Laughton Community Primary School
Inspiring Learning for Life

Learning and Teaching Policy

Introduction

At Laughton CP School we believe in the concept of lifelong learning and that both adults and children learn new things every day. Teaching and learning is organised to ensure that this journey is as rewarding, enjoyable and successful as possible.

As children move through our school we aim to ensure that:

- each child develops the skills and dispositions* necessary for successful lifelong learning (*see Appendix 1)
- each child develops a strong sense of self respect and positive personal identity
- each child develops a strong sense of respect for the ideas, values and beliefs of the other members of the school as well as the local and global communities of which they are a part

Teaching and Learning

When children come to school they bring with them considerable knowledge and experience. They do not naturally separate these into different subject areas but instead learn to experience and enjoy the world through its interconnections. For this reason we believe it is important to organise most of the children's learning through cross curricular projects which provide strong opportunities for shaping meaningful and stimulating learning experiences. However, where learning objectives do not easily integrate with a given topic, they are organised discreetly.

We believe that teaching and learning is at its most effective and engaging when there is a strong sense of purpose and where learning draws on the children's interests and enthusiasms.

The role of the teacher is to facilitate, mentor and model expectations to the children. Teachers plan and prepare to ensure that their own skills and subject knowledge are sufficient to support the children who they are working with. Teachers support each other by working collaboratively and where possible organise for the children to work across the different age ranges*. (*see Appendix 5 on value of mixed aged working)

PLANNING AND ASSESSMENT
Teachers ensure that learning is appropriately levelled and matched to the pupils' needs and differentiated as necessary.

Information Technology is planned to enhance all areas of the curriculum with children supported to apply skills with ever increasing sophistication.

All staff use the school's agreed formats for medium and short term planning identifying the structure of the lesson and cross curricular links. There are 3 levels of planning, short term, medium term and long term (see Appendix 2). The National Curriculum and Enliven principles form the basis of the school curriculum and inform planning.

All planning is saved on the school network and is monitored by SLT. Parents are informed of termly objectives and project themes. Teachers will carry out assessments which will be used to inform future planning, tailor pupil needs and set targets for pupil progress.
(See Appendix 3)

Teachers will liaise with parents/ carers on any issues related to the pupils' learning or general welfare, including positive as well as developmental issues.

Formal opportunities for reporting to parents will be 3 times a year through consultations and/or open sessions, with a written report in the summer term.

BEHAVIOUR
An engaging curriculum plays a strong role in behaviour management. Teachers will establish routines and set clear boundaries for pupils, both within the classroom and the whole school environment and have high expectations referring to the Golden Rules. (See Behaviour and Discipline policy)

CLASSROOM ORGANISATION AND SCHOOL ENVIRONMENT
The school environment is a reflection of the ethos of the school and has a profound impact on the pupils' learning. All areas of the school should be well organised to promote and stimulate high quality learning. In order to maintain consistency, continuity and progression throughout the school, every teacher should ensure that the common agreed principles are evident in his/her classroom (see Appendix 4). Staff and pupils should take the responsibility to maintain and respect the environment (including communal areas) and replace resources correctly.

PARENTS AND THE COMMUNITY
Parents are the primary educators of children, the greatest experts on each child and the strongest advocate for them. At Laughton we will encourage our parents to have active involvement in their children's learning by; inviting them into school, keeping them fully informed about their children's education, tapping in to their expertise and emphasising the importance of the home / school

agreement document. There is regular feedback through communication with parents. For further details of how parents are kept informed, please see Appendix 2

GOVERNORS

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are best used to support successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure that staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the headteacher's report to governors as well as a review of the in-service training sessions attended by our staff

The school teaching and learning policy is reviewed regularly to take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Signed:
Reviewed Date: May 2016
Reviewed Date: May 2017
Reviewed date: May 2018

Appendix 1 taken from

enliven
EDUCATION

Learning Dispositions
(Combined ideas from Art Costa www.artcostacentre.com, Alexandra VA 'Discovering and Exploring Habits of Mind'; Guy Claxton 'Building Learning Power' and 'What's the Point of School')

Curiosity (Children engage and puzzle things out beneath the surface; are open-minded; look for new perspectives and interests; go deeper in to own understanding; ask good pertinent, productive questions; challenge and don't take yes for an answer; healthily sceptical; remain open to continuous learning)

