

# Warden House Primary School



## Learning and Teaching Policy

### Vision Statement

*At Warden House, we make learning irresistible by teaching amazing lessons that empower children to make stunning progress.*

### Learning

*At Warden House, we believe that learning is the cyclical process of gaining new knowledge, skills or understanding through the acquisition of behaviours required that lead to a deep understanding across the curriculum and beyond.*

We recognise that learning happens best when children are inspired by the moment; through play, discovery, creativity, rehearsal and application.

Learning happens when individuals learn from their mistakes and are determined to succeed.

Learning is most effective when children are resilient, have a positive 'Growth Mind-set' and can work independently or as partners towards success.

### Teaching

*At Warden House, we believe that teachers are leaders of learning. They facilitate the learning of children in a range of exciting and innovative ways.*

- Teachers model positive relationships with children and colleagues across the school that deeply reflect our core school values of ***independent, determined, positive, partners, responsible and successful***.
- Teachers' practice is research-based and reflective and constantly strives to improve so that **all** pupils make **at least** expected progress across the school year. Those who are behind are helped to catch up.

- Progress is defined as the widening and deepening of essential knowledge, skills, understanding and learning behaviours.
- Teachers deliver '*irresistible*' lessons that inspire and motivate all learners by:
  1. making learning real and relevant through careful planning
  2. immersing children into a topic
  3. providing them the opportunity to be successful in a range of ways
- Teachers recognise that children's physical, intellectual, emotional and social development are all linked and interdependent
- Teachers make clear links to prior, current and future learning
- Teachers set high expectations that challenge and motivate all learners
- Teachers are responsible for maintaining high levels of subject knowledge linked to the areas of the curriculum taught
- Teachers frame learning with clear and focused learning objectives that are taken and adapted from the relevant programmes of study
- Teachers promote independent and reflective learning through the use of success criteria that scaffold and support learning. These can be presented in a range of ways
- Teachers use questioning skills to deepen the learning of all groups of children
- Teachers are responsible for the effective direction of Teaching Assistants to support learning at all times
- Classroom displays are used to engage children, support learning and share success
- Teachers assess children regularly using a range of summative and formative techniques (See *Assessment and Feedback policy*)
- During lessons, teachers use a range of techniques including mini-plenaries, self and peer assessment to inform their teaching as lessons progress
- Children's work is differentiated, as appropriate, with relevant opportunities considered and planned for, that support the less able and deepen the learning of the more able including children on the SEN register
- SEN interventions are timetabled outside of core subject time where appropriate

The monitoring of the quality of teaching, learning and assessment takes place regularly throughout the school year under the leadership of the headteacher and deputy headteacher.

## Curriculum:

*At Warden House, our irresistible curriculum is broad, balanced, engaging, purposeful and tailored to the needs of our children.*

- Our school curriculum is personalised to the needs of our children and our locality and is derived from the 2014 National Curriculum.
- Our curriculum is published via the school website and shared with parents
- Planning is always based around the needs of the children and is underpinned by a clear rationale as to why each topic / subject is being taught in this way
- Teachers always consider how to link our vision statement and values to all lessons wherever possible
- Teachers work together to plan exciting thematic units of work and there is clear parity across year groups ensuring consistency and progression
- Our curriculum is organised through the use of structured long term plans for each subject
- Medium term planning is created by teachers to show where key Learning objectives are taught across the school year
- Short term plans are developed by teachers to enable them to deliver effective lessons
- Relevant opportunities for home learning are planned for by teachers as appropriate
- Our school curriculum is coordinated and monitored by the headteacher and is reviewed regularly in SLT curriculum meetings
- Long-term strategic development is underpinned by a clear and focused action plan that is reviewed termly
- Subject leaders monitor and review coverage and progress along with the quality of teaching and learning in their individual subjects

See separate subject policy documents for more detailed guidance.

## Planning:

*At Warden House, we plan in order to demonstrate full coverage and requirements of our school curriculum showing progression through sequences of learning that enable all children to succeed.*

- Lessons are underpinned by clear and focused learning objectives that are closely linked to our school curriculum.
- Long term curriculum maps and medium term plans demonstrate curriculum coverage for each subject across the year. A range of subject-specific formats exist to support the teachers in planning effective sequences of learning. Teachers assess children's understanding regularly and assess each child's depth of understanding and attainment at the end of each topic.
- Short term plans are produced by teachers to show how objectives will be taught in individual lessons. Teachers plan topic work using our school long/medium term planning formats where appropriate. The front page of subject plans – including knowledge organisers - is shared with parents and children, with plans published on the school website.

