialogue during year group PPA time.

- Planning will follow the objectives set out by the new national curriculum and careful assessments made in daily AFL or end of half termly tests to plan for purposeful learning, relevant and specific objectives.
- ensure learning is engaging, well-resourced and responsive to pupils needs (hooks into learning)
- ensure progression and continuity
- identify an appropriate level of challenge and differentiated support for all pupils
- ensure independent learning is extending and moving learning forward
- make learning behaviours specific
- identify the context for learning, connections, key questions and overarching themes
- describe how social, moral, spiritual and cultural (SMSC) outcomes can be promoted (see appendix 1)
- provide opportunities for evaluating and reflecting on the process of learning through PAR marking or verbal discussions
- describe how outcomes will be recorded/recognised
- describe how additional adults will be included and supported to be effective
- be dated and state clearly year group and term

All planning will be available in digital format and saved appropriately on to our staff One Drive.

## Assessment (see assessment policy)

Assessment identifies progression, attainment and next steps in learning. It drives learning across and within lessons. Assessment enables teachers to formulate how children can make progress in their learning. It also informs other stakeholders about the progress and attainment of the school as a whole.

Teachers assess progress to inform school improvement, children, parents, governors, the Local Authority and other stakeholders. Achievements, effort and the quality of work are discussed with pupils as feedback.

## Summative Assessment

We use summative assessment to monitor, reflect on and evaluate attainment and progress, within school and with other stake holders.

Alongside statutory assessments we use half termly and end of year teacher assessment judgements to inform SLT and parents of children's individual progression in developing their knowledge and understanding of the key skills and processes of national curriculum expectations.

Detailed analysis of pupil progress using our Rising Stars assessment spreadsheets takes place half termly. These processes enable us to monitor attainment, progress and wellbeing.

We combine all of these assessments to support our judgments when assessing without levels to ensure that high expectations lead to deep learning.

### Formative Assessment (AFL)

At Priory we use formative assessment during individual lessons and weekly planning to evaluate the impact of teaching and learning through:

- the provision of effective feedback to students
- the active involvement of students in their own learning
- adjusting teaching to take account of the results of assessment
- a recognition of the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning
- the need for students to be able assess themselves and understand how to improve

### Working with Parents

We believe parents have a fundamental role to play in helping their children to learn. We establish supportive, positive relationships by creating opportunities for communicating and sharing successes and concerns.

These opportunities include:

- parents' evenings (Autumn and Spring terms)
- The Year Ahead meetings in September to share the learning and expectations for that year group
- Year 6 SATs information evening
- induction and transition meetings (when children move into school and across Key Stages)
- Priory Pride celebration assemblies
- encouraging parent volunteers and visitors into school
- open door policy for Head teacher and senior staff
- class teachers available at beginning and end of day and by appointment
- informative documentation in children's planners about routines, behaviour, homework and reading expectations/records
- 'Seeing is Believing' tours of the school
- Subject information evenings
- termly curriculum overviews
- regular newsletters
- school website
- text messages
- electronic communication system for parents who prefer email
- a detailed report in the summer term outlining their child's progress and achievements

## **Home Learning (see homework policy)**

We believe that learning at home is a very important and useful way to consolidate and develop children's skills and understanding. It also supports the collaborative relationship between school and parents and enables easy communication via children's planners/purple home learning journals.

Open ended homework activities are used across the school as well as specific homework tasks where appropriate all recorded in to their purple learning journals.

## **Role of Governors and SLT**

Governors determine, support, monitor and review the school's policies.

