

Goldsworth Primary School Learning and Teaching Policy

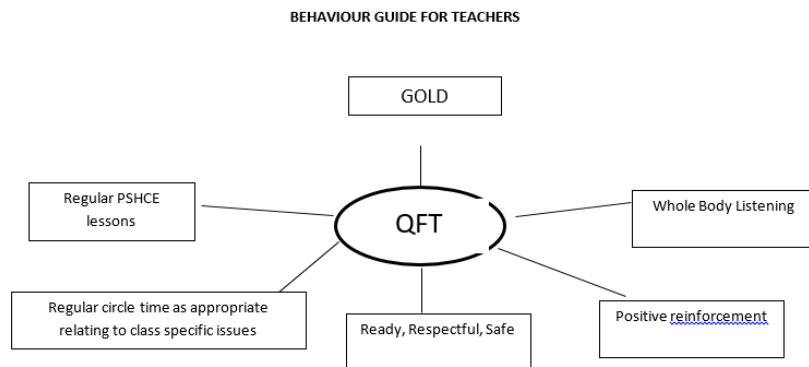


Philosophy and Aims

At Goldsworth we believe in every child having a bright future. Our motivation comes from the desire for all of us to 'Be the Best we can Be' and we have thought about this in the context of being 'GOLD'. We have taken the 'Gold of Goldsworth' to express for us our vision and values and our aim is to live this out in the best way we can each day.

We achieve this through:

- promoting GOLD throughout our curriculum: Growing together, Opportunities for all, Learning for life, Daring to dream
- living by our values (respect, truth, love, courage, hope/ambition, responsibility and participation)



We believe in empowering children to become lifelong learners. We aim to create a culture of aspiration where children are encouraged to have a 'growth mindset' and approach the unknown with self-belief and positivity. We aim to inspire and nurture a strong sense of resilience in our children so that any challenges that lie ahead of them can be faced with determination.

- A curriculum that gives equal opportunities and access to all and allows each child to realise his or her full potential
- Effective and quality teaching and learning across the whole curriculum
- To develop academic skills and social, moral, spiritual and cultural understanding and skills

Objectives

- To create a supportive and caring ethos where children have a high regard for themselves and others; where mistakes are seen as a process of learning.
- To demonstrate that every child's work is valued and there is shared expectation of quality.
- To plan and structure the learning and teaching in a meaningful and purposeful way so that every child achieves and develops skills and knowledge appropriate to their level of ability and understanding. To plan for and ensure equality of opportunity.

- To organise an enjoyable and creative learning environment so that children develop the skills necessary for current and future learning.
- To provide consistency in the delivery of teaching and learning so all lessons are good or outstanding.

Learning and Teaching

We aim to provide an abundance of experiences and activities so that by the time the children leave our school they will be well on the way to becoming independent, confident learners who:

- Communicate clearly in speech and writing in ways appropriate to various occasions and purposes.
- Read fluently and accurately with understanding and enjoyment.
- Apply mathematical skills and concepts to a variety of everyday settings.
- Have developed an enquiring mind and enjoy problem solving.
- Are enterprising.
- Can work both independently and in collaboration with others.
- Have an understanding of the use of new technology in a range of situations.
- Have an understanding of healthy lifestyles, inclusive of their physical, social and emotional wellbeing.
- Have developed values that show social, moral, spiritual and cultural understanding (SMSC).
- Understand their role within the community.

The Curriculum

At Goldsworth Primary School, we are committed to following the programmes of study as required by the National Curriculum 2014. We ensure that our children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum. We provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding, focusing on depth of learning and mastery of content. This enables teachers to ensure pupils have mastered the content before accelerating into new material.

Our approach to learning means some subjects are taught through a theme and some are covered as discrete subjects. This enables us to ensure balance and progression across the school and to identify cross-curricular links and opportunities for educational visits. We recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements.

Ethos

Staff will ensure that they:

- Establish a welcoming, supportive and well organised classroom environment which enables children to become independent learners.
- Promote a Growth Mindset (see Dweck 2017) in which all children and staff see themselves as learners, staff model this to children.
- Work closely with parents and carers to ensure all children are well supported both at home and at school.

- Provide a creative and engaging curriculum.
- There should be a 'high challenge, low threat' culture (Myatt 2016).
- Promote Goldsworth's values and SMSC understanding.

