



### **Rationale**

At Springdale School we believe learning should be motivating, purposeful, rewarding and enjoyable; we aim for all children to have the highest quality learning experiences possible.

We believe that everyone in our school should be life-long learners who are willing to continue learning.

### **Purpose**

The purpose of this learning and teaching policy is to:

- \*provide clear, specific guidance regarding Springdale's approach to learning and teaching
- \*ensure consistency across the school
- \*clarify expectations of teachers and support staff
- \*keep different strategies in focus

### **Implementation**

Implementation of this policy, which is the responsibility of all staff, will ensure consistency, equality and excellence across our school.

### **Aims**

Through the learning and teaching opportunities we offer we aim to:

- \*enable children to develop excellent learning skills in order to be successful life-long learners;
- \*ensure that children develop excellent skills in core areas and become efficient users of IT
- \*foster self-esteem and help children to build positive relationships with others
- \*develop children's self-respect and encourage them to respect the ideas, attitudes, values and feelings of others, including those from other cultures;
- \*enable children to become aware of local, national and global communities and to make a positive contribution to their community
- \*foster a sense of pride in the school and in children's behaviour and work

### **Equal Opportunity**

There is no place for discrimination of any kind at our school. All children should be enabled to develop their full potential academically, socially, physically, morally and spiritually irrespective of gender, faith, race or ability.

## Teaching

We believe the best teaching takes place when:



### **Adults' subject knowledge**

Excellent subject knowledge is vital to ensure children make rapid progress. CPD opportunities for ensuring up to date, appropriate subject knowledge include personal research, in-house professional development, advice from subject leaders and peer learning.

### **Quality First Teaching**

Quality First teaching (Wave 1) is the means by which children are enabled to make progress:

- highly focused lesson design with sharp objectives and clear success criteria
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups (emphasis on high level vocabulary and higher order questions)
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.  
(Meaningful feedback and Assessment for Learning strategies must be embedded in lessons)

**Where children are not making good progress, Wave 2** targeted catch up provision will be used for groups or individuals to 'keep children on course.' **Wave 3** deeper interventions offer more personalised solutions where **Wave 2** hasn't had sufficient impact.

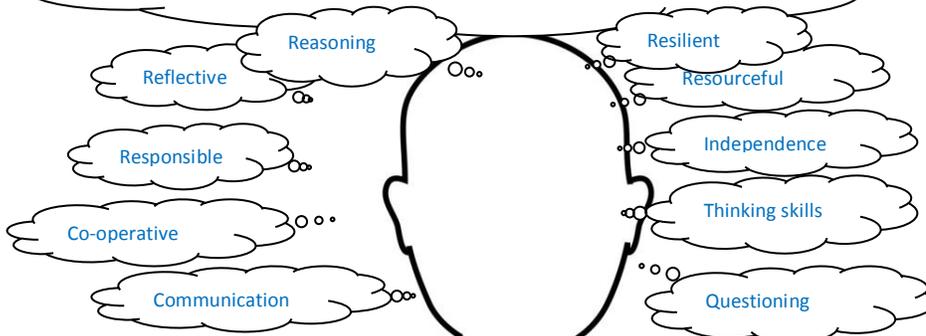
Lessons should be imaginative, challenging and incorporate a range of teaching styles so children are actively engaged in learning.

Good planning builds upon the assessment of previously learned knowledge and skills, and is a pre-requisite to good teaching.

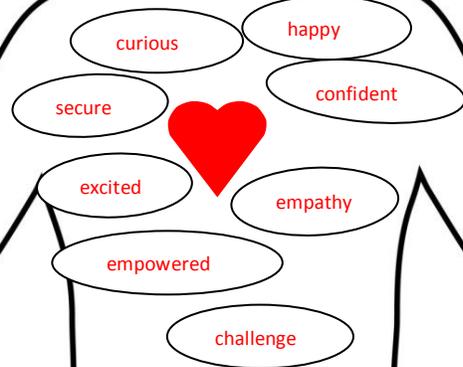
- Planning must be appropriately differentiated taking into account the needs in the class
- Planning must be shared in advance with adults supporting learning to maximize their impact
- High quality resources must be identified and prepared well in advance.

**Learning**

**What learning skills and attributes do we want our children to develop?**



**How do we want our children to feel as a result of the experiences we offer them?**



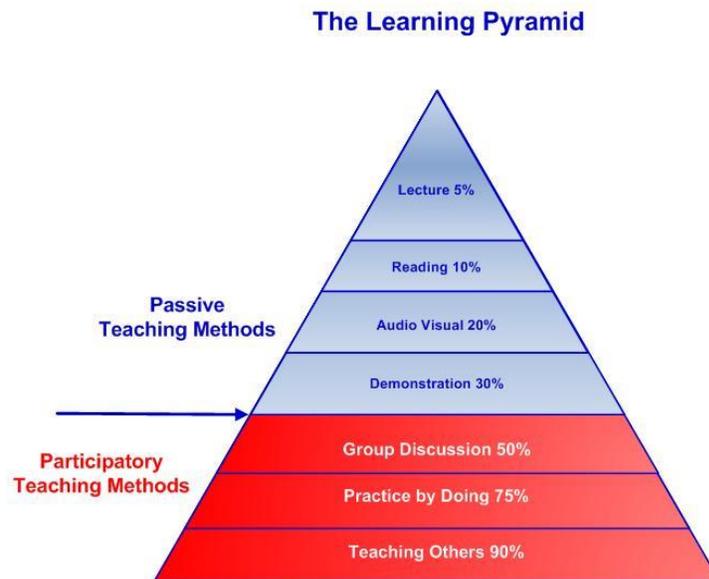
- Shine!
- Learn with others
- Child initiated learning
- Practical
- Be creative

- Take risks
- Learn from mistakes
- First hand experiences
- Making choices
- Problem solver

**What do we want our children to have the opportunity to do?**

## Effective Learning

Learning takes place only when children are fully engaged and actively involved so the emphasis should be on participatory approaches.



