

LONG MEADOW SCHOOL

LEARNING AND TEACHING POLICY



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Date of next review:	April 2020
Type of policy:	Non Statutory / LMS
Frequency of review:	3 years

Long Meadow School

LEARNING AND TEACHING POLICY

Introduction

Good teaching is not just about what the teacher does. It is inextricably linked to what and how much pupils learn.

At Long Meadow School we believe that good learning and teaching is supported by the following:

- Quality First Teaching
- A creative curriculum
- Interventions for children who need to narrow gaps in their learning and understanding
- Learning Well – building children’s learning dispositions and skills

Vision

Our school vision is: PROUD OF OUR SCHOOL

Aims

Long Meadow School promotes high achievement and learning for life by working with children to:

1. Develop thinking skills – knowing how to learn
2. Become highly motivated lifelong learners
3. Meet the challenges of the modern world
4. Have high self-esteem – belief in themselves and respect for others and the environment
5. Be able to work independently and collaboratively
6. Achieve high standards in all areas of the curriculum
7. Seek to extend themselves in mind, body and spirit

We believe that each child will succeed through experiencing quality in:

- A positive ethos of support, challenge and encouragement
- A relevant, forward thinking, broad and balanced curriculum
- A stimulating, interactive, learning environment
- Innovative teaching and an investigative approach to learning
- A variety of exciting learning resources
- An enriching programme of extra- curricular activities and visits
- Learning partnerships between school, home and the community

Characteristics of Good Learning

Good teachers recognise the characteristics of effective learners and plan to make learning effective:

Effective learners:	Good teachers:
Feel valued and respected as individuals and understand their place within the wider community	Know, value and understand learners as individuals and members of a range of communities and cultures
Feel safe and secure and have the confidence to take risks and to learn from mistakes	Ensure pupils are able to learn in a safe, secure and inclusive environment
Aspire to achieve well and are confident they will receive the support they need to succeed	Set high expectations and give every learner confidence they can succeed

Recognise what they have already achieved and understand what they need to learn next	Establish with learners what they already know and what they need; help them to build upon these
Enjoy learning because it is challenging, relevant and exciting	Structure and pace experiences to make learning challenging and enjoyable, within meaningful contexts
Are engrossed in learning and become inspired to explore	Inspire pupils through their passion for learning
Are able to take responsibility and initiate ideas	Make individuals active partners and decision makers in their learning
Are able to work independently and with others. They are confident, self-disciplined and understand the learning process	Develop the skills and personal qualities of an effective learner

Characteristics of Good Teachers

This is what is expected of good teachers in lessons at Long Meadow School:

CONNECTING LEARNING TO PREVIOUS LEARNING / PROVIDING OR BUILDING UPON FIRST HAND EXPERIENCE

This means:

- Assessment has been used to produce plans that show awareness of previously acquired knowledge and extension that can challenge children's learning.
- Planning provides opportunities for children to address year group curricular targets and individual targets.
- Finding out what the children know, understand and can do through questioning, concept / mind mapping, discussing.
- Giving the children the opportunity to demonstrate what they already know.
- Using that knowledge to move the children forward in their thinking.
- Connecting what they have learnt to what they are going to learn.
- Providing children with activities that spark memories of their previous learning.
- Visual cues to generate thinking.
- Multi sensory stimulation to introduce a new topic.

LEARNING INTENTIONS ARE MADE CLEAR AT THE BEGINNING OF THE SESSION AND REFERRED TO THROUGHOUT THE SESSION

This means:

- Telling the children at the beginning of the lesson what they are going to learn and why they are going to learn it.
- Giving children the Big Picture. Connecting content and process. (Letting the children know where they are going and how they are going to get there).
- The learning intention (LI) is written up on the board.
- Checking that the children understand what the LI is.
- Introducing children to the key vocabulary for the lesson and how it will be used.
- Describing the outcomes of the lesson: what they will be able to do.
- Communicating to the children what you expect them to do in order to achieve the LI and sharing and actively involving the children in setting the SC which is written up.
- Referring to the SC as 'Remember ...' steps
- Reinforcing the LI and SC throughout the lesson.

PROVIDING THE CHILDREN WITH A CHALLENGING AND STIMULATING INPUT, WHICH IS MEANINGFUL TO THEM AND THOUGHT PROVOKING

This means:

- Ensuring that the input engages the children.
- Use of ICT where appropriate during the input to enhance learning.

