



Doing our best to achieve our best

Clarendon Primary School, Nursery & Children's Centre

Learning and Teaching Policy

Introduction

At Clarendon Primary School we aim to provide our children with the opportunity to develop their academic, emotional and social potential as they progress through the school. We always strive towards providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant and crucial to their future.

Rationale

Through the provision of a broad and balanced curriculum, we provide all children with ongoing access to a Quality First Education.

The following values are interwoven throughout our curriculum and help us to promote and develop an ethos of care, of mutual support and respect; where effort and perseverance is valued, successes and improvements are celebrated and children always expected to strive to 'do their best to achieve their best':-

- Perseverance
- Independence
- Respect
- Resilience
- Honesty
- Friendship
- Collaboration
- Trust

We believe that teaching these values will enable children to become proactive and lifelong learners as well as active, responsible and caring members of the school and of the wider community.

Aims

Within Clarendon, we aim to ensure all staff, children, parents/carers and Governors are aware of the key aims and objectives relating to all Learning and Teaching and ensure that these are consistently applied in order to:

- Ensure all children are happy in school and enjoy learning;
- Ensure all children are included, motivated, appropriately challenged and engaged by their learning;
- Promote consistently high quality teaching and learning across the school;
- Ensure all children make good progress in their learning and receive timely and targeted support / intervention when and where required;
- Raise standards by ensuring consistency and continuity of teaching and learning;
- Promote high quality, purposeful and relevant learning experiences that focus on the development and application of skills, knowledge and understanding;
- Promote the idea of lifelong learning for all members of the school community – children, parents/carers, staff and Governors.

What is 'good learning'?

Within Clarendon we believe that children learn best when:

- They are encouraged to form positive trusting relationships with their teacher, peers and other members of the school community;
- They have clear direction, are appropriately praised and feel valued for all the good things they do;
- They are actively involved in their learning at an appropriate level to match their learning needs;
- They are encouraged to become increasingly autonomous and reflective learners;

- Their feedback is used to modify and improve the learning process;
- They are appropriately challenged with learning experiences, which are purposeful, relevant to their lives and interests, and are inspiring, motivating and engaging;
- They are working in an environment which is safe, caring, supportive and stimulating;
- They have access to a general teaching approach and philosophy that is consistently delivered across the school, whilst remaining flexible enough to meet the individual and differing needs of each class and group of learners;
- Their lessons and learning experiences are consistently well planned and delivered, carefully sequenced and consistently well structured;
- Their learning is effectively differentiated and maximises access to high quality and thought provoking learning resources;
- They are encouraged to take risks in the learning and develop an understanding that making 'mistakes' is an important and valuable part of the learning process;
- Their learning encompasses the values that are embedded into our curriculum as these impact on how well children learn to be effective citizens in the future;
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.

Promoting the development of a 'Growth Mindset approach to learning

At Clarendon staff encourage and help children develop a 'Growth Mindset' approach to learning as these people believe **anyone** can be good at **anything** as abilities are entirely due to your actions. As a school we believe that fostering this approach to learning helps children develop the following attributes fundamental to effective lifelong learning:

- a desire to be challenged
- a willingness to work for positive results
- a belief that you can control the outcomes in your life with effort and practice
- the ability to learn from mistakes and failures
- a love for learning and self-improvement
- emotional resilience
- being self-motivated
- a learner who sees the term 'FAIL' as the **'First Attempt In Learning'**

Children who have a growth mindset are more likely to:

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|-----------------------------|-----------------|
| • Learn from their mistakes | • Take risks |
| • Be motivated to succeed | • Seek feedback |
| • Put forth more effort | • Learn more |
| • Take challenges head on | • Learn faster |



What is 'good teaching'?

At Clarendon we believe that good teaching is when teachers and other school staff:

- Form positive relationships with the children in their class and other members of the school community;
- Provide children with quality feedback and next steps in their learning as well as provide children with regular opportunities to give feedback about their learning experiences;
- Plan lessons effectively which are engaging and move at a brisk pace, take children's prior learning and current assessments into account and are appropriately differentiated in a variety of ways. This includes through the use of scaffolding in order that the lessons consolidate, challenge, build upon and extend learning for all children;
- Insist on high expectations of learning and social behaviours;
- Ensure that effective direction, support and timely and targeted interventions are given in order that children make good progress;
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- Apply a range of teaching styles and pupil groupings which take into consideration the children's learning styles as this will help sustain their interest, concentration, motivation and application;
- Maximise the use of practical and 'real life' learning experiences wherever possible;
- Provide a range of purposeful learning opportunities for children to explore their thinking, apply their understanding and develop their problem solving skills;
- Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning;
- Develop and maintain safe, secure and inspiring classrooms and learning environments;

- Demonstrate effective lesson organisation; making use of classroom learning walls, teacher modelling and peer collaboration opportunities;
- Effectively assess and monitor children's progress so that learning can be extended within individual lessons, over a series of lessons and over time;
- Use resources effectively, including other adults, to support every child's learning;
- Use technology effectively in order to support children's learning;
- Develop the range of reading skills required to access all the curriculum effectively;
- Use questioning strategies effectively to gauge and extend children's skills, knowledge and understanding;
- Reflect on their professional practice and the overall provision offered by the school;
- Ensure teachers and teaching assistants are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences, both in class and when undertaking interventions and offsite learning experiences.

Planning, delivering and assessing lessons

Whilst a broadly consistent approach is encouraged, teachers are also encouraged to use their professional judgement to ensure provision meets the needs of all learners in their class.

