



LANGSHOTT PRIMARY SCHOOL

LEARNING & TEACHING POLICY

Date of policy revision	Spring 2016
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INTRODUCTION

Our visions and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

At Langshott Primary School we believe in **Learning, Pride** and **Success**:

Learning - Every Langshott community member learns:

- about life and their aspirations for it
- to be a learner, developing the skills, understanding and knowledge they need to move successfully through their lifelong learning journey
- about building positive relationships and developing resilience strategies
- about their community and the environment around them, their rights and responsibilities within it as a responsible citizen
- who they are as a person and what they uniquely have to offer

Pride - Every Langshott community member will be proud:

- of what they have and can achieve
- to be a member of the school community, wanting to contribute to its wellbeing and future and take on responsibilities
- to develop the self-confidence to try out new things, discovering and developing their interests, talents and passions and the Langshott community will be proud of them.

Success - Every Langshott community member will be given the opportunity to be successful:

- In their learning
- in their personal development
- in developing their own expertise and interests to the benefit of themselves and others
- in finding their unique place in the Langshott and wider community

AIMS

As a staff we strongly believe in having a positive learning culture where the children are taught and encouraged from their earliest days to think about themselves as learners and talk about their learning. We emphasis learning, not work. We aim to set a culture of 'Growth Mind-set' where we can all learn and achieve. There is no limit to our learning power.

We believe:

- Intelligence is not limited.
- Practising in order to succeed - "We can't do it, YET" (Building resilience)
- In reflecting on learning and talking about what we need to do next.

In order to create a positive learning culture, we believe in involving children in their learning. It is important that children are aware of what they are learning as well as why and how. We aim to achieve this by:

- Adapting learning opportunities to match the children's needs and interests.
- Talking to the children about how they achieved in their learning and what they need to do next.
- Making sure the learning has a clear purpose and making links to real life (where appropriate).

EFFECTIVE LEARNING AND TEACHING

We ensure effective **learning** through:

- Child-centred challenge
- Investigation and problem solving
- Whole class, group, partner, and independent learning opportunities
- Effective questioning
- Use of technology
- Enrichment opportunities
- Cross-curricular links
- Use of the outdoor environment
- Targeted intervention/support
- The use of learning powers
- Encouraging children to be their own learning coach

We ensure effective **teaching** by:

- Creating inclusive, purposeful classrooms
- Planning to meet the needs of all children
- Challenging children
- Meeting the needs of the whole child
- Allowing children to take risks with their learning
- Developing knowledge and understanding of learning powers
- Use assessment and data to inform planning
- Giving productive feedback

EFFECTIVE LESSONS

- To be effective, we believe that all things should include all lessons include:
 - **Learning intentions**
 - **Success criteria**
 - **Differentiation**
 - **High expectations and challenge** – including flexible groupings to allow children to be their own learning coaches
 - **Progress** – All children should make progress from their starting point
 - **Pace** – a range of tasks/activities to keep children engaged and active in their learning
 - **Range of questioning techniques (Blooms)**

- **Assessment for Learning (AFL)** – mini-plenaries/self-assessment opportunities
- **Pupil involvement** – taking ownership of the success criteria, actively involved in learning
- **Resources** – technology and the use of adults to enhance learning
- **Modelling** – Adults and pupils used to model learning, behaviour and expectations
- **Use of the Environment** – Working walls/displays

Behaviour for Learning

At Langshott Primary School, we believe that children learn best when:

- They are secure, happy, relaxed and confident
- They are not afraid to make mistakes
- They respect their work and the work of others
- Relationships are positive
- There is a consistent framework of values shared by school and home

To foster these relationships we aim to make all areas of the school calm and purposeful. We celebrate children’s learning through class rewards, star points and ‘Good Learning’ assemblies

Learning Power Stars

At Langshott Primary School, we believe that as well as learning knowledge and skills, it is important that children learn how to learn. We have used research from Professor Guy Claxton to help formulate our approach to helping young people become better learners.

We believe that Learning Powers allows us to develop a common language for learning across the school. The language of Building Learning Power is used in all classrooms with all children where it enables all children talk about learning to learn. We refer to the four dispositions (4Rs) as a group of ‘learning muscles’. Just as we can build out physical muscles with the right exercise, learning muscles can also be developed and can grow in strength and stamina. It is these dispositions that we are aiming to develop in the children.

