

Purley Partnership Federation



Purley Nursery School
Achieving and growing together



Christ Church Primary School
Nurturing lifelong learners with God's guidance

Learning and Teaching Policy *Written January 2020, Review January 2023*

This policy is for all staff so that they understand the expectations and can see how to participate in developing learning. It is also intended for any one in the wider community to help them understand the federation schools' current understanding of learning and what the schools do to promote learning for life. The whole community have a role to play in developing learning; teachers and teaching assistants, children and parents/carers.

The schools in the federation seek to continually improve learning through engagement with new research and literature.

"The one really competitive skill is the skill of being able to learn...to make the right response to situations that are outside the scope of what you were taught at school. We need to produce people who know how to act when they're faced with situations for which they were not specifically prepared."

Seymour Papert (1998)

Aims and Objectives

- To develop a clear understanding of learning and how this can be promoted in classrooms and the wider school community
- To promote teaching of the highest standards, that is teaching that maximizes learning of the highest quality for all pupils regardless of race, gender, ability or disability.
- To ensure that all learn how to learn effectively
- To promote learning for life

Definition of learning

"Learning, of whatever kind is about change, and unless you know what has changed in the minds, skills and attitudes of your students, you cannot know how effective you (*in your role as the teacher*) have been"

The Hidden Lives of Learners
Graham Nuthall

"Learning can be defined as an alteration in the long term memory. If nothing has altered in long-term memory, nothing has been learned."

School Inspection Handbook pg 45
Ofsted September 19

"The focus will be on ...whether pupils are learning the curriculum and making progress in the sense of knowing more, remembering more and being able to do more"

School Inspection Handbook pg 26
Ofsted September 19

Learning is understanding or discovering something new and having the ability to explain and apply it. It involves absorbing, processing and practising.

When talking to children about learning this could be explained in child speak as "I can think and talk about or explain something I didn't know before."

Learning provides a personal sense of achievement and is driven by personal motivation to improve.

Research indicates better results are obtained in situations where 'Learning = individual sense making' rather than 'Learning = being taught'

The staff in the federation schools aim to create environments where learners make sense of new information and experiences by reflecting on them and making sense of them in the light of what they already know.

To promote effective learning, staff will use the following:

1. Creating and managing a positive and stimulating learning environment

Key ideas adopted in planning learning activities and incorporated into day to day interactions include the following:

- Everyone can learn
- Self esteem is seen as a building block of learning
- All opinions and contributions are valued
- The needs of the learner drive the learning process
- Learning needs to be relevant to the children
- Children are encouraged to ask questions, experiment, share experiences, take risks, make mistakes and develop aspirations.

- Mistakes are seen as a valuable part of the learning process so children learn to embrace challenge knowing that they often learn best through risk taking and perseverance.
- Children are encouraged to reflect on their learning - looking back and assessing how they have changed, and looking forward, to achieve goals they cannot yet reach but want to.

Within classrooms and learning spaces the federation schools will:

- Provide a welcoming environment where all children feel safe and valued
- Ensure that resources are well organised and clearly labelled so that children can access them easily
- Create displays that value, stimulate or enhance learning **and incorporate evidence of the learning journey.**
- **In Christ Church School**, there will be an area or display that reflects the Christian ethos of the school.

2. Support children in noticing the learning enough to tell it as a story. Noticing the learning means noticing their own learning experience and finding words to express it. Staff may use the following tools:

- *In the Early Years, children are provided with opportunities and support to enable them to develop the characteristics of effective early learning and at Christ Church School these are linked to the language of 'Learning Power'*
- *At Christ Church School, children are taught the language of 'Learning Power' (From The Learning Powered Approach developed by Guy Claxton) to talk about the learning dispositions . Teachers should help children to notice when they use these dispositions and plan opportunities to promote the development of different dispositions . The Learning Powered approach, formerly known as Building Learning Power gives a language for talking about, investigating and **learning about learning.***
- **Talk partners** - *Giving words to experience can be helped by recounting that experience to someone else. Two minutes talking with a learning partner at any point in the lesson is valuable. This is necessary if the pupils are to make the step from action to learning.*
- **Time for reflection on the learning process:** *e.g. using talk partners, mini plenaries, talking to children about where they are on a learning cycle. This allows children time to consider how they learn in general and specific situations. In addition to securing deep learning, this enables spiritual development as it enables pupils to reach conclusions about 'What does this that I am learning today say about who I am and what I could be?'*

