

# Wilton and Barford CE Primary School



## Learning and Teaching Policy 2017

At Wilton and Barford we believe that all children have an entitlement to be successful learners who enjoy learning, make progress and achieve. We are committed to the development of individuals who are confident and able to lead a safe, healthy and fulfilled life. Success relies upon children's awareness of the need to act as responsible citizens enabling them to make positive contributions to society. All members of the community are respected and this value is underpinned by strong links between home and school.

Effective teaching and high expectations are essential for all learners to make at least good progress. The overarching intention of this policy is to ensure a consistent approach across the school.

The school **environment** is exciting, stimulating, purposeful, supports learning (working walls), relevant, organised, inclusive, calm and safe. A visual timetable and visual prompts are on display. Learners are supported and are able to take risks. Pride and high standards are evident.

**Planning** is differentiated so that learning is inclusive and meets individual needs using clear objectives with challenge. Activities support learning to meet the KQ. It demonstrates continuity and progression across the short, medium and long term. Throughout the lesson there is a focus on the learning outcome which includes a range of questions to achieve this. Learning outcomes secure progression in specific aspects of the subject and are linked to subject standards. A range of higher order questioning strategies is planned.

**Assessment** is intrinsic to children achieving. All targets are shared and understood with, and by, learners. Learning is marked regularly in line with the school marking policy. Review of learning is a routine part of lessons. Focussed feedback is evident in all books. Flic and Tapestry are used throughout the school to record ongoing assessments.

**Teachers** have high expectation for all children. Standards in learning and behaviour are consistently modelled by all adults in the school community. We have clear systems for rewards and sanctions and agreed and applied behaviour management strategies. Teachers demonstrate good subject knowledge, model the language of learning and use a range of teaching and learning styles to engage all children. Resources are effectively deployed, including adults; learning outcomes are shared and understood to maximise learning opportunities. The teacher knows and understands the importance of an interactive classroom.

With this, **Learners** are independent, feel successful, enjoy learning, have high expectations, are encouraged to self-evaluate and use the language of learning. They know what 'good' looks like and are motivated to be "**the best that I can be.**"

### CHILD PROTECTION STATEMENT

At Wilton and Barford Primary School, we believe that every child has the right to be safe and therefore to be cared for in a way that ensures her/his safety and meets her/his individual needs. We recognise that all children need protection at all times from anything or anyone that may cause them harm and we work together following the Child Protection Policy to ensure this. We respect all members of the school's community and treat information with confidentiality.

## Non Negotiables Learning and Teaching behaviours and expectations

### Effective Learning ~ "Why"

At Wilton and Barford

- 🌐 Learning opportunities for reading, writing, communication and mathematics is cohesively implemented across the curriculum **so that** all children have good basic skills.
- 🌐 Talking Partners are used flexibly **so that** learners can support and challenge each other and develop confidence in their learning.
- 🌐 Learning slides are used for all relevant lessons to display KQ's and RT's (and other elements where necessary) **so that** children know what they are learning and adults are directed appropriately.
- 🌐 Learning labels are present in all books with dates and KQ **so that** pupils are fully aware how to succeed in their learning and they have an awareness of the progression of the learning and can aspire to achieve highly.
- 🌐 We have high expectations of presentation in all learning including teachers marking **so that** all learning is valued.

### Planning for Effective Learning ~ "What"

At Wilton and Barford

- 🌐 Planning focuses on the needs of the child **so that** every child achieves and all are challenged in their learning.
- 🌐 The school planning formats are used **so that** there is consistency throughout the school.
- 🌐 Medium term and weekly planning shows progression of key skills **so that** there is continuity and progression across the school.
- 🌐 White Rose maths is used for medium/short term maths planning **so that** national expectations are planned with clear progress across abilities and year groups.
- 🌐 Opportunities to teach SMSC are explored and maximised **so that** children learn to understand how values play such an important part in guiding their thinking, decision-making and ultimately, their actions and behaviour.
- 🌐 **So that** all children can access learning and achieve and make good progress **planning is/has**
  - ✓ clearly differentiated, with opportunities for self-differentiation,
  - ✓ identifies the role of the adult,
  - ✓ appropriate challenge for all,
  - ✓ includes a range of teaching and learning styles,
  - ✓ Identifies vulnerable groups (FSM, forces etc.),
  - ✓ annotated and amended
  - ✓ shared with Class adults
  - ✓ accessible
  - ✓ a clear learning objective worded as a **Key Question**
  - ✓ Clear success criteria, shared with the children as **Remember to...**
  - ✓ a well-structured activity that matches and optimises learning
  - ✓ targeted higher order questions

### Assessment for Effective Learning ~ "How"

At Wilton and Barford Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.

- 🌐 **So that** learning and progress is optimised
  - ✓ Targets are shared with, and understood by the children
  - ✓ AfL techniques are used
  - ✓ Teachers use high quality marking and feedback
  - ✓ Children self-assess their learning
  - ✓ Data is completed and analysed termly and used to inform intervention groups
  - ✓ *Flic* and *Tapestry* are used to record assessment data
  - ✓ Progress is shared with parents

## Teaching

🌐 **So that** all children are motivated and successful learners who enjoy learning, make progress and achieve all adults at Wilton and Barford:

- ✓ Generate high levels of engagement and a commitment to learning
- ✓ use well-judged and often inspirational teaching strategies
- ✓ Have high expectations for all learners
- ✓ Use positive language
- ✓ Model good presentation and learning behaviour
- ✓ Value all contributions
- ✓ Model the language of learning
- ✓ Use a range of T&L styles
- ✓ Deploy resources and adults effectively
- ✓ Use positive behaviour strategies
- ✓ match individual needs accurately
- ✓ use focused and timely support and intervention
- ✓ ensure learning is proactive and interactive
- ✓ have strong and positive links with families
- ✓ promote children's independent learning skills

## The Learning Environment

🌐 **So that** the environment is exciting, purposeful and supports learning, develops independence and values the learner the environment has consistent displays and expectations throughout the school

- ✓ I can be and mission statement
- ✓ Golden Rules
- ✓ How What Why on display
- ✓ ISPACED appropriate to age
- ✓ A VCOP display
- ✓ Merit charts
- ✓ Sanction ladder
- ✓ Class rules and contract
- ✓ Photos modelling expected behaviours (good sitting, good lining up etc.) where required
- ✓ Science vocabulary on science display
- ✓ A visual timetable
- ✓ A number line and number square relevant for each year group
- ✓ RUCSAC
- ✓ Maths vocabulary including language associated with the four operations
- ✓ Times Table Rock Stars Display
- ✓ READ display
- ✓ Word of the week display
- ✓ Cross curriculum displays
- ✓ Children's learning
- ✓ Fire procedures
- ✓ Are tidy (including cloakrooms) and organised with resources labelled
- ✓ Is safe with chairs tucked in

🌐 A worship table is in every classroom **so that** a Christian ethos is promoted throughout the school.

🌐 **So that** all adults are aware of all childrens' needs every class has a "class file" with the following information

- ✓ Supply sheet
- ✓ Key children (e.g. medical, behaviour) clearly identified
- ✓ A list of children who cannot be photographed
- ✓ Risk assessments for classroom

**Within each classroom teachers have the autonomy to be inspirational, reflective and creative practitioners. This policy sets out our minimum expectations that will lead to consistently high levels of pupil achievement and ensure that all teaching is at least good in every classroom every day.**