- The children are motivated and interested and are seen to be actively connecting what they are learning to previous learning.
- Children are seen to be extending their thinking and understanding.
- The input caters for the children's needs and interests and all the children are able to make some kind of contribution.
- The teacher endeavours to involve the whole class and recognises when children are not focusing or losing interest and acts swiftly to re-engage those children.
- The teacher models for the class what they are expected to do and how it should be presented.
- The duration of the input does not exceed the concentration span of the children. The children do not spend too long on the carpet and therefore don't have sufficient time to complete the task.
- Brain breaks are used to refocus children.

EFFECTIVE INTERACTION BETWEEN TEACHER AND PUPILS / LEVELS OF QUESTIONING ALLOWS EVERY CHILD TO CONTRIBUTE (REMEMBER EFFECTIVE QUESTIONING IS A VITAL TOOL IN ASSESSING CHILDREN'S LEARNING)

This means:

- The questioning is differentiated to cater for the range of ability in the class.
- There are a range of questions (closed, open, probing) which challenge the children's thinking and extend their learning.
- The children are given thinking time to process the question before answering it.
- The children have opportunities to share their answers with a partner.
- The questions enable children to express viewpoints and opinions as well as facts.
- Children are able to raise questions as well as answer them.
- At times questions are targeted at specific individuals to check out their understanding and their learning.
- Children's contributions are valued even if the answer is wrong.

CHILDREN ARE CLEAR ABOUT WHAT THEY ARE EXPECTED TO DO AND PRODUCE IN A SESSION AND HOW LONG THEY HAVE FOR A TASK

This means:

- Children can see the relationship between the task they are going to do and the LI.
- The SC is reinforced and displayed for the children to refer to.
- Children can explain what they are going to do and how they are going to do it.
- Children can see the purpose and value of the task.
- Children have the necessary knowledge and skills to undertake the task.
- Children know what resources and support mechanisms to use to enable them to achieve the LI.
- Children are given reminders of how much time they have left to finish the task.

THE CONTENT IS APPROPRIATE AND CATERS FOR THE RANGE OF ABILITIES IN THE CLASS.

This means:

- The content relates directly to the LI and the teaching input.
- The task is differentiated to challenge the majority of children regardless of ability.
- Care and attention is given to breaking down barriers for learning for those children with SEN.
- The children have the necessary scaffolding to undertake the task.
- There is a wide choice of quality resources matched to task and ability of children e.g. ICT.
- The children are engaged fully throughout the task and can explain what they are doing and what they are learning.
- The children are self motivated and eager for further challenge.
- The task matches what is stated in the ST planning.

THE TEACHER HAS SOUND KNOWLEDGE OF THE SUBJECT BEING TAUGHT AND SOUND KNOWLEDGE OF THE CAPABILITIES OF THE CHILDREN.

This means:

- The planning clearly demonstrates the teacher's ability to match work to the abilities of the children in the class.
- The teacher is seen to be building upon what the children already know and is connecting new learning to previous learning.
- The teacher makes cross curricular links creatively.
- The teacher is clear about what skills and knowledge they are delivering in the lesson and how they are going to do it.
- The teacher is extending the children's learning through their range of questioning, which is differentiated to reflect the range of ability within the class.
- The teacher is able to demonstrate subject knowledge by answering children's questions.
- The teacher is seen to be assessing the children's learning against the assessment stated in the planning.
- The teacher is able to pitch their teaching and the activity at the right level to engage all the children.
- The work the children produce reflects the stated LI of the session at the relevant level.

ASSESSMENT IS IN OPERATION THROUGHOUT THE LESSON.

This means:

- The teacher is seen to assess the children throughout the session through careful questioning which builds upon what the children already know.
- The SC is shared with the children so they know how to achieve the LI.
- The teacher is seen to be judging the children's work during the session and there is direct intervention to move them forward.
- Evidence of children assessing their work against the SC and of improving their work with adult support or independently.
- Evidence of children assessing their targets, when appropriate.
- There is evidence of children's work being responded to against the learning objective with comments identifying what the child can do and specific teaching points to move the child forward.
- Evidence of children responding to teacher's teaching points.
- Teachers follow the Assessment Policy.

DIRECT TEACHING AND SUPPORTIVE INTERVENTION DURING THE SESSION.

