



Worlebury St Paul's Church of England V.A. Primary School

Learning and Teaching Policy

This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School.

1. The School Aims

We aim to:

- Provide a Christian ethos that nurtures personal beliefs and values whilst celebrating diversity
- Ensure that children leaving our school community have a desire to continue to learn
- Equip all our children with the qualities and skills necessary to positively influence their own lives and those of others'
- Ensure that whenever our children look back on their time at Worlebury St Paul's, they will always do so with positive regard for the experiences and opportunities they received.

2. 'Every moment of every day' - The Big Curriculum Picture

We believe that in order to achieve our aims, it is important that we develop all the opportunities for learning and teaching in the life of our school. Children at Worlebury therefore learn in school in three planned, well-used and carefully managed contexts: **lessons, routines, events; and home**

- **Lessons** - Lessons at our school are carefully planned using the children's prior knowledge, which is ascertained through teacher assessment as the starting points for lessons. Teachers use their 'craft knowledge' to plan lessons as a sequence of stages that aim to bridge the gap between where the children are in their current learning and where we plan to extend them to reach and understand new learning. Principles of assessment for learning (AfL) are seen as essential for bridging the gap between children's current and new learning. Therefore lessons include certain key characteristics such as, explaining at the start of each lesson why we need to learn what is planned (the big picture); sharing learning intentions and success criteria with the children; checking-in throughout the lesson against these success criteria or remember to's; using rich questioning to develop thinking or assess progress; using different classroom organisation or teaching styles at different stages in the lesson; grouping pupils according to

what type of learning is taking place (not fixed ability groups); holding a check-in / debrief to review the learning; explaining what the next steps will be in the learning journey to make connections in children's thinking and regularly providing both verbal and written feedback to every child.

- **Routines** – We value the potential of our daily routines to influence the children's perception of the place in which they find themselves each day. We plan and evaluate them to ensure that they send clear messages to children and other adults associated with our school about the sort of place we are at Worlebury. Therefore worship, the start of the day, lunchtime, playtimes, moving around the school, access to the library, computer suite and homework support the development of a happy, caring, respectful and emotionally and physically safe school for all.
- **Events** – We arrange many events for our children in the acknowledgement that both curriculum content and personal qualities will be best developed through first-hand collaborative experiences. Performances; visits out of school; visiting 'experts'; first hand experiences within school; and involving the local community form a keystone in our curriculum design and in supporting us to achieve our aim to ignite a love for learning that lasts a lifetime.
- **Home** – We acknowledge parents as their child's first and most enduring educator. We are also aware that children spend only 15% of their childhood time in schools and that the learning that takes place at home has an immeasurable impact on the outcomes for our children. At Worlebury we aspire to foster a partnership between school based learning and home learning through our open-door policy; curriculum development evenings; parent consultations and questionnaires on learning and the curriculum; reading logs; age appropriate homework; and members of our school community are actively encouraged to help in school.

3. The key elements for learning and teaching

Each of the contexts for learning we develop at Worlebury – lessons, routines and events – is underpinned by some key elements for learning.

- **Approaches to learning** – Children at Worlebury experience learning approaches that best develops the full range of children's learning styles. These will largely be visual, auditory, kinaesthetic and tactile (VAKT). Children are developed to feel that they are active partners in their learning through the development of respectful teacher-learner relationships that listens to what children have to say and uses assessment for learning. They also undertake a significant amount of collaborative learning in the acknowledgement that learning is a social process.
- **Skills** – Children are given opportunities to think systematically, manage information, learn from others and help others to learn. They are encouraged to think about learning to learn skills through making use of the National

Curriculum Key Skills. Children therefore are encouraged to develop confidence, self-motivation and an understanding of the learning process. Teachers have a clear knowledge of the skills that are important for children at each phase of their development and this supports us to teach children effectively and accurately.

- **Purposes** – We understand that children learn more when there are meaningful purposes for their learning and a clear understanding of why they are being asked to do an activity. We therefore aim to share with children these purposes.
- **Audiences** – With clear audiences for their work, children have a real purpose and are able to employ an appropriate approach. At Worlebury we aim to exploit the use of ‘audience’ within and outside our school to ensure our children’s learning becomes as relevant as possible, as often as possible. All our cross-curricular projects have an **end of presentation theme** that ensures the children maintain a focus on a sense of purpose and their audience throughout their project.
- **Relationships** – in order for our children to value themselves, their families, other relationships, the wider groups to which they belong and the diversity in our society, we have to give them varied opportunities to get on with others, understand themselves and take responsibility. The learning culture in Worlebury therefore encourages relationship building, as we believe this is the best way to secure a strong learning culture and community.

‘Education should also affirm our commitment to the virtues of truth, justice, honesty, trust, and a sense of duty.’

National Curriculum 2000– Values and Purposes

- **Assessment** – We believe that children learn best when learning is planned based on what pupils know, understand and can do. We use Assessment of Learning (summative) data to inform us at key points about the progress of individual children and cohorts. This then raises questions and hypotheses that helps to inform teaching strategies, coverage, depth, resources and possible next steps for school development.
- When our children know where they are now in descriptive terms (not numerical levels), what they need to do next to improve their current learning or work, they are clearly and confidently involved in Assessment for Learning (AfL). We believe this is a key aspect in self-motivation for our children and ultimately in ensuring all children enjoy and achieve.

