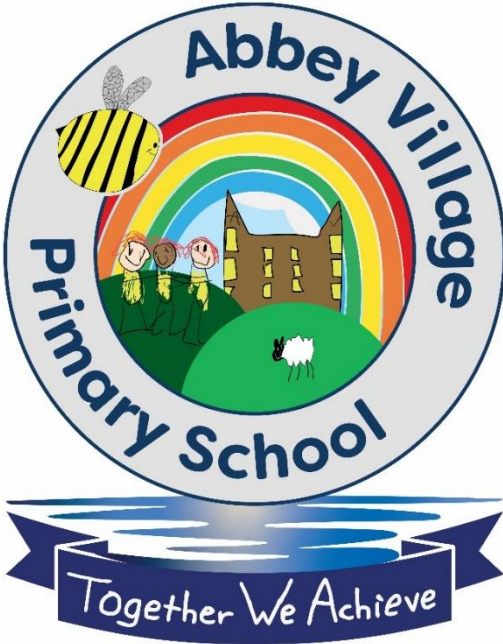


Abbey Village Primary School

Teaching and Learning Policy



Abbey Village Primary School

Teaching and Learning Policy

"Learning to live, living to learn."

At Abbey Village Primary School our aim is to develop children who are prepared in every way for education and life beyond our school. We are fully committed to ensuring that Abbey Village Primary School is a school where every child fulfils their potential. In order to achieve this aim, learning should:

- Be a meaningful, rewarding, and enjoyable lifelong process.
- Equip children with the knowledge, skills, and understanding to be successful learners.
- Enable children to lead rewarding lives and be responsible citizens.

Principles

- To develop a community of learners where learning is highly valued, enjoyed, supportive and lifelong.
- To enable children to become confident, resilient, resourceful, enquiring and independent learners.
- To ensure learning is sequential and connected thus embedding in long term memory.

Learning Culture

To enable children to learn well, the school will develop a culture where children:

- Enjoy learning
- Feel safe
- Interact respectfully with adults and with other children
- Take risks
- Recognise mistakes and errors as learning opportunities
- Persevere
- Respond positively to high expectations of learning behaviour, progress in learning, presentation etc
- Develop a growth mindset

And where adults:

- Establish positive working relationships
- Have high expectations for all children's behaviour and learning
- Are consistent in dealing with children's behaviour and learning
- Model learning and expected behaviours for the children

Careful analysis and discussion about our pupils' backgrounds, life experiences and culture has helped us to design a curriculum with eight key values that are woven in to daily life at Abbey village

Primary. We believe that by focusing on the eight key values our children will be ready to successfully meet the challenges of the next stage of their education and their lives.



Abbey village 8 Key values

Effective Teaching and Learning

Teachers are responsible for the planning, preparation and delivery of opportunities which enable learners, in relation to their starting points, to achieve very high standards. This requires a thorough knowledge of each individual in the class (prior attainment, targets, learning needs- TLPs, language stage, cultural backgrounds and interests) it also requires very good subject knowledge, effective planning and stimulating use of strategies, resources and Learning Support Assistants to enable all pupils to learn effectively.

When planning for learning, teachers must have:

- Thorough, accurate subject knowledge
- A range of effective teaching methods
- An understanding of which teaching method would be most effective in teaching a particular subject or topic.

Teaching will be organised to help pupils remember learning by:

- Sequencing learning so there is progression over lessons and the year
- Making links between elements of learning where these are present (interleaving)
- Recapping learning regularly short term, medium term and long term (spacing)
- Using strategies to recall information - quizzes, questioning (Retrieval)
- Planning opportunities for purposeful talk and critical questioning to engage curiosity and enable children to be able to discuss and explain learning with others (elaboration)
- Representing learning visually and verbally (dual coding)
- Designing tasks to avoid overloading working memory (cognitive load theory)

Teachers will draw from a range of strategies in order to engage children in the teaching and promote learning for all. These will include:

