

Wilton and Barford CE Primary School



Learning and Teaching Policy

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 with KQ's and RT's. Learners are supported and are able to take risks. Pride and high standards are evident.

Planning is differentiated so that work 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 using Bloom's methodology in all year groups.

Assessment is intrinsic to children achieving. All targets are shared and understood (bookmark, writing targets and layered targets) with, and by, learners. Work 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. I can vocabulary is used so that children can evaluate their own and peers learning.

Teachers have high expectation for all children. Standards in work 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. The "Big Picture" is shared for all learning activities.

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

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 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 KQ and RTs when appropriate **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.
- 🌟 The NNS is used for medium/short term maths planning **so that** national expectations are planned with clear progress across abilities and year groups.
- 🌟 Curriculum drivers are planned and taught **so that** the hidden curriculum is taught and children learn the essential learning behaviours needed to be a successful learner.
- 🌟 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.
- 🌟 A weekly Letters and Sounds planning overview is glued in all KS1 children's Linked Learning books **so that** there is evidence of coverage, achievement and progress.
- 🌟 Guided number and reading plans are available in every class **so that** there is evidence of coverage, achievement and progress
- 🌟 **So that** all children can access learning and achieve and make good progress **planning is/has**
 - ✓ Shared with the learner through the **Learning Journey** (Big picture)
 - ✓ clearly differentiated,
 - ✓ identifies the role of the adult,
 - ✓ has clear challenge for the HAPs,
 - ✓ includes a range of teaching and learning styles,
 - ✓ Identifies vulnerable groups (FSM, forces etc.),
 - ✓ annotated and amended
 - ✓ shared with Class adults
 - ✓ accessible
 - ✓ saved on the I drive
 - ✓ a clear learning objective worded as a **Killer Question**
 - ✓ Clear success criteria and shared with the children as **Remember to...**
 - ✓ a well-structured activity that matches and optimises learning
 - ✓ targeted higher order questions (Blooms)
 - ✓ children's targets for literacy and numeracy are clearly identifiable

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 is used
 - ✓ Teachers use high quality marking and feedback
 - ✓ IMP stamps are used
 - ✓ Children self-assess their learning
 - ✓ Children have layered targets and self-assessment checklists
 - ✓ There is a class tracker bar graph in every classroom cupboard
 - ✓ Data is completed and analysed termly and used to inform intervention groups
 - ✓ Assessment data is saved on school network
 - ✓ Progress is shared with parents

Teaching

At Wilton and Barford

- 🌐 **So that** all children are motivated and successful learners who enjoy learning, make progress and achieve all adults
 - ✓ 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
 - ✓ forge strong and positive links with families
 - ✓ speak kindly, respectfully and quietly

The Learning Environment

At Wilton and Barford

- 🌐 **So that** the environment is exciting, purposeful and supports learning, develops independence and values the learner the environment has these consistent displays and expectations throughout the school
 - ✓ I can be and mission statement
 - ✓ Golden Rules and Golden Time Chart
 - ✓ How What Why on display
 - ✓ A grammar wheel appropriate to age
 - ✓ Self-assessment faces
 - ✓ Learning behaviours (e.g. absorption etc)
 - ✓ A VCOP display
 - ✓ Rights and Responsibilities
 - ✓ Merit charts
 - ✓ Sanction ladder
 - ✓ Class rules and contract
 - ✓ Photos modelling expected behaviours (good sitting, good lining up etc.) where required
 - ✓ Layered targets (literacy and numeracy)
 - ✓ Science vocabulary
 - ✓ A visual timetable
 - ✓ A number line and number square
 - ✓ RUCSAC
 - ✓ Big Maths characters