Courage (Children are not afraid of uncertainty or complexity; have confidence to say 'I don't know', are up for a challenge; willing to take responsible risks and try something new; stick with things that are difficult; put in hours of hard work as necessary; bounce back from mistakes; understand mistakes are for learning from; are patient and persistent; not afraid of failure; able to reappraise the need to know)

Exploration and investigation (Children like finding things out; enthusiastic researchers; attend carefully and mindfully to situations, take time and don't jump to conclusions; concentrate; sift and evaluate; trust in good evidence; capitalise on resources; opportunistic; alive to new possibilities and resources, absorbed in learning)

Experimentation (Children like to try things out; tune and adjust things/skills; enjoy looking at work in progress; redraft and revise; mess about to uncover the potential of situations, materials, people; try different approaches; make mistakes)

Imagination (Children use the creative test bed of inner world to generate and explore possibilities; know value of running 'mental simulations'; good at mental rehearsal, practise and smooth performance in mind's eye; make use of reverie; respect and scepticism for own hunches and intuition; know how to test and check; find links and make connections inside mind; use imagery, analogy and metaphor; put oneself in other people's shoes; look at world from perspectives that are not one's own)

Reason and discipline (Children have the ability to think carefully, rigorously and methodically' analyse and evaluate as well as take imaginative leap; hard thinking; construct and follow rigorous trains of thought; apply past knowledge to new situations; create explanations that are clear and which lead to new ideas/predictions; spot holes in own arguments; create plans and structures to support learning but open to serendipity and to thinking again; craft things and apply knowledge and skill to balance more creative 'brainwaves'; strive for accuracy; think and communicate with clarity, feel and express wonderment and awe; seek coherence, relevance and meaning; draw out lessons from experience)

Sociability (Children know how to make good use of the social space of learning; happy to collaborate, share ideas and resources; effective team members; give views whilst holding debate; open-minded; give feedback and suggestions skillfully and receive graciously; pick up useful strategies/perspectives from others; socially discerning; know when to talk and when not; judiciously balance sociability with solitariness; listen with understanding and empathy; managing distractions; find humour; think interdependently)

Reflectiveness (Children think carefully and step back to take stock; examine assumptions; mull over own modus operandi; consider alternative strategies/possibilities; don't get stuck being too over-reflective, analytical or self-critical; self aware; contemplate own habits/strengths/weaknesses; think strategically about how to get stronger and more rounded in approach; use rich vocab for talking about learning and self as learner; not stuck in view of self as 'bright' or 'average'

Appendix 2

EYFS will use the 3 prime areas and 4 specific areas of learning as the basis for long term, medium and short term planning, underpinned by the characteristics of effective learning. Links will be made to the Primary strategy materials as appropriate.

Long term (whole school curriculum map: three-year cycle in EYFS/ KS1, four- year cycle in KS2)
- Development Matters in EYFS
- National Curriculum

Medium Term (Autumn terms 1 and 2, Spring terms 3 and 4 & Summer terms 5 and 6 plans)
- Topic web showing cross curricular links with detailed outline of the learning objectives including focus on skills based learning
- Visits / visitor/ parental communication / wider community links (e.g. secondary school liaison to make use of specialist expertise or resources).
- Assessment opportunities
- Whole school focus curriculum weeks
- Homework (extended tasks)

Short Term
Copies of planning in hardcopy to all TAs who support the class at start of the day; all planning saved to the network each day and completed by the end of the week
- Clear learning objectives taken from the National Curriculum and White Rose (for maths)
- Success criteria to be shared with pupils[KB1][KB2]
- Activities matched appropriately to pupils' needs
- Ongoing assessment opportunities, including time allocated for feedback to pupils and pupils' self evaluation (class plenaries and KS2 traffic light system)
- Pupil focus group
- Differentiation
- Reference to SEN/ G&T
- Teaching strategies
- Resources
- Use of adults (class teacher, teaching assistant, parents, students, etc)
- Homework
- Evaluation (both teacher and pupils) against clear success criteria
- Recommendations – points for action
- Identify opportunities for ICT to support learning across the curriculum
- Opportunities for interactive learning