- Paired talk

- Investigation and problem solving
- Reasoning and explanation of learning
- Focused research
- Opportunities to communicate findings in a variety of ways
- Provide opportunities for children to show they know and can transfer their newly acquired skills and knowledge
- Whole class learning
- Purposeful groupings to best meet the learning needs.
- Purposeful paired work
- Individual learning
- Independent learning which is child directed
- Collaborative skills are taught and developed
- Selecting and using resources to support learning
- Asking and answering questions
- Use of ICT including visual images, film, interactive teaching resources etc
- Fieldwork and visits to places of educational interest
- Guest visitors and performances
- Creative activities
- Debates, discussions, oral presentations and speaking and listening activities with thinking time
- Drama techniques
- Designing and making things
- Make it memorable – use props, stimulating resources and or music.
- Participation in athletic and physical activity
- Setting challenges for themselves
- Producing work for a variety of audiences

Education influences and reflects the values of society and the kind of society we want to be. Abbey Village Primary school is committed to developing the children’s learning power through the use of a ‘Growth Mindset’ and ‘Learning Behaviours’. At Abbey Village Primary School, we believe it is important to develop the whole child and teach children to develop their learning behaviours by taking responsibility for their own learning, reviewing the way they learn and how to overcome challenges in their learning.

Abbey Village Learning behaviours

GOLD

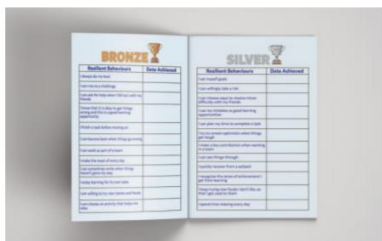
Resilient Behaviours	Date Achieved
I set myself challenging goals	
I embrace risks and relish a challenge	
I can choose appropriate strategies to resolve conflicts with my friends	
I use criticism positively and I can reflect in order to improve	
I can plan, carry out and complete a task	
I maintain a positive attitude to my work and my relationships	
I can make a significant contribution when working as part of a team, I know my personal strengths and those of others	
I am willing to take on responsibilities and see them through	
I recognise setbacks and failures, learn from them and change how I do things in the future	
I understand why it is important to see things through and how it will help me in later life	
I am beginning to take responsibility for making sure that I eat a healthy and balanced diet	
I understand the importance of relaxation for good health and I can choose my own ways to relax	

BRONZE

Resilient Behaviours	Date Achieved
I always do my best	
I can rise to a challenge	
I can ask for help when I fall out with my friends	
I know that it is okay to get things wrong and this is a good learning opportunity	
I finish a task before moving on	
I can bounce back when things go wrong	
I can work as part of a team	
I make the most of every day	
I can sometimes smile when things haven't gone my way	
I enjoy learning for its own sake	
I am willing to try new tastes and foods	
I can choose an activity that helps me relax	

SILVER

Resilient Behaviours	Date Achieved
I set myself goals	
I can willingly take a risk	
I can choose ways to resolve minor difficulty with my friends	
I use my mistakes as good learning opportunities	
I can plan my time to complete a task	
I try to remain optimistic when things get tough	
I make a key contribution when working in a team	
I can see things through	
I quickly recover from a setback	
I recognise the sense of achievement I get from learning	
I keep trying new foods I don't like, so that I get used to them	
I spend time relaxing every day	



Effective Teaching

Teachers are expected to create a secure and friendly environment in which high levels of good behaviour are maintained. Our aim as teachers is to enable learners to thrive, enjoy and develop the skills and capacity to work independently and collaboratively making good progress in all aspects of their learning. As a staff, we constantly consider teaching style, environment, rules and expectations of behaviour to ensure that every child is feeling confident, happy and secure.

Constantly adaptive teaching will be evident in planning and lessons to ensure lessons are well paced and all pupils make progress in learning. Prior assessment of the pupils' understanding will be used to inform planning of lessons with a clear progression in knowledge and skills. Planning will be shared with LSAs. Children will also be able to answer questions on what they are learning, not what they are doing.

