

Introduction

This policy is designed to:

- set out the agreed principles and approaches which underpin learning and teaching FOR learning at Lingfield Primary School
- enable us to achieve consistency of approach and expectations,
- acknowledge and implement the most effective classroom practices,
- be used as a monitoring tool to improve the quality of the learning and teaching at Lingfield Primary School

AIMS

The aim of this policy is to enable all children at this school to fulfil their potential. To do this we must create a purposeful environment in which tolerance, cooperation and stability are fostered, so that each child can:

- work productively when learning, whether independently or collaboratively;
- learn to make appropriate decisions;
- confidently use his or her own judgement;
- cooperate with others, valuing others' opinions

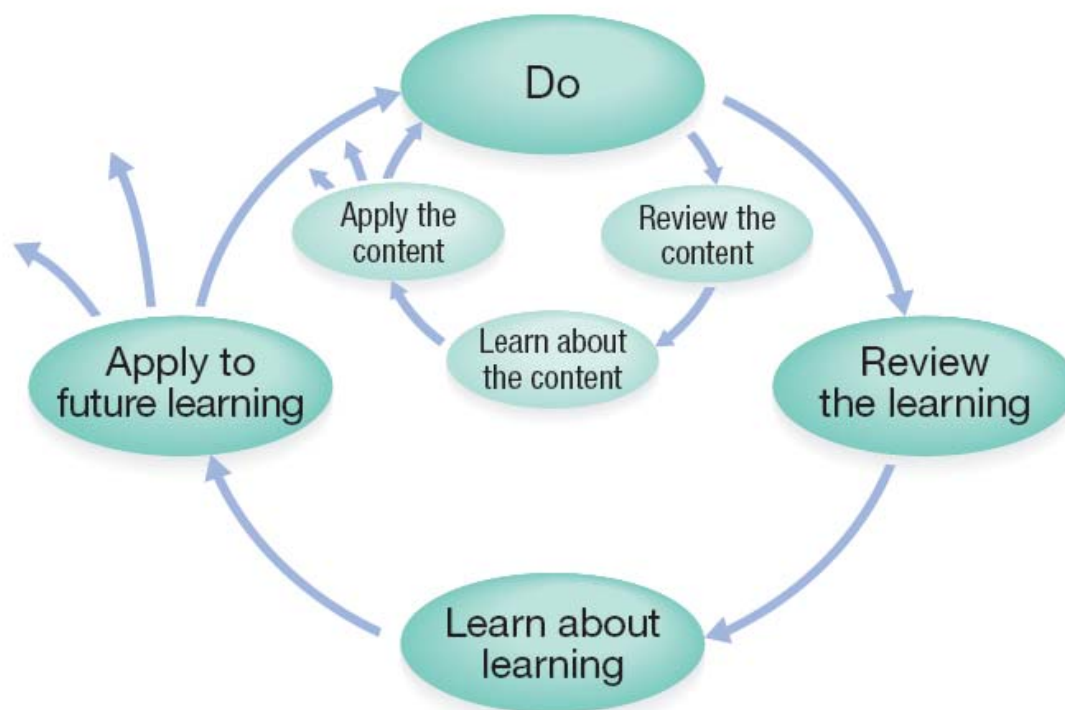
OBJECTIVES

We will provide a safe and happy environment so that teaching and learning within the school will:

- develop confident, disciplined and enquiring learners;
- foster a love of learning;
- raise self-esteem;
- increase personal responsibility;
- ensure equal opportunities;
- raise levels of attainment for all children;

TEACHING FOR LEARNING

Our task as teachers is to focus on the experience for learners, rather than on what we are going to say and do. The model below shows the phases a learner goes through. The table below shows how effective learning can be planned for at each stage. (*Learning: a sense-maker's guide* ATL publication in Staff library)



	Active learning	Collaborative Learning	Learner responsibility	Learning about learning
Do	Tasks are designed for learner activity, using or creating materials, texts, performances	Tasks in small groups connect to create a larger whole (by roles or by parts)	Learners exercise choice and plan their approaches	Learners are encouraged to notice aspects of their learning as they engage in tasks
Review	Learners stop to notice what happened, what was important, how it felt, etc.	Learners bring ideas together and review how the group has operated	Learners monitor their progress and review their plans	Learners describe what they notice and review their learning (goals, strategies, feelings, outcomes, context)
Learn	New insights and understandings are made explicit	Explanations of topic and of how the group functioned are voiced across the group	Factors affecting progress are identified and new strategies devised	Richer conceptions of learning are voiced and further reflective inquiry is encouraged
Apply	Future action is planned in light of new understanding. Transferring that understanding to other situations is examined	Future possibilities for group and community learning are considered	Plans are revised to accommodate recent learning	Learners plan to notice more and to experiment with their approaches to learning

