

# SPRINGDALE FIRST SCHOOL

We all Matter at Springdale

## LEARNING AND TEACHING

2010

### Rationale

At Springdale School we aim for all children to have the highest quality learning experiences possible in order for each child to fulfil their potential.

We believe in the concept of life-long learning and that children and adults should be empowered as learners and inspired to seize success in the future.

In our view learning should be motivating, purposeful, rewarding and enjoyable for all.

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

### 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 teacher 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;
- \*offer opportunities for children to develop excellent skills in core areas and to be confident users of ICT
- \*foster self-esteem and help them 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 understand local, national and global communities and to make a positive contribution to their community;
- \*take a pride in their work and that of others; (see guidelines)

The Foundation Stage themes, "A Unique Child, Positive Relationships, Enabling Environments and Learning and Development," are considered fundamental across school.

Our curriculum is designed to enable all children to become:

Successful Learners

Confident Individuals

Responsible Citizens

### 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:



### **Teacher subject knowledge**

Excellent subject knowledge is vital to inspire and enthuse children and for planned activities to take account of previous and subsequent learning. Strategies for ensuring up to date, appropriate subject knowledge includes research, in-house professional development, advice from subject leaders and learning from peers.

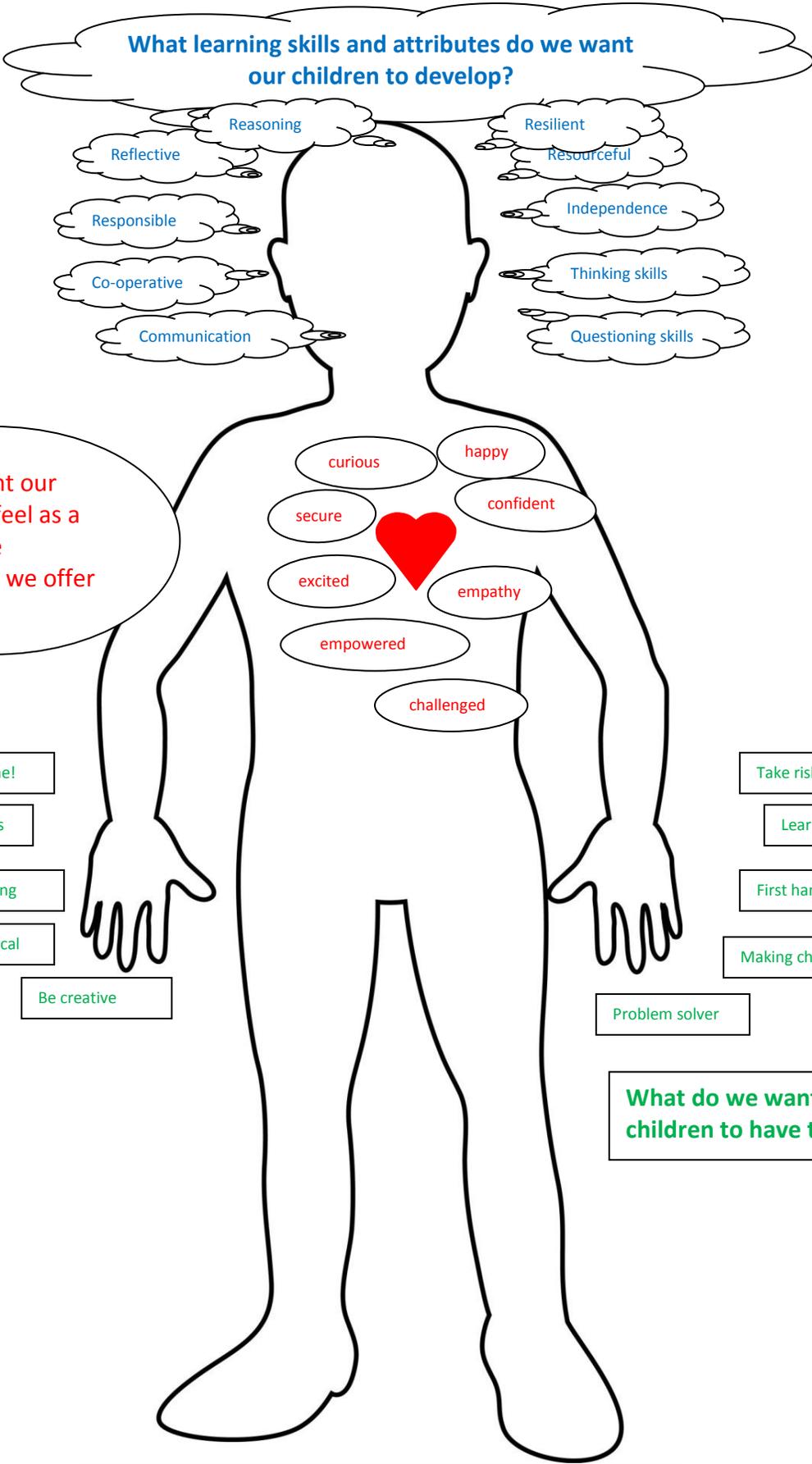
### **Planning for Teaching and Learning**

All children are entitled to imaginative, challenging and well-planned lessons which actively engage them in learning. A range of teaching styles is adopted depending on learning needs of the child and the lesson objective.