- **Use of effective questions to draw attention to the learning experience**
What helped you in your learning?
What did you do that helped to make the learning good?
What advice or tips would you give to someone if they became stuck doing this?
How did it feel?
Does what you do and how it feels change as you go along?
What surprises have you found?
What gets in the way of your learning?
How do you know what you have learned?
What might you do the same or differently another time?
- **Make public** what the class find about their learning.
- **Adults will model their own learning** formally and informally

3. **Actively engage children in Assessment for Learning (AfL)**

Assessment for Learning is formative assessment. **Formative assessment is understood to be the bridge between teaching and learning.** This is a process of interacting with learners in a way that enables assessment of understanding and identification of next steps while the children are engaged in learning. Support and adjustments are made to improve the outcomes.

Staff use 5 strategies to promote assessment for learning. These are outlined in more detail in the assessment policy:

- Sharing learning expectations
- Eliciting evidence
- Feedback
- Self assessment
- Peer assessment

4. **Tools and strategies used to engage children effectively**

Tools that may be used to enable effective engagement in learning:

- Children **generate success criteria** thorough considering 'What makes good...?'
- Opportunities to **link new knowledge with existing knowledge** and experiences.
- Recognising the children have a **range of preferred approaches to learning**. Provide opportunities for children to learn in a variety of ways whilst recognising that it is crucial to extend the repertoire of approaches for every learner
- Acknowledge each child as an individual with particular strengths and interests

- **Encourage all children to participate in whole class sessions** through the use of such strategies as **NO hands up** – teachers pick from a set of named lolly sticks to choose who will answer a question to promote the engagement of all in questions and answer sessions
- **Talk partners/ Learning partners** – this helps children develop and practice the skills of collaboration in an unstructured way.
- **Peer support** -children will have opportunities to be the teacher through being placed in mixed ability pairs.
- **Working partners** – a partner with whom a child regularly works in a particular subject area e.g. maths partners. These should be monitored and changed to ensure that no child is leading another excessively and that no child is “coasting”.
- **One between two** - For example - Where one child solves a problem and the other will record this. Giving one pencil between two means the solver cannot take over the role of recording.
- Discussion - Use **Think, pair, share** - this is a development of tell your partner. Putting pairs together in groups of 4 helps avoid the situation where children in pairs mutually reinforce common understandings. Children have a chance to think on their own, rehearse their thoughts with a partner and then discuss in a larger group.
- **Talking Stick** – The use of a talking object so that only the child holding the object may speak. Others may record questions for when they are finished. The child holding the talking object may pass the stick on when they are ready to accept questions.
- Use **open questions and activities** to challenge pupils
- Encourage children to take **responsibility** for managing their learning.
- Provide opportunities for **children to lead learning**, developing their **own interests** and **make choices** encouraging personal ownership.
- **Use questions to promote spiritual development** – so that children learn about and develop the strengths and talents they have inside themselves thus becoming secure in their identity as a unique and valued individual. To enable children to think about and question the 'bigger picture' of life. They will also become secure in the knowledge that some questions can be answered and some cannot.
 - Am I unique?
 - Am I special?
 - How was I made?
 - Who am I?
 - Am I here for a purpose?

- Who or what should I become?
- What is a friend?
- Who are my friends?
- Am I a good friend?
- Am I a good team member?
- What should I do?
- What should I say?
- Did I say or do the best thing?
- How was the world created?
- What is the most awesome thing in the created world?
- What is the most beautiful thing?
- What is the most frightening thing?
- How should we protect and care for the natural world?

5. **Link the learning through themes to make it more coherent for children**

Themes are provided to assist teachers in making links between the different areas of learning. The themes and the areas of learning identified in the medium term plans should be adhered to, to ensure breadth and avoid repetition. Subject leaders draw up the medium term plans, for their subject, linking ideas to themes where possible.

6. **Ensure that the curriculum is well planned and sequenced so that there are sufficient opportunities planned to revisit previously learned knowledge, concepts and procedures;** this is to ensure that, once learned, knowledge becomes deeply embedded in childrens' memories. This will allow rapid and accurate recall and free children's attention so they can work with increasing independence and apply their knowledge to more complex concepts and procedures"

Staff recognise that new concepts are not created and transferred to long term memory until enough information has accumulated in the working memory.

Plans are made so that children encounter, *on at least three occasions*, the complete set of information he or she needs to understand a concept.

