



## Teaching and Learning Policy

**Agreed: September 2017**

**Signed: \_\_\_\_\_ (HT)**

**Signed: \_\_\_\_\_ (CofG)**

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## Goldthorpe Primary School Teaching and Learning Policy

Goldthorpe Primary School is committed to achieving the highest possible outcomes for its pupils. This policy details how our vision of: *developing confident, happy, self-motivated learners who enjoy learning and see it as a life-long adventure*, is achieved through learning and teaching.

### Rationale

Goldthorpe Primary is continuing to refine its pedagogical approach to teaching and learning. The school has built upon our *Connected Learning* model to create a bespoke and personalised approach which we firmly believe creates the best conditions for learners in our context to thrive and achieve. The school is aware that there is no one method or simple approach that holds the key to successful learning; children need to be equipped with a range of strategies to tackle the challenges they face. The school believes that children should be given responsibility for their own learning, and aims to create independent, resilient and self-motivated pupils, who are well equipped with the skills to meet the challenges of an ever-changing society.

The absolute key to improving learning and teaching in school is through an effective and strategic programme of CPD, which is linked to the School Improvement Plan. At Goldthorpe Primary, staff see themselves as learners and contribute fully to an environment and ethos of continual improvement and professional development. Through activities such as; staff CPD meetings, research and development challenges and mentoring, staff at Goldthorpe Primary are supported to ensure that practice is at the *cutting edge* of teaching and learning pedagogy. Goldthorpe Primary aspires to deliver a world class education that prepares all pupils for the lifelong adventure of learning.

### In practice

#### Learning and progress:

- Allowing pupils to build on prior learning and make new *connections*.
- Ensuring that pupils have time to demonstrate and consolidate their learning outcomes.
- Teaching staff will ensure that, whenever possible, *active and collaborative* approaches to learning are considered.
- Through the implementation of a broad and balanced *skills based curriculum*, pupils' learning is *personalised, relevant and meaningful* (see Connected Curriculum Policy)
- Ensuring that *Learning Objectives* are understood by pupils and *Success Criteria* are developed *with* learners to ensure they play an active part in lessons.
- Pupils have opportunities to discuss and *reflect* on new learning throughout the lesson.
- Pupils have a clear idea of expected *outcomes*, and *all* learners are challenged and able to achieve.
- Pupils' learning is *structured* to facilitate a *pupil led* approach, which allows children to develop and improve their skills.
- Recognising that pupils learn in *different ways* and develop strategies that allow all children to learn in a variety of ways.
- *Differentiation* and a *personalised approach* to learning ensure that all pupils are *challenged* and *engaged*.
- Skills are applied in a variety of contexts to ensure *deepening, mastery* and *breadth* of learning, and for a wide range of audiences.

### **Behaviours for Learning:**

- Deliver a *creative* and *inspiring* skills based curriculum that can be *directed* by the views of pupils.
- Ensure that lessons are *fun, engaging* and have a *meaningful context* to motivate all pupils.
- Promote *independent* and *collaborative* learning to ensure that pupils take on *responsibility* within the learning environment.
- Set *challenging* objectives and targets so that children develop *resilience* and a *positive* attitude to work.
- Maintain *high expectations* for standards of behaviour (see behaviour policy).

### **Pupil Progress:**

We endeavour to make sure that pupils, groups of pupils and cohorts make good progress during their time at Goldthorpe Primary School. We aim to deliver this by:

- Knowing our pupils and their often complex barriers to learning.
- Ensuring that pupils are aware of the learning sequence, set targets and are aware of *next steps* in learning.
- Incorporating *Assessment for Learning (AFL)* strategies to: establish prior knowledge and skills, ensuring that learning is *challenging* for all pupils.
- Using termly and annual assessment data to *monitor* the progress of individuals groups and cohorts.
- *Analysing* assessment data to identify *progress trends* and modify teaching and learning to meet the needs of cohorts, groups and individual pupils.

### **Expectations & Engagement**

We aim to ensure that teaching is highly effective in inspiring pupils and allows them to learn effectively. At Goldthorpe Primary teachers are expected to:

- Have the *highest expectations* of all pupils and actively promote the values of *challenge, aspiration* and *expectation*.
- Support all pupils to ensure that they fulfil their *potential*.
- Deliver a wide variety of *meaningful* and exciting experiences and opportunities to *stimulate* learning.
- Provide opportunities for a *personalised and bespoke approach* to learning for *all* groups including SEND and more able pupils.
- Ensure that, within the *learning sequence*, there are opportunities for pupils to work *actively* and in *collaboration* with others within cohorts and across Key Stages.
- Show a strong understanding of *Subject Knowledge* which is applied consistently to *challenge* and *inspire* pupils.
- Work collaboratively using *agreed* planning formats for literacy, numeracy and skills based planning to prepare bespoke learning opportunities.

### **Pupils engaged in own learning:**

At Goldthorpe Primary we aim to ensure that pupils understand in detail how to improve their work and are consistently supported in doing so. This will be done by:

- Using a range of *questioning techniques* that allow pupils to *reflect* on their own learning.
- Providing opportunities for wider learning, though *daily homework*, educational *visits* to meet needs, out of hours learning clubs, half termly *parent* events and activities.
- Providing opportunities for pupils to assess their *own work* and that of their *peers via Seesaw*.
- Ensuring that *planning, marking* and *feedback* via Seesaw are of a high quality and identify next steps for learning (See marking and feedback policy)

### **Resources:**

Resources, including new technology and innovations, make a marked contribution to the quality of learning and at Goldthorpe Primary we aim to:

- Use ICT and new and *emerging technology* to enhance learning
- Provide an *engaging environment* that *inspires*, promotes and supports the learning environment
- Provide *high quality* and *relevant* resources that stimulate learning
- Use *other adults* (support staff and parents) to target support, ensuring that there is high *quality partnership* which facilitates learning
- Fully support specialist teaching in Mandarin and PE
- Fully support implementation of new initiatives: Accelerated Reader
- Use PPA time effectively and efficiently to facilitate accelerated progress in learning and CPD schedule.

Through the delivery of this policy, Goldthorpe Primary aims to deliver a *world class* education to all pupils and prepare them for the life-long adventure of learning.