In particular they:

- support learning by allocating resources effectively
- ensure that the school buildings and premises are effective in supporting successful teaching and learning
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment and progress
- ensure that staff development and performance appraisal policies promote good quality teaching
- monitor effectiveness through the school self-evaluation processes and school improvement planning

At Priory Junior School the SLT provides imaginative leadership, encouraging everyone in the school to consider the appropriateness of the curriculum and to bring about effective curriculum change. The roles of these leaders are to:

- a) Ensure that the school provides a progressive curriculum which covers what is set out in the National Curriculum.
- b) Ensure that positive values and attitudes are embedded within the curriculum.
- c) Have a clear view of the school's aims, principles and values and how they are being achieved.
- d) Ensure that all planning is efficient and appropriate.
- e) Provide time and support for teachers and other staff to reflect on their practice.
- f) Develop the imagination of pupils set within parameters of high standards and creativity.
- g) Create a climate in the school which utilises the strengths of all staff, parents and the wider community to provide strong extra-curricular programmes that support their aims.
- h) Encourage all staff to ensure that pupils understand the nature and purpose of their learning and feel involved in it.
- i) Ensure that all pupils see Priory as 'their school' which is a place to be proud of and learn effectively.
- j) Be committed by providing time, energy and organisation necessary to achieve the vision of achieving the best for all pupils.
- k) Be aware of recent local and national educational developments and to disseminate information sensitively and appropriately to all staff.
- l) Provide opportunities for staff to engage in CPD opportunities.
- m) Provide development time for staff to perform leadership roles.
- n) Value all staff
- o) Communicate their own vision and enthusiasm to achieving high standards of learning.
- p) Ensure that staff and other stakeholders have the opportunity to share in the vision and contribute their own ideas, feeling ownership of both school development and their own personal learning.
- q) Monitor outcomes of planning and teaching.
- r) Set appropriate and challenging targets for staff through the appraisal procedure.



- s) Ensure that school reflects a culture that is continually striving for improvement, reflecting school self-review at the heart of its standards and strategy.

## **Appendices:**

1. Spiritual, Social, Moral and Cultural Development
2. The Language of Learning explanations of terms

### **Appendix 1: Spiritual, Social, Moral and Cultural Development**

The Ofsted School Inspection Handbook states that:

*“Before making the final judgement on the overall effectiveness, Inspectors must also evaluate: The effectiveness and impact of the provision for pupil’s spiritual, moral, social and cultural development”.*  
Paragraph 128 (p34)

#### **Defining spiritual, moral, social and cultural development**

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Elements which could be included in teaching/learning programmes re British Values:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with differing faiths and beliefs
- Equality of opportunity
- Public Institutions – armed services, police, post office etc
- Democracies in light of decisions our children make (School Council etc) How are they able to influence decision making, what are the advantages and disadvantages of democracy?
- Allow children to engage in debate and discussion
- Perceived injustice dealt with fairly, peacefully challenged
- Right and wrong
- Civil criminal law – religious law
- Taking responsibility for behaviour and rights
- Express views politely, agree to differ
- Model freedom of speech
- Encourage critical analysis of evidence
- Challenge stereotypes
- Establish strong anti-bullying agenda
- Respect and tolerance
- Challenge to prejudice, discrimination and stereotyping
- Links with faith communities
- Non-discriminatory approach to people with different lifestyles.

**Appendix 2: EXPLANATION OF TERMS: LANGUAGE OF LEARNING**

**Blooms/Andersons Taxonomy:** questions based on the following hierarchy of understanding

- Creating
- Evaluating
- Analysing
- Applying
- Understanding
- Remembering

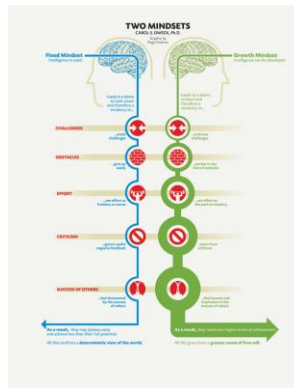
**GROWTH MINDSET**

*Individuals with a fixed mindset believe that their intelligence is simply an inborn trait--they have a certain amount, and that's that. In contrast, individuals with a growth mindset believe that they can develop their intelligence over time. (Carol Dweck)*

To enable children to develop a growth mindset we ensure that

- Praise is linked to effort and feedback focuses on process
- Establish high expectations
- Teach children how our brains work and that we all have a malleable mind (metacognition)
- Create a risk – tolerant learning zone where mistakes are understood as being a central part of learning