Learning Objectives are:

- clear and focused - based on learning rather than task
- displayed at the appropriate time in the lesson
- discussed and explained with the children
- based on prior attainment, knowledge and understanding
- written in the format: "to..."
- referred to throughout the lesson

Success Criteria will:

- be identified by the teacher during the planning process
- break down the learning taking place
- include the steps or 'ingredients' the children need to be successful in their learning
- be short, and maybe visual
- usually be generated with the children during the lesson
- be written up and referred to during the lesson when appropriate
- be gradually withdrawn as learning becomes embedded

Review of Learning/Plenary will:

- allow teachers to be constantly adaptive in response to children's learning

- reflect on the learning which is taking/has taken place
- review progress towards the learning objective and success criteria
- allow adults and children to address misconceptions, make improvements and add further challenge
- allow time to reflect on the 'how' of learning in addition to 'what' has been learnt

Outcome will be:

- what is achieved by the children by the end of the lesson
- the learning activity/evidence of learning
- given sufficient time to enable children to achieve meaningful learning

Challenge for All: Teaching will:

- be appropriately pitched to the age-group
- support children to achieve the learning and extend children who grasp the concept quicker than others
- Be adaptive throughout the lesson and will respond to learning needs as they arise
- Address EHCPs/Targeted Learning Plans for children with SEND

Adult Input:

- Provides overviews and reviews of objectives
- Outlines content to be covered and signals transitions between different parts of the lesson
- Calls attention to main ideas and addresses misconceptions
- Reviews main ideas

It will also:

- Model learning
- Engage children in the learning
- Be active and interactive
- Make effective use of teaching strategies
- Have appropriate pace to ensure maximum learning takes place
- Respond to, and be adapted to, ongoing assessment during the lesson
- Be verbal and visual
- Generate success criteria
- Be flexible according to the learning taking place eg.
 - Different inputs for different groups
 - Different start times for different groups
 - Input – activity – input – activity
 - Guided groups etc

Throughout the above, teachers will communicate clearly and directly with pupils

Questioning

- Questions will be asked to assess learning, challenge and deepen thinking and understanding
- A range of different types of question will be used as appropriate: open/closed; higher and lower order (eg. Bloom's Taxonomy); product (single response) and process (explanation response)
- Will be matched to the children's understanding and ability
- Opportunities will be planned for children to develop their own questions and questioning

Feedback & Marking

- Regular feedback will be given to the children in line with the school policy
- It identifies success and areas for improvement/next steps in learning
- Refers to learning objectives, success criteria, and age related expectations in spelling, punctuation and grammar where appropriate
- Opportunities are planned for children to regularly respond to feedback and marking
- Informs further planning, teaching and well timed interventions

Self & Peer Assessment

- Children are trained to self and peer assess
- Guidelines are discussed, agreed and developed with the children
- Is used regularly to enable children to address misconceptions and make improvements to their learning

Vocabulary

- All staff will model the use of standard English and children will be corrected if not speaking correctly
- Pupils will be encouraged to use full sentences when appropriate
- Opportunities will be taken to develop and extend children's working vocabulary
- Subject specific and academic vocabulary will be taught progressively throughout the school
- Displays will promote vocabulary

The Supportive Learning Environment

Teachers are responsible for providing a caring, supportive and stimulating learning environment in which all children are helped to reach their emotional and academic potential. Children learn best when they feel safe to take on challenges, are interested and motivated and feel valued. We recognise the importance of building positive self-esteem in children. There are positive effects on standards and motivation of pupils associated with the physical environment. Factors include the use of displays and the use of resources including ICT, the consideration of pupil groupings in the physical layout of the room. Teachers are responsible for ensuring classrooms are an exciting, stimulating and welcoming place to be.

The learning environment will be organised to:

- Promote and maximise learning.
- Provide a stimulating environment which sets the climate for learning.
- Be tidy and organised.
- Be word and number rich.
- Arrange furniture and space to create a safe, stimulating environment which sets the climate for learning.
- Make sure equipment is labelled and accessible to promote independent learning.
- Creating a space for each pupil; labelling trays and pegs.

Display

The aim of display is to enhance and accelerate learning and to build self-esteem and belonging. We use display to support and reinforce learning. Display should aid recall, stimulate further thinking, give new information, make connections, celebrate achievement, remind children of rules and targets and motivate children towards further learning. Each child should have the opportunity to have work displayed in school. Each class should have:

- English and maths displays and working walls.
- Our 8 values
- Celebrate success - achievement, 'Caught Being Amazing', 'Star of the week.'
- Learning tools in the form of key words and questions for topic/literacy/maths, posters, prompts, number lines, spelling aids, punctuation aids, word banks, WAGOLLS, presentation examples etc..
- Esteem raising well-presented displays of high quality children's work that reflects their achievements.
- Positive inspirational slogans.
- Interactive displays reflecting current topic to promote investigation and curiosity including artefacts.
- Displays that reflect the make-up of the school population i.e. positive images of culturally diverse groups, and images that challenge stereotypes of gender and disability.
- Visual timetable on display at all times during the day using symbols where appropriate.