THE KEY ELEMENTS OF TEACHING FOR LEARNING

- to encourage children to be ***effective learners***, they are learning *how* to learn, are reflective and communicative learners.
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- to develop the child's ***knowledge*** of the area of study;
- to develop ***skills*** so that the child can have a degree of control in their learning experience;
- to enable children to ***understand concepts*** so the child can make links, see patterns, organise tasks and consolidate learning
- to develop ***attitudes*** which foster learning, by questioning, observing and listening, concentrating on the task in hand, being able to learn individually and co-operatively;
- to develop children's ***confidence*** and ***resilience*** to be able to learn from success and also from mistakes, and to know how to take risks in learning;

EFFECTIVE AND SUCCESSFUL LEARNING

All teachers and teaching assistants will recognise that learning is more effective when children are:

- clear about their learning objectives and given time to discuss these;
- making connections between experiences, ideas, people, contexts;
- learning with age appropriate lessons and resources ; using a wide range of sources and resources;
- able to discuss and comment on their learning;
- clear about how they can improve;
- demonstrating curiosity and risk-taking;
- finding the tasks demanding, but achievable with sustained effort;
- able to plan, review, change strategy, try out...

WHAT EACH TEACHER WILL AIM TO DO

- Build a positive relationship with each individual within the class;
- Encourage independence with high challenge/low risk learning;
- Set clear learning objectives and expectations that all children understand. Give time for discussion of learning objectives and outcomes, to connect learning to previous learning, to children's own experiences and to the 'Big Picture';
- Show good subject knowledge and understand how to plan and present learning in a way that is differentiated to the age and abilities of the children;
- Ensure the layout of the classroom is varied to meet requirements of the subject matter being studied, or the particular learning needs of the class, or of individuals within it;
- Be skilled in managing other adults in the classroom: the latter's roles and tasks clearly defined and in order to complement and enhance the work of the class teacher;
- Show technical competence and understanding in teaching the basic skills of numeracy and literacy;
- Challenge and inspire children, expecting the best from them, in order to deepen their knowledge and understanding;
- Use a wide range of teaching methods that will enable each child to learn effectively;
- Expect high standards of behaviour to be achieved through good management of the children, high expectations and challenge;
- Use assessment as a tool to inform future learning and next steps for children;
- Make effective use of homework to reinforce and extend what is learned in school;
- Ensure resources are tidily stored, clearly labelled and offer easy access for teacher and children alike;
- Encourage children to care for books and equipment and take responsibility for obtaining and clearing away resources.

WHAT IS EXPECTED OF EACH CHILD

Every teacher will expect each child to:

- think and learn for themselves;
- show interest in their learning;
- acquire new knowledge and skills;
- develop ideas;
- increase understanding;
- apply intellectual, physical and creative effort to their learning;
- carry out tasks at an appropriate pace;
- sustain the concentration appropriate to their age and ability;
- understand what they are doing, how well they have done and how they can improve.
- be willing to learn from mistakes and take risks in learning

TEACHER EXPECTATIONS WITHIN LESSONS

In each lesson in all subjects, each teacher will ensure that all children are:

- acquiring or consolidating one or more of the key competencies that underpin learning in each subject at an appropriate level;
- receiving challenging tasks that they can understand and cope with successfully, through intellectual, physical or creative effort;
- learning productively at their optimum pace by remaining on task;
- being self-motivated and by their teacher, other adults and other children;
- learning from their mistakes, and by asking for help when it is needed.

CURRICULUM ORGANISATION

Contexts for learning are carefully planned for effective learning. Features of this will be :

- **to gain first-hand experiences** - choose content relevant to the children;
- **to undertake specific tasks** - tasks should be clearly explained so that the children can explain what they are doing to another adult, can communicate their learning to others. They understand the purpose of the task;
- **to engage in investigative work** - using skills and knowledge in an open-ended way, applying old skills to new problems and applying concepts to new situations;
- **to engage in relevant discussion** - given opportunity to discuss and listen to ideas of others as well as to talk constructively about their activities when appropriate;
- **to communicate their findings in a variety of ways** - use of text e.g. prose, poetry, letter, report, creative, news item, information booklet etc. as well as pictures, tape recordings, computer programs, drama, charts etc.;
- **to become involved in decision making** - e.g. in a design and technology task decide on order and who will do what;
- **to regularly practise old as well as new skills**, - improvement/repetition of tasks is perfectly acceptable to consolidate learning;
- **to be encouraged to appraise their own learning** - to undertake self correction, redrafting, discussion with teacher about improvement;
- **a curriculum that is broad and balanced** - tasks are set to match of children's experience and ability;
- **a curriculum that encourages them to pursue their own interests** - to develop the ability to learn independently;
- **time that is carefully planned** - the setting of realistic deadlines, ensuring that pupils do not waste time.