Learning Dispositions	Learning Muscles
Resilience	Ability to be absorbed in learning; manage distractions & persevere.
Reciprocity	Ability to collaborate and work with others, listen and empathise; and gather ideas.
Resourcefulness	Ability to raise questions, make links between learning; reason through things and imagine.
Reflectiveness	Ability to plan; identify successes and next steps in learning; and build on knowledge.

There should be evidence of the Learning Powers across all subject areas. Displays in the classroom are used to aid understanding of the learning power language. Adults and children are expected to use the language when discussing their learning.

CURRICULUM

We aim to work together to ensure consistency throughout the school by developing a creative, skills based curriculum. We offer a broad and balanced curriculum based on the statutory requirements of the National Curriculum and Early Years Foundation Stage Curriculum. Each year group has a curriculum map to show progression of knowledge, skills and understanding across all areas of the curriculum.

Year group curriculum maps can be found on the school's website. Teachers inform parents of what will be taught each term through the topic web which is sent home to all parents and can be accessed online for reference.

LEARNING INTENTIONS AND SUCCESS CRITERIA

'If learners are to take more responsibility for their own learning, then they need to know what they are going to learn, how they will recognise when they have succeeded and why they should learn it in the first place.'

- (An Intro to AfL, Learning Unlimited, 2004)

'A learning intention describes what pupils should **know, understand or be able to do** by the end of the lesson or series of lessons.' (Learning Unlimited, 2004)

We believe that Learning Intentions:

- Identify new learning
- Focus on transferable skills

For each lesson or series of lesson teachers will:

- Identify what pupils will be **learning** (L.I).
- Explain the **reason** for the learning (This is because...).
- **Share** (and sometimes negotiate) the learning and the reason with pupils at the beginning of the lesson or activity.
- Separate the learning and task in order to focus on the **learning**.
- Present these in **language** that pupils can understand.
- **Revisit** the learning intention throughout the activity/lesson.

Learning intentions focus on **Knowledge, skills** and/or **understanding**. Learning Intentions are decontextualized so that they focus on skill which are transferable. By sharing the learning intention with the children, they are clear on what they are learning and are able to transfer the skill, knowledge or understanding to other lessons and/or subject areas. By sharing the reason for learning, we aim to motivate the children to make connections in their learning. Where possible, we aim to put it into real-life contexts. The learning intention is always displayed in the lesson and is stuck in the children's books.

Learning Intentions identify what the children will be learning and why, Success Criteria enable to children to recognise success.

We believe Success Criteria are important because:

- It improves pupils' **understanding** by keeping them informed about how they will be assessed.
- It **empowers pupils** because it involves them in their own performance and learning.
- In time, pupils who have experience of working to success criteria and contributing to the development of success criteria are more apt to take an **independent approach to learning**, as they understand how the criteria apply to their learning. They then are able to use these to assess their own achievements, address their own concerns and identify areas for improvement.
- Success criteria also allow you and the pupils to give **accurate feedback** – they keep you and the pupils focused on the criteria that the work will be assessed against.

'... Success criteria summarise the key steps or ingredients the student needs in order to fulfil the learning intention – the main things to do, include or focus on.'

- Shirley Clarke

All lessons will have a Learning Intention and Success Criteria stuck in the books. Adults and children are expected to refer to these throughout the lesson. At the end of the lesson, all children are expected to reflect on and review their own learning and to think about what their 'Next Steps' might be. Teachers will take this into account when marking learning and providing feedback.

MARKING AND FEEDBACK

Marking has two purposes. One, students act on feedback and make progress over time. Two, it informs future planning and teaching. It is a dialogue between teacher and student. Adult marking should be something that children use to understand and try to improve; the aim of effective marking is to get children to engage with the feedback and then take action in order to improve their learning. Research by the Sutton Trust has shown that quality feedback has the most impact on learning.. Dylan William (2011) has stated that feedback should:

- Cause thinking
- Provide a recipe for future action
- Be broken down into small actions
- Must be focused on one area of aspect at any one time

At Langshott, we believe that:

- Feedback must require or lead to a response
- Feedback needs to be as immediate as possible.
- Oral feedback has the most impact.
- Children must be given time to respond to feedback.
- Using mini-pleanries to reflect on learning enables children to immediately respond or make changes in order to be successful.