Good planning builds upon the assessment of previously learned knowledge and skills, and is a pre-requisite to good teaching. We believe that it is especially important that:

- There is a planned structure to the lesson
- Children are given opportunities to be active learners and to have first hand experiences
- Clear, attainable objectives (WALT) are planned and communicated to the children
- Children understand how to be successful through planned Success Criteria (HOW)
- Planning identifies key vocabulary and questions
- Planning is appropriately differentiated, usually to at least three levels. The learning requirements of those with SEN, included Gifted, Talented and Able children, are incorporated within planning.
- Planning is shared in advance with teaching assistants and any other adults helping in the lesson
- High quality resources are identified and prepared well in advance,
- The use of teaching assistants and other helpers impacts on learning throughout the lesson
- Assessment for Learning (AfL) strategies are embedded within planning
- Opportunities for building learning skills are embedded e.g. the 5Rs.
- There will be planned opportunities for review and evaluation

**Learning**



## **Effective Learning**

The difference between teaching and the active engagement of children in their learning is recognised. A wide variety of imaginative strategies, appropriate challenging activities and resources, including technology, are used to encourage children to engage with the learning objectives.

Strategies may include:

*mind mapping, problem solving, collaborative tasks, questioning, challenging, hot seating, supporting and scaffolding through new concepts, modelling, constructive feedback, using errors as learning opportunities and instruction*

Learning opportunities may include:

- *Structured and unstructured play and games*
- *Discussion with adults and peers, sharing information and possible solutions to problems*
- *Exploring, investigating, observing and experimenting*
- *Reading, researching.*
- *Using computers, listening centres, video cameras, VLE etc*
- *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*
- *Activities to promote and develop the 5Rs*

Adults understand that children should be motivated and engaged and use innovative ways to achieve this.

A balance of whole class, independent, collaborative and partner work are planned and account is taken of the needs of visual, aural or kinetic learners.

## **Child Initiated Learning (CIL)**

CIL is highly valued across school and, wherever possible, opportunities for children to follow their own lines of enquiry and interests should be incorporated into topics. In Foundation Stage CIL forms a significant part of the child's day and activities offered should be carefully planned and resourced to maximise learning potential. "Let's Explore" boards are used to enable children to make independent choices.

## **Learning Environment**

All our learners deserve to be in an environment that is welcoming, safe and stimulating. They should be encouraged to take pride in their environment 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

\*To promote independence resources must be clearly labelled and accessible to children

\*Displays must be current, carefully mounted, engaging and reflect and reinforce learning. This is also a way of celebrating children's success.

\*Our spacious outdoor environment should be used creatively and frequently.

## **Time for Learning**

We recognise that time is precious. Planning takes account of the need to use time well within lessons.

Details of organisation of the school day may be found in the Staff Handbook (Common Area).

## **Curriculum**

It is understood that the curriculum encompasses all of the opportunities and experiences children have throughout the school day, including break times, meal times and before & after school.

A cross-curricular approach is taken which has been shown to have a positive impact on children's attitudes to learning. Topics allow meaningful links to be made between different areas of learning and facilitate the learning of new skills as well as the application of existing skills.

Each lesson has a clear learning objective so that core skills are effectively taught within meaningful contexts.

While numeracy is largely taught discretely, opportunities to embed learning in topics are identified. From Year 2 upwards children are taught in ability based sets for numeracy.

When it is beneficial to teaching and learning children are taught in ability based groups which may be across the year group e.g. Letters and Sounds, writing.

A standard medium term planning format has been adopted. (Appendix 2).

There is a policy available for each subject area which may be accessed in the Teaching and Learning folder on the Common Area.

## **Learning Skills**

The school has adopted an approach to helping children develop learning skills based on 5Rs.

### **Resourceful, Resilient, Reasoning, Responsible and Reflective**

\*Medium Term planning identifies a focus for learning skills within each topic.

\*Where possible Golden awards should link to learning skills which have been displayed

\*The booklet "Building Learning Power" gives some valuable suggestions for ways to help children develop learning skills

## **ICT**

Children have the opportunity to learn ICT skills in a weekly ICT session, linked to the topic wherever possible.

In addition, opportunities for children to use and apply ICT skills across the curriculum should be planned by Year

Teams at the medium term planning stage. Schemes of work available to support the planning process.

ICT is also used as a teaching tool. Each classroom has a smartboard and a wide range of ICT resources are available from the e-learning zone.

**Assessment** (See Assessment Policy and Marking Policy)

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

**Assessment for Learning (Formative Assessment):** through this we can be sure that children are actively involved in recognising their achievements and understanding their next steps for learning. It is the basis of effective dialogue about learning and key to ensuring appropriate, personalised learning opportunities.

**Assessment of Learning (Summative Assessment):** establishing levels of attainment is vital to measuring success and ensuring progression.

**Effective Feedback**

We recognise that both dialogue between children and adults and high quality marking impact on learning. Consistency is ensured through a whole school approach which adults, other than the class teacher, are aware of.

**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 often 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 unnecessarily scruffy.