Learning opportunities may include:

- *Structured play and games*
- *Discussion with adults and peers, sharing information and possible solutions to problems*
- *Exploring, investigating, observing and experimenting*
- *Reading, researching.*
- *Using a range of IT equipment*
- *Drama and role play*
- *Problem solving*
- *Making choices about equipment and methods of working*
- *Working for different audiences*
- *Adopting different roles; leader, team member*
- *Following own lines of enquiry or interest*
- *Using the outdoor environment*

A balance of whole class, independent, collaborative and partner work are used.

## Child Initiated Learning (CIL)

CIL is highly valued and, wherever possible, opportunities for children to follow their own lines of enquiry and interests will be incorporated into topics. In Foundation Stage, CIL forms a significant part of the child's day and activities offered will be carefully planned and resourced to maximise learning potential. This approach will continue into Year One with opportunities for creativity and choice being a feature of learning throughout the school.

## **Learning Environment**

Our learning environment must be welcoming, safe and stimulating. Children should be encouraged to take pride in their school and to take responsibility for caring for it.

- \*Positive relationships at all levels create an atmosphere that is conducive to good learning
- \*All areas of school must be tidy and well-ordered
- \*Resources must be clearly labelled and accessible to children to promote independence
- \*Displays must be current, carefully mounted, engaging and reflect / reinforce learning. This is also a way of celebrating children's success.
- \*The outdoor environment should be used creatively and frequently.

## **Time for Learning**

Time is precious! Planning must take account of the need to use time well within lessons.

## **Curriculum**

The curriculum encompasses all of the opportunities and experiences children have, including break times, meal times and before & after school.

A cross-curricular approach is taken so that meaningful links can be made between different areas of learning which facilitates the learning of new skills as well as the application of existing skills.

While mathematics is largely taught discretely, opportunities to embed learning in topics are taken.

Children will be taught in sets / ability groups across the year group when it is deemed beneficial.

There is a policy available for each subject area which may be accessed on the Common Area.

## **IT (Computing)**

Children have the opportunity to learn IT skills in a weekly IT session, linked to the topic wherever possible. In addition, opportunities for children to use and apply IT skills across the curriculum should be planned by Year Teams.

## **Assessment** (See Feedback and Assessment Policy)

Assessment is an integral part of the teaching and learning process; we recognise the importance of:

**Assessment for Learning (Formative Assessment):** through this children are actively involved in recognising their achievements and understanding their next steps for learning.

### **Effective Feedback**

Dialogue between children and adults as well as high quality marking impact on learning. Consistency is ensured through a whole school approach which all adults in class must be aware of.

**Assessment of Learning (Summative Assessment):** measuring attainment underpins progression.

## **Appendix**

### **Springdale First School Guidelines for presentation**

#### **Rationale**

High quality presentation reflects the pride that we wish children to have in their learning. Consistency of expectation and approach supports children's transition through school.

#### **Date**

All work is to be dated by a child or adult, according to age or need.

Short date – maths book or any work dated by an adult

Long date – other books / pieces of work

#### **Title**

All work is to have a title. If written it should be underlined using a ruler.

The title should relate to the intended learning:

WALT (We Are Learning To):

Context – where appropriate separate the WALT from the context

e.g. *WALT: write instructions*

*CONTEXT: making a kite*

*WALT: use a Venn Diagram*

*CONTEXT: 2D shapes*

This may be written by child or adult or may be stuck into the book.

In addition a title may be given if appropriate e.g. a story, poem.

HOW or Success Criteria are always included in work.

#### **Writing implements**

Pencil is to be used by all children in maths books

Drawings must be in pencil

Labels – pencil and ruler to be used for lines

Pencil crayons only to be used in books

Handwriting pen may be introduced when children have developed a neat joined script. The aim is for all children to be using pen by the end of the Autumn Term in Year Four. It is recognised that some children write more neatly in pen than pencil and it is at the teacher's discretion to trial the use of pen as they feel appropriate.

#### **Errors**

Excessive rubbing out wastes time and leads to books looking messy.

When writing in pen an error should be indicated by x...x either side of the word / phrase.

Alternatively a neat pencil line, using a ruler, may be used.

Children should not scribble out errors. Often errors can be helpful in diagnosing problems that a child may be having so do not need to be obliterated.

#### **General**

If a piece of paper is to be stuck into a book it should be trimmed with a paper cutter so that there is no "over hang."

Front of books: child's given name and surname.

Children should not deface book covers. Books should be treated with respect by children so that they do not become scruffy.