Parents and carers

Parents/carers are the children's first teachers and partners in developing children's learning. The schools are committed to working in partnership with. It is hoped that the parents/carers will:

- Encourage and support children in all aspects of learning
- Adhere to the home school agreements
- Attend workshops to develop an understanding of how to help their children with learning

Children

Learning is much more powerful where children generate the lines of enquiry and are able to make choices to control their learning.

Expectations are that pupils will

- Set the directions for learning In the Foundation Stage - teachers will plan learning linked to children's interests in line with the Early Years Foundation stage guidance
- Be encouraged to show what they already know at the start of new areas of learning
- Generate questions that they would like to investigate related to an area of learning
- Be involved in deciding 'What makes good...?' at the start of learning and use this as a tool to evaluate their progress.
- Be involved in agreeing next steps – children will contribute to evaluating whether they have achieved their next steps and in considering subsequent next steps
- Develop and follow the rules for the classroom to support learning
- Develop independence in learning and in accessing the resources they need
- Talk about their learning and the learning process.
- Take responsibility for their own learning

Teaching

Our philosophy for learning is underpinned by our "Quality First Teaching"

To ensure effective learning in the classroom, all teaching will:

- **Be effectively PLANNED and EVALUATED** – In the EYFS teachers use detailed observation of children's skills and interests to create opportunities for learning to take place. Where planning is adult led or directed this follows a theme generated from those interests. Class teachers of older children draw up weekly plans using the medium term plans as a guide. Learning intentions are taken from the medium term plans and modified to make them accessible to the children; activities may or may not follow the medium term plans. Class teachers identify in planning **strategies for children with particular behavioural needs** and respond to these needs within the classroom. Evaluations will indicate how tasks went overall and note exceptions to the general comment. **Purley Nursery teaching staff evaluate strategies and activities verbally through daily evaluation meetings. This enables staff to effectively meet the learning and emotional needs of the children and adapt accordingly.**
- Be adaptable – Plans are working documents and planning for the next day may be changed as a result of the evaluation outcomes of the previous lesson
- Provide **clear learning intentions** and then work with children to develop **success criteria** – so children know clearly what is expected of them and can evaluate their own learning
- Ensure that **the planned learning is appropriate for all the different abilities** including the exceptionally able learners and those with SEN. All lessons will be

differentiated for three different abilities - LA Lower attainers, MA middle attainers and HA higher attainers - and consideration will be given to how less able children can access the learning and how the more able will be moved on if they already or quickly demonstrate achievement.

- Specify how **support staff and other adults** are engaged in supporting the learning process
- be used to identify '**Next Steps**' so that individuals or groups of children will be clear about their next steps in learning. These should be set frequently in reading, writing and maths and reviewed regularly.
- Ensure **feedback** is provided to children on their learning in line with the marking and feedback policy

Monitoring

We will aim to monitor the standard of learning and teaching. The evidence we use to monitor learning will include:

- Informal evidence - conversations with children and adults; labels on displays looking for a focus on the learning process.
- Formal evidence - monitoring of attainment in reading, writing and maths every term during assessment week.
- Discussions - Individual teachers or key workers meeting termly with the head regarding individual learners
- Data analysis - Whole school data analysis will occur annually for all areas of learning in the Foundation Stage and for reading, writing and maths in KS 1 and 2 to identify patterns, trends or anomalies within the outcomes for our learners
- Lesson observations/key worker observations/teaching assistant observations – these will: show how well teaching staff promote learning and indicate levels of engagement of the pupils and progress made.
- Subject Monitoring for the primary school – this is completed in line with the monitoring schedule through trawling lesson planning and evaluations, observing lessons, work scrutiny, looking at displays and talking to children. This is carried out by subject leaders looking at standards in their subjects. Outcomes of monitoring are fed back directly to staff and the leadership team and indirectly into action plans and the School Improvement plan.
- Governors – The Governing body will monitor the overall effectiveness of the learning and teaching policy through the school self review processes. This includes reports for the curriculum committee on pupil attainment, the progress resulting from implementing the school improvement plan, reports from subject leaders and the Head of School for the Nursery and Executive Head Teacher for Christ Church School.

Related Policies

- Assessment policy
- Marking and Feedback Policy
- Behaviour, discipline and anti bullying policy
- Educational visits policy
- Equality, Community Cohesion and Accessibility Policy
- Curriculum policies (subjects)
- Safeguarding Policy
- Early Years Policy
- SEND Policy