



KERR MACKIE PRIMARY SCHOOL

LEARNING AND TEACHING POLICY

Adopted by Kerr Mackie Primary School T&L Committee on:

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Signed by Chair of T & L Committee:

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To be reviewed by Governors on: .....

*This policy will be reviewed on 26<sup>th</sup> June 2017 by the Teaching and Learning Committee.*



## **Learning and Teaching Policy**

**Article 23** A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

**Article 28** Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

**Article 29** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment



## Learning & Teaching Policy

### Vision

At Kerr Mackie we believe children learn best when they are motivated, interested and learning has a purpose and context (it is relevant and rooted in real life experience). It needs to be fully interactive in order for children to be fully engaged, involved and enjoying their learning. Children respond to a stimulating and involving environment and quality resources.

Our children need to feel safe, settled and valued and to know we have high expectations and a belief in them that they can succeed, so they feel confident. They learn best when they are challenged and encouraged to take risks and are comfortable with sometimes getting things wrong.

Children learn best by practising skills and applying what they have learned.

Children need to have ownership of their learning. This means they have opportunities to explain their learning, to assess their progress and learning and to receive feedback. They need to know where they are up to in their learning, where they need to get to and what they can do to get there. They learn well from each other and so respond positively to opportunities to assess each others' learning. Learning is successful when children learn collaboratively *and* work together.

Children learn best when they are healthy and well and their basic physical and emotional needs are provided for. They respond to inspiring, lively, and enthusiastic adults.

### Creating a Learning-Centred School

Children and teachers will carry out inquiries, through quality questioning, observations and dialogue, to help them make sense of their learning and how they can learn better. Learning will be increasingly noticed and discussed throughout lessons and reflected upon to help drive forward learning together. Children and teachers will facilitate and draw out from each other a language to talk about learning which excites and enthuses learners. Children and teachers will take part in emergent, rich learning that is collaborative in nature. This will be achieved through classroom learning and staff CPD. Peer observation and planned opportunities to share resources will help teachers understand their role as learners within the school. Children and teachers will be encouraged to understand the importance of 'learning to learn' by making it a focus of child-led learning walks throughout the whole school. It will also be embedded as part of AFL, planning and displays. Children and teachers will regularly revisit and review this learning policy as part of an on-going learning inquiry.

This policy is based on the 7 principles that lead to good and outstanding learning. These principles are:

1. Stimulating and motivating curriculum contexts providing purposes for learning – real life experiences.
2. Differentiation by planned outcome rooted in a good knowledge of pupils' progress so far.
3. Sharing learning goals and criteria with precision so that pupils clearly know what they need to do well, how to do it and how to assess how well they've done it.
4. The maximum involvement of the maximum number of children for the maximum amount of time.
5. Quality questioning to deepen pupils' thinking and to aid assessment.
6. Routine opportunities for children to respond to written and verbal feedback.
7. Provide carefully chosen and well-produced resources.

**1. Stimulating and motivating curriculum contexts providing purposes for learning – real life experiences.**

<b>Teacher will</b>	<b>Children will</b>
<ul style="list-style-type: none"><li>• Provide an engaging &amp; holistic curriculum that is relevant to children's interests and the school's context</li><li>• Take account of children's prior knowledge in the topic area</li><li>• Provide real life contexts to stimulate learning</li><li>• Provide opportunities for children to evaluate their learning</li><li>• Provide opportunities for children to contribute ideas on how they would like to learn</li><li>• Provide opportunities for outdoor learning</li></ul>	<ul style="list-style-type: none"><li>• Express their own interests about the topic to allow the curriculum to be planned</li><li>• Demonstrate their knowledge and express areas they want to further their knowledge in</li><li>• Respond by applying their own experiences to their learning</li><li>• Be active participants in lessons and evaluate their own learning</li><li>• Be able to talk about how they learn in different ways</li></ul>

2. **Differentiation by planned outcome rooted in a good knowledge of pupils' progress so far and**
3. **Sharing learning goals and criteria with precision so that pupils clearly know what they need to do well, how to do it and how to assess how well they've done it.**