Planning

Staff-will ensure that they:

- Work closely with colleagues so that continuity and progression of learning is achieved across the curriculum and throughout the school.
- Carefully plan and adapt work according to the needs of the children, using assessments to inform planning.
- Take into account the children's prior knowledge and experiences to ensure that the planning caters for a range of needs and starting points.
- Give children a context for their learning.
- Plan for a wide range of first hand experiences both within and outside the classroom.
- Include exciting and motivating 'Entry' and 'Exit' points where relevant.
- Planning is accessible to all staff.
- Ensure teaching assistants are clearly directed to support learning.
- Maintain planning records on internal systems.

Teaching & Learning

Staff-will ensure that they:

- Meet the teacher standards in all curriculum areas.
- Understand and apply a range of pedagogical principles.
- Use 'Quality First Teaching' techniques to include all children in learning.
- Assess children's understanding and prior knowledge.
- Ensure appropriate repetition and recap to build retrieval skills.
- Give opportunities for quality talk through the use of Learning Partners. Learning Partners should change regularly and random or mixed ability pairings. Allow Learning Partners time to: 'Think, Pair, Share'.
- Use an open approach to answer giving, for example 'No Hands Up' technique and 'lollipop sticks' when questioning children in whole class situations. The expectations are that everyone should be included/ engaged in the learning.
- Share clear, child friendly learning objectives with the children. (Recorded in children's books)
- Break learning into small steps to ensure that children learn processes and do not feel overwhelmed.
- Be clear about 'steps to success' or success criteria. Use task boards where appropriate.
- Share 'WAGOLLS' (What a Good One Looks Like), to enable children to have a model of what they are aiming for.
- Use effective modelling to demonstrate learning to children.
- Select quality resources to support learning e.g. high quality texts or artefacts.
- Use guided teaching to move the learning of targeted groups forward. Teachers should self-monitor to ensure they regularly work with all children, especially those with SEND.
- Use effective questioning.

- Build independent practice into lessons.
- Set homework to allow further independent practice or rehearsal of learning.

Assessment and Feedback

Staff-will ensure that they:

- Mark work in accordance with the Feedback Policy.
- Update the school assessment system on a regular basis, and complete summative assessments in accordance with the school's assessment schedule.

Wider responsibilities

Pupils-will ensure that they:

- Take responsibility for their learning.
- Strive to be confident and curious learner.
- Listen and respond to targets and ways to improve.
- Complete home learning set.
- Try to reach their full potential.

Parents-will ensure that they:

- Value learning and encourage their child as a learner.
- Support good attendance and readiness to learn.
- Communicate with the school to share relevant information.
- Support home learning.
- Participate in discussions with teachers about their child's learning.

Senior Leaders-will ensure that they:

- Have a clear and ambitious vision for providing the best possible education.
- Support teachers to ensure the best education for the children.
- Plan and evaluate strategies across the school to secure high quality teaching and learning.
- Promote team working at every level.
- Monitor impact across the school to ensure improvement where needed.

Equal Opportunities

- All children are provided with their full entitlement to the curriculum regardless of their differences.

Managing the needs of all pupils

- Progress of pupils with special needs is regularly monitored and assessed.
- The needs of children receiving SEN support, or have an EHCP are catered for within the school and with the advice and support from the SENDCo.
- Children who have identified SEND, have Individual Support Plans and may also have input/ advice from outside agencies.
- Children who are significantly behind in their learning, may access our specialist provision classes in The Haven.

- We understand that children’s wellbeing directly affects their ability to learn; we have a wide range of pastoral support on offer to support pupils.

Enrichment of the Curriculum

- Children have opportunities for trips and clubs throughout the year.
- Visitors come into the school to enhance learning.
- Children have opportunities for brain breaks and mindfulness activities.
- Children have opportunities to further their learning in home learning tasks and projects.
- The learning environment aids the further learning and development of the children.

Associated Policies

To be read alongside:

- Wellbeing and Behaviour Policy
- Feedback
- Homework
- SEND
- EAL
- Handwriting

Relevant reading

- Rosenshine’s Principles in Action *Tom Sherrington* (2019)
- Outstanding Formative Assessment: Culture and Practice *Shirley Clarke* (2014)
- Mindset: Changing the way you think to fulfil your potential *Carol Dweck* (2017)
- Assessment for learning without limits *Alison Peacock* (2016)
- Powerful Teaching: Unleash the science of learning *Pooja K. Agarwal and Patrice M. Bain* (2019)
- Why Don’t Students Like School? A cognitive scientist answers questions about how the mind works and what it means for the classroom. *Daniel Willingham* 2021
- Teaching WalkThrus: Five step guides to instructional coaching *Tom Sherrington and Oliver Caviglioli* (2020)
- High Challenge, Low Threat: How the Best Leaders find the Balance *Mary Myatt* (2016) and <https://www.marymyatt.com/>

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