MONITORING AND EVALUATION

The policy will be monitored once every two years, and the **quality of teaching** and learning in every class will be monitored at least once each year.

- Monitoring will follow the guidelines and the confidentiality stipulations of the Development for Learning Policy (our term for Performance Management).
- Monitoring will include classroom observation by senior leaders.
- Subject managers too will monitor the quality of teaching in their subject.

QUALITY OF TEACHING

It is agreed that co-operation and the sharing of expertise is essential in order that we can provide the best possible learning environment and experiences for all children.

Teaching quality is to be judged by the extent to which:

- teachers have clear objectives for their lessons and pupils are aware of these objectives;
- learning is carefully planned: forecasts, lesson plans and individual notes;
- there is a good level of interaction and planned intervention;
- teacher demonstration takes place and when appropriate the teacher acts as a role model (e.g. reading);
- pupils' good practice is used as a model;
- the teacher is focused during group tasks;
- there is an appropriate use of praise and encouragement;
- feedback is given to pupils during a lesson;
- good oral instructions are given to set the scene and to explain the task;
- opportunities are provided for pupils to question and for the teacher to listen;
- skilful questioning is conducted by the teacher;
- teachers are able to conduct continuous assessment;
- lessons have suitable content and teachers have a secure command of the subject;
- activities are presented in ways which will engage and motivate and challenge all pupils, enabling them to make progress at a suitable pace.

ASSESSMENT (see Assessment for Learning Policy)

Teachers assess as an on going professional task.

Its purpose is:

- to tell the teacher what a pupil **knows** and does not know; can **do** and cannot do; **understands** and does not understand; (**diagnostic**)
- to help to decide what pupils needs to learn next; (**formative**)
- to sum up a pupil's progress so far, in order to inform everyone concerned; (**summative**)
- to give the opportunity to compare past and present achievement in order that progress may be confirmed; (**shows progression**)
- to provide an opportunity for pupils to become involved in their own assessment and progress in dialogue with the teacher; (**communicative**)
- to enhance the expertise of the teacher by revealing what activities have been successful in pupils' learning; (**professional development**)
- to show the effectiveness of a school's teaching and learning within each subject taught and across the curriculum as a whole. (**evaluative**)

FEEDBACK AND MARKING

(see Feedback and Marking policy for further guidance.)

Feedback should be given to all children in order to progress their learning. Not all tasks need to be written on or 'marked'. Often the most effective feedback and/or marking are done while a task is being carried out; the teacher discussing the work with the child and helping them to extend their ideas.

Discretion will be used when marking written work so that a child can assimilate a limited number of corrections at one time - this will vary according to age and ability. Comments should, where possible, be positive and constructive.

ENVIRONMENT

Children and teachers should work together to establish an attractive welcoming and well organised environment within the school and classroom, thus engendering mutual respect, value and care for the resources available. Children should be taught to be proud of their school, to keep shared areas tidy and to care for their own and others' possessions. This also applies, of course, to residential and day trips outside school.

DISPLAY

Displays should stimulate learning, celebrate successes, give key reminders of basic messages about learning (e.g. the five Rs) and enhance the learning environment.

Children learn best when display is used for a variety of purposes:

- for interest
- for discussion
- for enjoyment
- as a starting point for a project
- to provide information: for sharing where children can enjoy contributing, experimenting, interacting, discussing;
- for showing the quality of the learning experience
- for the celebration of a child's achievement

EQUAL OPPORTUNITIES

All children will be given full access to the curriculum, including the National Curriculum, and all staff will endeavour to help all children succeed to the best of their ability, regardless of race, gender, class, ability, belief and culture. (see Equal Opportunities and Racial Equality Policy).

THE NATURE AND CONTRIBUTION OF HOMEWORK

(Full Homework policy available)

Children will be encouraged to work at home on a regular basis. It is expected that:

- all children will read at home or share a book with their parents (see Home School Agreement)
- children will be set weekly Maths and English tasks, sometimes including tables and spellings, from Year 2 onwards

If an individual child is experiencing particular problems, it is possible to set some further practice in basic skills e.g. handwriting. This will be at the discretion of the class teacher in consultation with the parents.