Parents
 In addition there will be:
- Medium term planning for parent and carers, incorporating the overviews for all subjects and regular requests for parental support linked to the work to be covered during the term
- A clear homework policy
- Fortnightly newsletter
- Homework diary/Reading Log as liaison between home and school in KS1
- Parent consultation evenings and open mornings / afternoons
- Involvement of parents in special events, e.g. Arts Week, peripatetic teachers for sport and music[KB3]
- Curriculum/information meetings for parents
- Links with pre-schools and community college, church and linked schools

Appendix 3

Assessment
- Is focused on targeting and tracking individuals using key performance indicators on an adapted SIMS programme for the school.
- Uses learning and teaching objectives and success criteria objectively to assess during the course of teaching.
- Is rapidly responsive to solve problems and provide support 'at the point of difficulty'.
- Involves pupils in actively assessing their own progress and defining personal objectives.

Teachers will mark pupils' work, following the agreed guidelines of the feedback and marking policy.

Teachers use formative and summative assessments to plan and deliver teaching and record individual pupil assessments. Teachers submit data at the end of each term. Pupil Progress meetings are carried out termly and data is collected in terms 2,4 and 6 to identify progress and target pupils vulnerable to underachievement with planned interventions to impact on learning.

Appendix 4

Designated areas
- The EYFS environment should be distinctive and providing the opportunities for play based learning as per the Early Learning Goals
- The role play areas in EYFS should be changed regularly, with appropriate additional activities and resources added during the period to develop role play opportunities, to stimulate imaginative play. (see EYFS Policy for further detail)
- Each class should have a Literacy and Maths display / working wall and one for their topic focus.
- Classrooms should promote reading in providing easy access to books.
- All classes should be able to provide class carpet space as necessary.
- Activities should be available for pupils to contribute to if they have finished their work.
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Display
- Displays should be colourful, informative, and interactive and topic displays changed in line with the curriculum framework.
- Some displays can be instructional to support pupils' learning,
- All classes should have the School Vision, Growth Mindset Toolkit, Golden Rules and a visual timetable clearly displayed.
- Each[KB4] teaching area should have its emergency card, 'Ask for help' displayed below the light switch.
- Pupils work should be displayed effectively to celebrate children's current learning in the classroom and a statement showing context in which work was done.

Appendix 5

Value of Mixed age working

Why do schools have mixed age classes?
This is simple result of school size. There are 7 year groups and there need to be 25-30 children in each class to make the school financially viable. The government funds schools according to pupil numbers. This effectively means that only schools with at least 200 pupils will have single age classes. All small schools have mixed age classes.

The research supporting mixed-age classrooms indicates that academic achievement is the same as, or better than, the academic achievement of children in same-grade classrooms. Mixed-age classrooms do not negatively affect student achievement, and students in these classrooms have significantly more positive attitudes toward school, themselves, and others (Stone, 1998; Veenman, 1996). The Association for Childhood Education International (ACEI) lists the following benefits of multi-age classrooms:

- Children are able to spend several years with the same teacher. This allows the teacher to develop a deeper understanding of a child's strengths and needs, and is therefore in a better position to support the child's learning.
- Children have several years to develop, and are able to see themselves as progressive, successful learners.
- Children are viewed as unique individuals. The teacher focuses on teaching each child according to his or her own strengths, unlike in same-grade classrooms that often expect all children to be at the same place at the same time with regard to ability.
- Children learn at their own rate, with no fear of retention. In same-grade classrooms, children are retained if they do not master content by the end of the year. In mixed-age classrooms, children have more time to master content, and this removes their fear of being retained in school.
- Children develop a sense of family with their classmates. They become a "family of learners" who support and care for each other.
- Older children have the opportunity to serve as mentors and to take leadership roles.
- Children are more likely to cooperate than compete. The spirit of cooperation and caring makes it possible for children to help each other as individuals, not see each other as competitors.
- Older children model more sophisticated approaches to problem solving, and younger children are able to accomplish tasks they could not do without the assistance of older children. This dynamic increases the older child's level of independence and competence.
- Children are invited to take charge of their learning, by making choices with project work. This sense of "ownership" and self-direction is the foundation for lifelong learning.
- Children have almost an extra month of teaching time, because the teacher does not have to spend the early weeks in the school year getting to know each child. Less review of prior instruction is needed before proceeding with new content.