



GOLDSTONE FEDERATION

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Teaching and Learning Policy

Principles

We aim to put our children at the centre of their own learning and place great emphasis on nurturing skills and attitudes such as resourcefulness, resilience and co-operation. We recognise the importance of making learning innovative, meaningful and memorable. For this reason we teach through a themed, experienced based approach to enable children to make connections and link ideas and areas of learning. We believe our school must be a welcoming, safe and vibrant place if our children are to learn effectively. We also believe that happy children are the most effective learners and fundamentally in order to 'stick' learning must be fun.

Across the Federation we want our children to **SHINE** and have developed our curriculum policies and coverage to achieve this. Together we want our children to

Be **S**uccessful, **H**appy, **I**ndependent, **N**urtured and **E**mpowered

Children will rise to and thrive upon the high expectations set for them by their teachers. We will therefore not be limited by a ceiling of low expectation. To make learning as effective as possible it must be delivered within a framework of what we believe excellent primary practice to be.

We describe this under the following main headings:

- Relationships
- Teaching, learning and assessment
- The curriculum
- Attainment and progress
- The environment for learning.

Relationships

The effectiveness of any school is dependent upon the quality of the relationships amongst those working in it on a day to day basis and those leading it, made positively stronger if collaborations can be effective across the Federation. A clear policy on behaviour exists that supports positive attitudes and promotes good behaviour at all times, this can only be supported by consistently good, often outstanding, engaging and interesting teaching. We strive to ensure that:

- All staff have consistent expectations of children's attitudes and behaviour and take responsibility for ensuring these around each school.
- We treat everyone with respect, taking an active role in praising, complimenting, and thanking others.
- We actively role model appropriate manners and behaviours.
- Children are helped to develop self-respect and expression



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- We aim to build and maintain positive relationships with pupils, staff, parents, governors, and the wider community.
- It is important to know the value of others and of being part of a team.
- Good systems of rewards and incentives are in place for all staff to use.
- Everyone is aware of their rights and the responsibilities that go with them.

Teaching, learning and assessment

We believe that every child deserves to be taught well, and to leave school as a well-rounded individual who will make good progress. To ensure that we are able to intervene effectively where children may not be achieving their best we must be able to follow and set achievable targets for their progress. Children need to know how well they are doing and what they need to do to improve. We recognise that the need for good and effective assessment in order to plan and evaluate learning effectively is a constant activity and happens both formally and informally, formatively and summatively.

We believe it is vitally important that assessment does not become a time consuming burden. If an assessment is not going to be used by a future audience to further a child's learning it need not be formally recorded. The most effective assessment is conducted as an integral part of the teaching and learning process. It is not a bolt-on exercise. We believe that children will learn best where:

- Teaching is interesting and inventive, differentiated and personalised.
- Assessment forms part of a cyclical process, should inform the current and next lesson
- There are clear learning objectives, and success criteria created sometimes by the children, sometimes by the class teacher.
- Assessment is relevant and manageable and informs planning.
- Assessment over the year is formative and summative but is reported to leaders at three specific times of the year in order for progress to be tracked and interventions to be put in place in a timely manner. Progress and targets are then shared with parents and carers.
- Marking is child-friendly, related to learning objectives and informs children how to improve their work.
- Children are aware of and involved in assessment of their progress. The most effective feedback happens quickly and is often from peer to peer. Ensuring opportunities for this and self-reflection is key and forms part of our 'Marking and Effective Feedback Policy.'
- Children feel confident to take risks and make mistakes

The Curriculum

Primary education is a critical stage in children's development. As well as giving them the essential tools for learning, primary education is about children experiencing the discovery of new skills and concepts, solving problems, being creative, developing their self-confidence as learners and maturing socially and emotionally. Children have the chance to learn in a range of different ways – but all of the learning and teaching is of a high quality and is planned and managed so that every child is supported and challenged We believe it is especially important that:



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- Core skills are practised regularly across the whole curriculum. Concepts are built upon so they embed in long term memory over the time in school Progression is worked into each subject and concepts are tracked
- The curriculum is exciting, relevant, and innovative, using a wide range of resources, including the community
- There is a broad and creative curriculum to develop the whole child as well as follow the statutory requirements of the National Curriculum
- Planning is relevant to the task, built on previous assessment, with opportunities for independent learning.
- Planning allows for flexibility and teachers have confidence to follow children's interests or current affairs
- Deficits in cultural capital are recognised and subjects plan to address these
- Planning is accessible, user friendly and available, shared across the Federation
- There are strong, relevant cross curricular links to embed concepts but concepts are recognised as developing from particular subject knowledge

Progress

If relationships and teaching and learning within an exciting and well planned curriculum are good, then we would expect all children's progress to normally be at least good. Pupils' attainment and progress will be measured at key points throughout the year, as well as at key times during a child's progress through the school. As a result of this assessment and tracking process we would expect

- That all children make good progress in order to meet their individual potential
- Children are keen to achieve their next step in their learning
- Children are aware of how they are achieving and how they can improve or develop
- Good attainment and progress is rewarded and celebrated.
- Termly reporting to parents of attainment and next steps occurs
- Parents to be involved in their child's learning
- Targeted children have specific strategies in place to support them.
- Intervention programmes being used swiftly and effectively.

Environment for learning

We believe that it is vital to instil a sense of worth and self-esteem in all children. Displaying children's work in a careful and sensitive way demonstrates that we value their work and that we take genuine pride in it. In our classrooms we expect to see:

- A stimulating, inspiring, organised and motivating environment which celebrates learning.
- Work by all children displayed, regardless of ability
- Interactive displays / learning walls covering different subjects and areas of learning which include aids to scaffold learning
- Child initiated displays
- Children involved in and taking pride in their learning environment
- Use of wider community and use of expertise to support learning
- Use of the outdoor areas and locality as part of the curriculum
- Safe and enjoyable outdoor play areas and experiences



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- An environment which promotes equality
- Use of a variety of environments to inspire and discover other interests and talents
- Resources available to develop other interests and talents

Re-written Rachael Williams 27.10.20

Shared with governors:

Developed by staff across Federation over 2020