What Can I Say To Myself?	
Instead of:	Try thinking:
I'm not that good at this.	What am I missing?
I'm awesome at this.	I'm on the right track.
I give up.	I'll use some of the strategies we've learned.
This is too hard.	This may take some time and effort.
I can't make this any better.	I can always improve, so I'll keep on trying.
I just can't do maths.	I'm going to train my brain in maths.
I made a mistake.	Mistakes help me learn better.
She's so smart, I'll never be that smart.	I'm going to figure out how she does it so I can try it.
Plan A didn't work.	Good thing the alphabet has 25 more letters.
It's good enough.	Is it really my best work?



aaronendré

scarcity thinking	abundance thinking
"There will never be enough"	"There will always be more"
Competes to stay on top Hoards things from others Won't share knowledge Won't offer help to others Suspicious of others Resents competition Afraid of being replaced Believes times are tough Believes the pie is shrinking Thinks small and avoids risk Fears change	Collaborates to stay on top Generous with others Shares knowledge Freely offers help to others Trusts and builds rapport Welcomes competition Strives to grow Believes the best is yet to come Believes the pie is growing Thinks big and embraces risk Takes ownership of change

## Essentials Assessment Criteria – Basic Advancing Deep learning (BAD).

These assessment criteria have been designed using cognitive development to assess attainment and progress to ensure a deep level of understanding.

### SHARED LANGUAGE TERMS.

These terms are used across teaching, planning, assessing, CPD and professional dialogue. They provide the foundation of a common language of learning

### CHALLENGE/PIT CHALLENGES – HIGH EXPECTATIONS

We plan for learning challenges across the curriculum that:

- Make children think and work hard
- Enable children to take their learning further/extend their thinking
- Apply knowledge and skills that have been previously modelled and supported.
- Do not put a ceiling on children's thinking
- Feeling like you are in the PIT means it is challenging and you are learning by applying previously learnt skills to get out.

Children may be working independently alone or collaboratively. They may be working with an adult or as part of a focus group. The level of challenge is key to their success.

### SUCCESS CRITERIA – WHAT EXCELLENCE LOOKS LIKE

We use success criteria to define, measure and determine the standards and outcomes by which learning tasks will be judged to have been successful when reflecting on the learning objectives/WALT.

Success criteria are not

- A list of instructions
- The learning objective/WALT
- Tools to support the task

Wherever appropriate children are expected to generate/develop success criteria with their teacher to enable them to own their learning and enable them to understand, explain, reflect and evaluate what success looks like.

We differentiate tasks using Bronze, Silver, Gold and Extreme Green paper to allow choice for children.

Success criteria need to be:

**Specific** - It's important to be clear about the elements that are required for excellence – the "perfect solution" in Mathematics or inclusion of "personal preference, scriptural quotes, chosen purpose and challenges of life." Clarity comes in part through specificity.

**Extensive** - This is linked to specificity but requires all the main elements of the excellent answer to be included.

**Challenging** - Keep asking yourself, "*Would this produce an gold level answer?*"

### **INDEPENDENT LEARNING**

Independent learning is a learning strategy that fosters self-improvement through planned independent study by pupils under the guidance or facilitation of a teacher. It can include learning in partnership with another individual or as part of a small group.

Independent learning enables children to:

- take more responsibility for work or learning.
- make informed choices
- develop skills of self motivation to "own their learning"
- feel confident about taking and acting upon decisions
- appreciate the value of reflecting on learning
- decide whether learning has been effective or whether they need to try another approach.
- extend ideas and projects
- share ideas and problems, work together to resolve those problems.
- Set their own goals and deadlines
- organise themselves and their work
- evaluate their use of time

### **THEMES/TOPIC**

Theme is the message – might not always be stated but is implied

Topic is the coverage – specific and makes clear subject matter

Theme is poverty/distribution of wealth

Topic is Life in Victorian times

Theme is climate change

Topic is Weather

### **EXAMPLES OF KEY THEMES THAT THREAD THROUGH CURRICULUM**

Sustainability

Poverty/Distribution of wealth/Society

Equality/Gender Equality

Diversity

Climate Change

Morality

Empathy

Technology

Enterprise