SPECIAL EDUCATIONAL NEEDS

We will identify children with special educational needs at the earliest opportunity and provide them with the necessary support in terms of teaching supervision and resources. We also acknowledge the importance of identifying children who are more able and talented and will provide an enriched curriculum through differentiated tasks, suitable resources and help from outside agencies. (see S.E.N. Policy, and Able, Gifted and Talented Policy)

HOW THE SCHOOL WILL KNOW THE POLICY IS WORKING

(See also Monitoring Policy)

- Senior leaders and all subject managers are satisfied that subjects are being taught well, and standards are being either maintained or raised.
- Realistic targets for pupils' attainment are being met.
- All children reach realistic and appropriate levels at QCA optional and National Tests at the ages of seven and eleven.

LINKED POLICIES

Planning for Learning
Assessment for Learning
Feedback and Marking
Target setting

POLICY FORMULATED	2003
AGREED BY STAFF	
ACCEPTED BY GOVERNORS' COMMITTEE	
REVIEWED	OCT 2006

APPENDIX

DIFFERENTIATION

Differentiation requires a detailed knowledge of the children as learners. Planning, assessment and general classroom organisation are vital components in the process of differentiation. The **grouping of children** is particularly important and a variety of grouping methods should be employed; for example, based on mathematical ability, linguistic ability, reading ability, problem solving skills, those with similar attitudes or preferences, mixed ability, and others as the need arises. It is important to be flexible in this process so as to get the best out of the children in terms of their individual learning potential.

On the whole, differentiation will be achieved by means of skilful questioning. It is the teacher's role to constantly ask appropriate questions, at the child's level in order to produce the response which will take them on to the next step. These are **key questions** and explicitly relate to the learning outcomes of the lessons. These questions will arise during the lesson as a direct result of what the child is actually doing or saying, and many of the key questions will arise spontaneously in response to the child's need to come to grips with a planned learning outcome.

Differentiation is about how classroom time is used and the way the teacher uses her/himself to best effect in order to move the children on as individuals. It **should not** be about a monumental amount of planning, although effective use can be made of differentiated tasks. In this way, it is perfectly acceptable to use one task for the whole class, and that this can be matched to the needs of the individual. Assessments need to be made whilst teaching in order to inform the next stage and the type of interaction with the child outlined above will provide suitable information to inform future planning.

EFFECTIVE LEARNING (*Learning: a sense-maker's guide*)

If effective learning is:	then promoting effective learning involves:
an activity of construction (i.e. making meaning not receiving)	action and reflection (i.e. using materials and creating ideas)
handled with, or in the context of, others (even when alone, others are influential)	collaboration (in order that dialogue occurs)
driven by learners' agencies (their sense of intention and choice)	learner responsibility (so that planning is involved)
involving monitoring and review (especially of the learning process),	learning about learning (to notice and improve the process).

HELPING LEARNERS MAKE SENSE OF THEIR LEARNING (*Learning: a sense-maker's guide*)

There are four broad sorts of classroom practice which help learners make sense of their learning:

FIRST PRACTICE: NOTICING LEARNING

This requires that we occasionally *stop the flow* of classroom life and activity in order to notice. Notice what we did, what the effects were, how it felt, what helped, how we persevered, what we thought we might do with the learning. In these moments we highlight experiences needed to build up a language for noticing learning.

SECOND PRACTICE: CONVERSATIONS ABOUT LEARNING

This can start with pupils discussing in pairs what they have noticed, or with teacher prompts which help learners reflect on why they were doing certain things which are normally taken for granted: *'How come that we [did X] yesterday?'* *'Did you find out anything new?'* *'How?'* *'How could you find out more?'*

THIRD PRACTICE: REFLECTION

Reflection can be supported, for example, by writing in a 'learning log' – a notebook or other format for jotting down noticings and thoughts, sometimes with the help of specific prompts from teacher.

'These log entries help me a lot. As I write I notice and understand more too' (Lynne, 10 years)

'It's only when you start to write these things down that you think, "Well I could do something about that"'
(Robert)

FOURTH PRACTICE: MAKING LEARNING AN OBJECT OF LEARNING

When learning can be talked about in some detail, can be reviewed, and described more richly, explicit experiments can be set up to adapt some part of it. It can be done in any context, any classroom, by adding a cycle of learning about learning to the cycle of learning about 'content'. For example on one occasion we might review, examine and experiment with how we went about reading. It might be that this highlighted the goals we have in mind for our learning, so that they could be examined on another occasion. Or we could look at how we handled feelings. Or how we engaged others and how best they help. Features of the context could be reviewed and improved. And so on.