When planning, delivering and assessing lessons, all teachers at Clarendon will:

- Share clear learning objectives with the children every lesson and identify the corresponding success criteria;
- Assess the children's progress against these objectives and their associated success criteria throughout the lesson using mini plenaries and at the end of the lesson;
- When planning, decide on the most appropriate structure for a lesson and provide extension or differentiated learning opportunities for those children that need it;
- Share topic vocabulary with the children;
- Link children's learning to prior learning, the 'big picture' and, where appropriate, our school values;
- Ensure there is a good balance between teacher and child talk;
- Ensure all children are actively involved, engaged and challenged in meaningful learning activities;
- Provide a range of high quality and stimulating resources that will support and engage children;
- Consider the different learning styles of children and plan accordingly;
- Provide a well organised, safe and inspiring learning environment;
- Consider how additional adults are used;
- Work on building positive relationships between themselves and the learners and between themselves and the other adults in their classroom;
- Provide children with the opportunity to work independently and collaboratively at different points in the school day;
- Provide regular opportunities for children to discuss their ideas, explore their thinking and reflect on their learning;
- Use open ended as well as appropriately differentiated questioning;
- Demonstrate secure subject knowledge;
- Share their high expectations of children both in terms of their work and their learning and social behaviours;
- Praise children when they do the right thing, try their very best, make positive improvements in their learning, achieve well and make progress;
- Promote, model and develop the use of a 'Growth Mindset' learning approach;
- Use a wide range of assessment strategies and provide guidance for children when they are completing self or peer assessment activities;
- Work with a focus group to move that group's learning forward and maximise all opportunities for learning;
- Use mini plenaries, where appropriate, to either move learning on, consolidate learning or address misconceptions;
- Provide children with positive and diagnostic feedback about their effort and learning;
- Use the language of 'next steps' with the children when supporting them to make further progress;

- Follow the school's marking code, (success and improvement philosophy) and give children the time required to 'green pen' their work;
- Use assessments to inform future planning and use observations and evidence of children learning to track their progress on Target Tracker;
- Identify learners who are making limited progress and require additional support or intervention, as well as identifying learners who are gifted and talented/ more able and require extension work or intervention.

The Role of Teaching Assistants

We have a number of support staff who play a central and specialised role in the children's learning processes. Key elements of this role are:

- To support the teaching; either through direct delivery or by enabling access for identified children;
- Supporting a small group within the classroom, providing crucial feedback to the teacher regarding the learning of these pupils;
- Delivering targeted intervention groups, again providing ongoing feedback to teachers;
- Carrying out assessments;
- Preparing resources;
- Supporting children with Educational Health Care Plans;
- Supporting children in a way that promotes the development of independence and resilience as well as a greater willingness to 'take risks' in their learning and engage with new challenges.

Behaviour Management

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the class room and in the wider school environment.

Assessment, Record Keeping and Reporting

Assessment is seen as a continuous process integral to high quality teaching and learning. It should be consistently and systematically incorporated into all teaching and learning in order to track and build on the progress, understanding and attainment of all children as well as promote better than expected outcomes for individuals, groups and cohorts. Effective formative, summative and systematic assessment is also used to diagnose emerging problems and plan future sequences of learning as well as track progress and chart attainment.

Please refer to the School's Assessment Policy for further details of how assessment is used and organised within the school.

Children with special educational needs and/or disabilities

At Clarendon we believe children should be treated as individuals and believe all pupils, (regardless of their particular needs) should be provided with the inclusive teaching, accessible learning opportunities, effective support and targeted intervention required to enable them to make the best possible progress in school as well as foster a feeling of being a valued member of the wider school community.

We believe that **everyone** has the right to succeed and we are committed to helping every child achieve their full potential.

Please refer to the School's SEN Policy for further details of how assessment is used and organised within the school.

Curriculum Planning

1) Clarendon Primary School's planning is based on the following requirements:

- The Early Years Foundation Stage Framework and Development Matters;
- The Primary National Curriculum 2014;

- The Surrey Agreed Syllabus for Religious Education;
- The School PSHE scheme of work;
- A variety of schemes selected by the school to meet the needs of our children.

2) Long Term Planning

- Our 'Whole School Curriculum Map' and individual Year Curriculum newsletters, (YR-6) plots the content covered from reception to year six for each individual year group and each curriculum area;
- It enables us to ensure balance and progression across the school, identify cross curricular links as well as opportunities for educational visits.

3) Medium Term Planning

- For English and Mathematics we use the planning provided by the National Curriculum Programme of Study for each subject;
- For Literacy we use our Literacy Matrix and SPAG medium term plans, alongside a range of high quality texts to inspire and excite the children;
- For mathematics we use the Abacus scheme which has been developed in line with the expectations in the 2014 Primary Curriculum;
- In the Foundation Stage, our medium term plans are based on guidance within the Foundation Stage Profile and the children's interests which are then delivered through broad topic headings.

4) Short Term Planning

- Short term plans are drawn up by year group for all core subjects each week. The plans identify the learning objective, the success criteria, key vocabulary, assessment opportunities, direct teaching input, key questions, differentiated activities and resources for learning.

Relevant policies and other relevant documents

This policy should be read in conjunction with the following key policies/documents:

- Assessment policy
- Curriculum policy
- SEN policy
- Marking policy
- Equality policy
- PSHE and Citizenship policy
- RSE policy
- School's whole school curriculum map, which can be found on the school's website
- Each year groups termly curriculum newsletter

Monitoring and Review

The Headteacher and SLT will monitor the effectiveness of this policy throughout the academic year and, if necessary, make recommendations for further improvements before the next scheduled review.

A monitoring cycle is also followed in which planning, learning and teaching, and pupils' work is regularly monitored and reviewed, (see monitoring schedule).

Policy Review

Date reviewed: Summer Term 2018

Review date: Summer Term 2021