Teachers & adults will	Children will
<ul style="list-style-type: none"> <li>• Regularly assess and evaluate all children's learning</li> <li>• Identify and communicate end of unit outcomes</li> <li>• Break down learning into small chunks</li> <li>• Plan &amp; share differentiated outcomes with children and other staff (in good time)</li> <li>• Check children understand what is required of them</li> <li>• Adults will model learning</li> <li>• Have clear &amp; precise success criteria</li> <li>• Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>• Challenge the most able across all subjects</li> <li>• Routinely meet the needs of the most vulnerable groups, including individual pupils with specific needs</li> <li>• Provide appropriate support and resources, including the use of other adults, to ensure the gap is narrowed for disadvantaged pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Self &amp; peer assess and evaluate learning</li> <li>• Know and understand end of unit outcomes</li> <li>• Clearly know what they need to do well</li> <li>• Know how to do it</li> <li>• Know how to assess how well they've done it</li> <li>• Understand &amp; show progress</li> <li>• Children know what they need to do to achieve the learning goal</li> </ul>

**4. The maximum involvement of the maximum number of children for the maximum amount of time.**

Teacher will	Children will
<ul style="list-style-type: none"> <li>• Employ stimulating and engaging resources to engage all children e.g. whiteboard, fans, ICT (children will immediately engage in the lesson)</li> <li>• Teachers will actively pre-plan searching and targeted questions to be deployed throughout the lessons</li> <li>• Be flexible in their lesson structure and think on their feet to guide the lesson with appropriate and timely dialogue</li> <li>• Plan the TA's activities including children's differentiated planned outcomes</li> <li>• Incorporate talk for learning through drama activities and pupils as teachers etc</li> <li>• Ensure transitions are same and pace is maintained</li> <li>• Implement no hands up</li> <li>• Provide opportunities for children to work in pairs, collaboratively, and independently</li> <li>• Provide opportunities for children to explain their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Immediately engage in the lesson in all different styles of learning</li> <li>• All be actively thinking &amp; reviewing their learning as lessons progress</li> <li>• Have a maximum amount of time to practice &amp; apply learning</li> <li>• Always be able to access the curriculum learning</li> <li>• Deepen their understanding through peer to peer dialogue</li> <li>• Be productive</li> <li>• Be engaged and active throughout the lesson</li> </ul>

## 5. Quality questioning to deepen pupils' thinking and to aid assessment.

Teacher will	Children will
<ul style="list-style-type: none"><li>• Plan and ask a range of questions that; check understanding, move learning forward and allow children to reflect on their learning</li><li>• Encourage children to ask high quality questions in a safe environment</li><li>• Provide a variety of ways for children to respond to questioning and model the vocabulary needed to achieve this</li></ul>	<ul style="list-style-type: none"><li>• Respond because they can see how questions help their learning and are relevant</li><li>• Will be confident and secure to ask questions because their questions will be valued</li><li>• Be encouraged to be curious and interested in their learning and take ownership through the teachers questioning</li></ul>

**6. Routine opportunities for children to respond to written and verbal feedback.**

<b>Teacher will</b>	<b>Children will</b>
<ul style="list-style-type: none"><li>• Give precise feedback on how well the children are doing in relation to the differentiated planned outcomes and success criteria</li><li>• Feedback will be rigorously followed through to ensure progress is achieved</li><li>• Feedback will be given in every lesson to whole class, groups and individuals as appropriate</li><li>• Feedback will be used to inform the next steps in planning</li><li>• Provide varied opportunities for children to self-peer assess learning against the success criteria</li></ul>	<ul style="list-style-type: none"><li>• Know where they have been successful and what they need to do to improve</li><li>• Act on feedback given and apply it consistently</li><li>• Be able to verbalise how well they are doing and what they need to do to improve</li><li>• Benefit as the lesson will be specifically planned to meet their individual needs</li></ul>

## 7. Provide carefully chosen and well-produced resources.

<b>Teacher will</b>	<b>Children will</b>
<ul style="list-style-type: none"><li>• Assess children's interests, understanding and abilities to provide suitable, imaginative, age-appropriate and differentiated range of resources to facilitate and challenge their learning</li><li>• Teachers will make best use of ICT to stimulate all kinds of learners</li><li>• All resources will be of high quality</li><li>• Teachers will model how to use resources</li></ul>	<ul style="list-style-type: none"><li>• Be able to access and appreciate resources independently and purposely directed</li><li>• Children will use the resources appropriately to accelerate their learning</li><li>• Children will be stimulated, motivated and engaged in their learning</li></ul>