Focus Weeks/Days

Throughout the year we hold a series of focus days or weeks; these range from specific curriculum areas e.g. book week or science/maths investigation day, to enterprise, health or community based events e.g. NSPCC number day and Macmillan Coffee Morning. The aim of this approach is to raise the profile and enthusiasm for an area and to provide children with the opportunity to practise their skills, develop new interests and understand how they can give something back to our community.

Working with Others

Parents

We actively encourage the participation of parents as partners in learning and aim to create a welcoming atmosphere.

- Parents are informed of their children's targets, learning foci and ways to support learning through termly progress meetings.
- Three official parent/teacher meetings are held across the year but parents are entitled to make an appointment to see the teacher at other times.
- Teachers are expected to raise any concerns about a child's learning or behaviour with parents as soon as possible so that work can be done in partnership to resolve issues.
- A range of learning opportunities are provided to parents to develop their understanding and to support their children at home such as reading, phonics and maths workshops.
- There are planned opportunities across the year for parents to observe the learning in class and take part, for example through workshop days, craft afternoons, breakfast with a book or maths and marmalade.

Learning Support Assistants

Teachers are responsible for the effective direction and deployment of LSAs to support learning. Teachers are responsible for ensuring learning intentions and activities are clear. LSAs should work with a variety of children across the week and many are experienced in the implementation of intervention programmes. They are involved in:

- supporting learning and children's progress
- supporting assessments of children's understanding
- developing children's independence

Volunteer helpers, mainly parents, are directed by teachers to assist in some classrooms with general tasks: listening to readers, assisting on outings and in providing other help, such as ICT expertise.

Pupil voice

We encourage and respect pupil voice. We have a School Council which meets regularly and makes recommendations and undertakes work to improve our school. All classes use circle time to make sure children have opportunities to raise concerns and voice opinions. Children's opinions are regularly sought through questionnaires, discussions and suggestion boxes.

Governors

Our governors monitor how effective teaching and learning strategies are in terms of raising pupil attainment and through the school self-review processes. Governors support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

Specialist support

Additional support is provided to identified pupils so all children can access and fulfil their potential. Support may be given to pupils with special educational needs, to pupils who speak English as an additional language or to extend those with a specific gift or talent.

Extended Provision

We provide a varied menu of activities to support and enrich learning; these include a range of lunchtime clubs, after school clubs and sports tournaments and competitions.

Blended Learning

Blended Learning combines learning in school alongside learning at home. With the possibility of future local or national lockdowns, we have adopted a 'blended learning' approach to ensure the continuity of learning for all children. Blended learning allows for both school-based and remote learning environments to work hand in hand, helping children and young people achieve. This will ensure that any local or national lockdowns of school premises in the future will be met with an effective response. It also provides continuity for children who have to self-isolate for a number of reasons. All children will receive a hard pack of resources to use at home. This will include pencils, paper, non- negotiables such as weekly spelling practise, times tables or number bonds and hand writing practise. Following consultation with parents/carers, after the period of national school closures, we have devised an on-line timetable which will commence for all bubbles should a period of school closure occur in the future. We remain **fully committed** to delivering an ambitious and broad curriculum to all our children whilst supporting those children who have developed significant gaps in their knowledge.

Covid Catch Up and Recovery Curriculum 2020 - 2021

The Education Endowment Fund has produced 'Covid 19 Support Guide for Schools' (June 2020). This document is intended to support schools with decisions made about catch up funding. It identifies and recommends three support strategies (based on research carried out). The broad areas include: Teaching and whole school strategies; targeted approaches; and wider strategies. Abbey Village School action plan incorporates these strands: The school must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Monitoring & Evaluation

This policy will be used to support the monitoring of teaching and learning throughout school. It will be regularly reviewed with staff and will be discussed with new staff working in school.

The Curriculum Leader is:



Mrs Paula Roworth

Policy written by Paula Roworth

Presented to governors: October 2020
Policy to be reviewed: July 2023