4. The essential components of learning and teaching in school life

We consider there to be three essential components of learning and teaching at Worlebury that supports us to achieve our schools aims – **teaching style; environments; codes for behaviour.**

- **Teaching style** – We aspire to develop independent thinking and encourage enquiring minds at Worlebury. This requires a range of teaching styles throughout the day or lesson. We aim to offer children a carefully planned balance ranging from whole class didactic teaching through to individual exploratory work passing through interactive group work or interactive whole class teaching on the way. What we believe is important, is that the teaching style employed is the most appropriate for the learning event. In this way, we ensure that the aims of our school are most effectively met.

- **Environments** – We consider that the learning environment is instructive and has the potential to be an additional ‘teacher’ in the classroom and around the school. Children learn best when the environment in which they find themselves is well ordered and well managed, and where there is clarity about expectations. Learning environments are carefully planned in order to fully exploit the learning potential and develop personal qualities. Children at Worlebury are expected to contribute positively to the shaping of the school environment and participate in its development. The environment at Worlebury aspires to stimulate children’s minds, connect school to home, challenge their thinking as well as affirm it, celebrate their learning journeys, review learning and record their creativity and imagination.

- **Codes for behaviour** – As we require children to work for different purposes, with different people and audiences, using different skills and different approaches we appreciate that appropriate codes of behaviour have to be expected in the different contexts children learn. These codes are based upon unconditional positive regard for each other and are negotiated with the children in order to achieve absolute clarity in understanding what is expected at Worlebury.

5. Using Resources for learning and teaching

At Worlebury we understand that in order to achieve our aims in learning and teaching, it is essential that we arrange resources effectively and to good purpose.

- **Space** – We use space (large and small) throughout the school effectively as a key element of effective teaching

- **Furniture** – we aim to give careful thought about furniture, how it is placed, how it is used, who uses it in order to create the opportunity for learning to be as successful as possible

- **Time** – We aim to develop approaches to time that allow for flexibility, for limits, for children to be given longer for reflective experiences or be demanded upon so that they work to a deadline. We believe this will support children to develop a sense of control and responsibility within their own work and a passion for thinking things through and gaining self- confidence.

- **People** – learning at Worlebury takes place with many adults. Children will work with their teachers, teaching assistants, local ‘experts’, school meal supervisory assistants, parents and students in classrooms. We believe it is essential that all these people understand how they can influence our children’s learning and that the children also know how to make best use of this adult support.

- **Materials and apparatus** – If our children are to use new skills for the right purposes to develop the right approaches, then it is essential that they learn how to use apparatus and materials. They need to learn what they are for, how to use them effectively and where to keep them. Children at Worlebury are therefore encouraged to be independent learners in their use of material and resources once potential uses have been modelled and explored with them.

- **ICT**- Because the internet may be used within any curricular area and more widely within school, the E-Safety Policy is a sub-policy of every other policy at our school and should be adhered to at all times and within every aspect of school life.

This policy will be reviewed according to Policy cycle.

Signed: R. Furlong

Date amended : 13.09.13

Equality Impact Assessment Review: 04.07.2011

Reviewed by Lisa Dadds

04.5.12

Signed: N.Cavaciutti

14.5.12

**Worlebury St Paul's Primary School
Learning and Teaching Framework**

Aims

- To provide a Christian ethos that nurtures personal beliefs and values whilst celebrating diversity
- To ensure that, as children leave our school community, they all have a desire to continue to learn
- To equip all our children with the qualities and skills necessary to positively influence their own lives and those of others'
- To ensure that whenever our children look back on their time at Worlebury St Paul's, they will always do so with positive regard for the experiences and opportunities they received

Content

Qualities

We Ensure:

- High expectations for all children
- First hand experiences that support a rich, relevant and meaningful curriculum based on the needs and interests of our children
- A Curriculum planned directly from the National Curriculum Programmes of Study and Level Descriptors; National Literacy Strategy; National Numeracy Strategy
- Assessment for Learning is used across the school with children
- The Curriculum content is organised into Project themes where contexts are meaningful and links between subjects are strong
- Cross curricular literacy is developed whenever appropriate
- Discrete teaching is planned for many aspects of numeracy, RE, PE, PSHE

We Promote:

- A love for learning for all
- Self worth
- Respect
- Tolerance
- Mental and spiritual well being
- Creativity
- Independent thinkers
- Personal beliefs and values
- Physical well being
- An 'I can do' culture
- Responsibility
- Curiosity
- Collaboration
- Participation
- A happy and caring environment

Contexts

Lessons
Home learning

Routines
E-learning

Events

Key elements

Approaches
Audiences

Skills
Relationships

Purpose
Assessment

Components

Teaching Styles

Environments

Codes for Behaviour

Resources

Space
People

Furniture
Materials and apparatus

Time