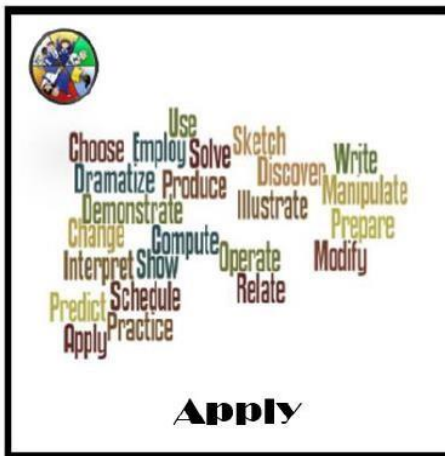
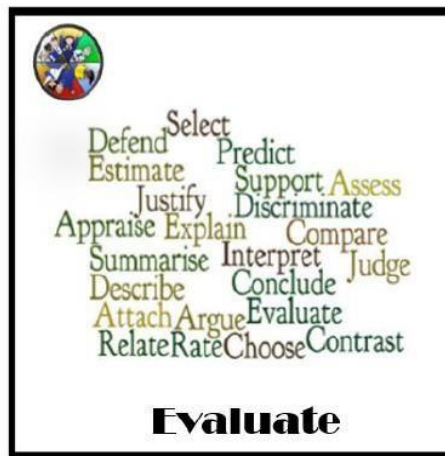
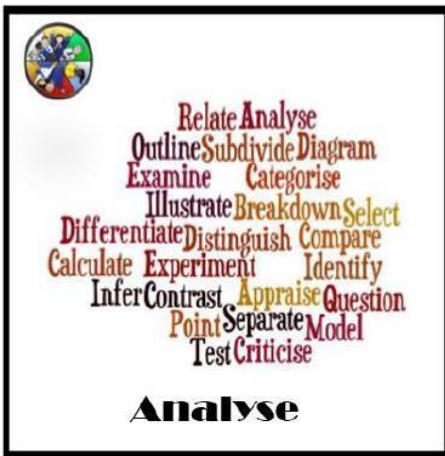
- The school provide a suggested planning format for English and Maths, however teachers are free to plan using their own short-term planning format, providing the following “non-negotiables” are included and considered:
  - *Learning objective*
  - *Success Criteria*
  - *Resources and activities including differentiation (support and challenge as appropriate)*
  - *Assessment opportunities and plenary*
  - *Use of additional adults*
- Learning objectives are closely linked to objectives from the school curriculum and are formulated using focused vocabulary linked to our learning model and Bloom’s taxonomy; they are presented in a child-friendly way and in the following format with a clear focus on either the learning of a new skill, the deepening of understanding or the gaining of knowledge:



Learning objectives are formulated using the language below:

- To be able to...
- To understand...
- To know that...

The verbs from the grid below demonstrate the types of activities that are planned for our children.



Learning Objectives are always shared with the children and displayed in each lesson as appropriate.

E.g. LO – To be able to use the column method to add decimals Or

LO – To understand why children were evacuated during WW2

Or

LO – To know and demonstrate that some materials conduct electricity and others do not

The learning objective must be recorded at the start of every piece of written work. We recognise that children should not waste unnecessary time doing this. As a result, stickers or adult scribes should be used to save time if deemed appropriate.

## Assessment and Feedback

Feedback and Assessment can take a range of forms at Warden House including:

- Written comments on children's work
- Verbal feedback provided during or after a lesson
- Questions or tasks designed to consolidate learning or check understanding
- Peer or self-assessment of a piece of work
- Working 1:1 alongside a child using mentor-coaching to support them in the learning process
- The use of assessment grids / Tapestry to record the depth of understanding seen when covering a curriculum objective
- The use of formal tests to summative assess children's learning three times a year

Feedback is an ongoing, useful dialogue between teacher and pupil with the purpose of enabling children to make progress with their learning.

Feedback should:

- 1) Show pupils how they have been successful meeting the Learning Objective
- 2) Show pupils what to do next to improve and move their learning forward

Teachers **do** assess work and provide feedback in order to help children to recognise

- Where they have been successful
- To show them what they need to do to improve their work next time

Any responses made by the child or a peer are completed in a different colour.

- Children's responses to feedback are seen in a range of ways.
  - Children initial teacher comments to show their understanding
  - Through written responses to comments from the class teacher or TA
  - Through improving a piece of work that has already been completed
  - Through applying feedback to future pieces of work

Teachers should ensure that feedback given to children regarding their independent work gives opportunities for pupils to evaluate their own learning and support them in identifying areas for improvement.

Please see "*Assessment and Feedback Policy*" for more detailed guidance.

Role of Governing Body

- The Governing Body quality assure this process regularly during monitoring visits.

Updated by Rob Hackett – September 2021