All teachers are expected to respond to children's learning in a constructive way. Teachers should use the learning intention and success criteria as a basis for marking and feedback, however it is important that we have high standards of English. Therefore marking of

spelling and grammar (across all areas of the curriculum) should be addressed, appropriately.

Regular, high quality marking will:

- Improve children's knowledge, skills and understanding,
- Build positive relationships between adults and children
- Improve presentation
- Allow teachers to evaluate teaching and reflect on next steps
- Allow children to value what they do
- Improve behaviour through high expectations

At Langshott, adults respond to children's learning using pen (not green, blue or black). Children are expected to acknowledge and respond to marking comments using green pen. In order to respond to marking to have impact, adults need to ensure that the feedback comments can be actioned clearly.

ASSESSMENT

Assessment is intrinsic to the learning culture and provision at Langshott. Children's progress is closely monitored at Langshott in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their learning;
- to allow teaching teams to plan learning that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to work towards all children achieving the expectations
- to provide regular information for parents that enables them to support their child's learning;
- to contribute towards accountability data.

Formative Assessment

Assessment for Learning – is used to identify where the children are at on a daily basis and where they need to go next.

AfL is the process of *“seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.”* (Assessment Reform Group 2002)

AfL underpins the planning process and focuses on improving learning in meaningful and tangible ways.

Formative assessment at Langshott consists of:

- the establishment of a “**growth mind set**” learning culture where teachers and children believe all children can succeed.
- **children assessing** their learning against the learning intention and success criteria and identifying their next steps.
- **specific feedback** (oral and written) based on learning objectives and success criteria to move learning on and “close the gap”
- **effective questioning** to establish understanding
- **adjustment** of learning during lessons and between lessons based on the learning progress.
- the **adaptation of planning** of learning provision based on the learners needs and the expectations of the National Curriculum (2014)

Summative Assessment

Assessment of learning will provide summative information at key points throughout the year and enable us to track progress against Langshott ‘expectations’, individual and year group targets. It will allow us to fulfil our statutory requirements in terms of End of Key Stage data, and provide accurate information to all stakeholders, including children, parents and carers, Governors, School Improvement Partners, subject leaders and the Strategic Leadership Team. It will also support the transition process between key stages.

At Langshott, summative assessment (assessment against ELG and end of Year expectations) consists of:

- independent assessment tasks / opportunities
- end of unit assessments or “distance from learning” assessments
- moderation of a range of independent learning (internal and external)
- the administration of standardised tests (e.g. PM Benchmarking)

For more information regarding assessment at Langshott, please refer to the Assessment Policy.

THE LEARNING ENVIRONMENT

We believe that the ethos of the school is reflected through quality displays, pictures, objects and resources that appear in classrooms and throughout the school. We strive to make our classrooms attractive learning environments. It is important that displays and resources are accessible to children. Displays are changed regularly and staff ensure that the classroom reflects and supports the learning (working walls) as well as celebrate the achievements of all children.

We believe pupils learn best when:

- Their classroom is attractive, well organised and tidy
- There is sufficient and suitable good quality resources accessible to the children
- They are given time to concentrate on a task without other distractions
- They are in situations where they can articulate their own thoughts, listen to and appreciate others’ points of view
- There is a high level of motivation
- The school is organised to promote independent learning

As adults we must:

- Provide an environment which creates the maximum potential for learning
- Ensure that children have sufficient space and time to organise their learning and be able to think
- Ensure that children know where resources are kept and have access to them
- Encourage children to take responsibility for the care and maintenance of the school/classroom environment

RELATIONSHIPS AND ETHOS

We believe pupils learn best when:

- They are secure, happy and relaxed and confident
- They are not afraid to make mistakes and their attempts are valued
- They are treated with respect by their peers and all adults
- They respect their work and the work of others
- Pupil/pupil, pupil/adult, parent/teacher relationships are positive
- There is a consistent framework of values shared by school and home

As adults we must:

- Work to develop good relationships with children
- Get to know each individual child and their needs
- Look for positive qualities in each individual and make the child aware of those qualities
- Provide a good example for the children
- Encourage independence
- Encourage children to view mistakes as a natural and important part of the learning process
- Establish positive home – school links where the family feel actively involved in the education of the child