This means:

- The teacher targets a group of children for a focused teaching input to reinforce or extend the whole class teaching input.
- Additional teaching and support staff are used effectively to support targeted groups of children.
- Teaching assistants are encouraged to use independence and initiative in following the teacher's plans and to support not just children within their group, sharing experiences with the teacher.
- The teacher makes regular checks to ensure the children are on course to achieve the LI.
- The teacher seizes opportunities to reinforce the key LI, emphasise a key teaching point and remind children of the SC.
- Teacher seen to stimulate pace of the lesson and keep the children interested and motivated about the task.
- Teacher is quick to act where children are struggling with the task or are off task.
- Teacher is aware of children's attention span and uses brain breaks where appropriate to refocus children where their energy seems to be lagging or the pace of the lesson is dragging.

HIGH EXPECTATIONS OF THE CHILDREN IN EVIDENCE.

This means:

- The teacher has clearly communicated to the children what they want them to learn and achieve within a session and this is constantly reinforced throughout the session.
- Children are working towards challenging but achievable targets, which will improve their standard of attainment.
- Children know what their targets are and have the necessary skills and strategies to achieve them.

- Children have high expectations of themselves and are motivated to succeed.
- The children know what they are doing, why they are doing it and can explain how they are tackling the task.
- The classroom reflects high expectations of the teacher and the work on display reflects high standards so that the children have a notion of what quality work looks like.
- Children are seen to be adhering to the presentation guidelines.
- Teacher is seen to be giving positive feedback and praise to the children throughout the session.
- Teacher uses children's work to illustrate the quality of work they are expecting from the class in the lesson.
- Evidence of children acting on the teacher's teaching input or intervention in a lesson.
- The work is marked and children are giving feedback on what they do well and what they need to improve on using the Assessment Policy guidelines.

EFFECTIVE BEHAVIOUR MANAGEMENT STRATEGIES, WHICH SUPPORT THE LEARNING PROCESS.

This means:

- Children know and understand the golden rules and are actively seen to be adhering to them.
- The rules are visible in the classroom and are referred to by the teacher when necessary.
- There are well-established routines within the classroom, which support the learning process.
- Seating arrangements in the classroom support and promote effective learning.
- The teacher consistently uses praise for effort and achievement.
- The teacher uses skilled intervention to prevent distraction to learning and teaching.
- The teacher is consistent in dealing with inappropriate behaviour and acts swiftly to deal with disruptive behaviour following the school's Behaviour Policy.
- There is a calm purposeful atmosphere in the classroom and children remain on task throughout the session.

GOOD RELATIONSHIPS WITH THE PUPILS WHICH SUPPORT THE LEARNING PROCESS.

This means:

- The children are enthusiastic and motivated about their learning. They want to succeed.
- The children approach their teacher with confidence and aren't afraid to say when they don't understand something.
- The teacher interacts with the pupils in a way which indicates they are considering the children's needs and feelings and this in turn is reflected in the way the children respond to each other.
- The teacher is seen to be firm but fair and an active listener.
- There is mutual respect between teacher and pupil.
- Children's interactions with each other are positive.
- Children respond positively to praise and see themselves as successful learners. Morale in the class is high.
- Children operate confidently and at times independently of an adult.
- Children are confident to voice their opinions and concerns because they are listened to and addressed.
- There is an element of fun and humour, which keep the children in a relaxed but alert state for learning.

THERE IS AN EFFECTIVE PLENARY.

This means:

- Time is allocated for the plenary to allow children to demonstrate what they have learnt.
- Before the start of the plenary the children are given the opportunity to look at their work and think about how far they have achieved the LI.
- The teacher sometimes begins the plenary with the question 'What have you learnt?' and refers back to the LI and the SC.
- The children are given the opportunity to exemplify their learning through the work produced.
- The teacher uses the plenary to reinforce the LI and to highlight a key teaching point.

- Where applicable the teacher uses the plenary to sort out a problem children had with the task and to tackle any confusions or concerns.
- The teacher uses the plenary to assess the children's learning.
- The teacher uses the plenary to celebrate the learning, so enabling the children to engage emotionally.
- The teacher uses the plenary to preview new learning and how they can apply what they have learnt.

Learning Well

Learning Well enables children to become more self-aware as learners and to develop lifelong learning skills. This approach is based on the Building Learning Power programme which was created by Guy Claxton. He suggests the following 4 major learning-power dispositions and the related learning-power capacities:

Learning-Power Dispositions	Learning-Power Capacities
<p>Resilience – the emotional aspects of learning – feeling</p>	<ul style="list-style-type: none"> • Absorption – being able to lose yourself in learning – becoming absorbed in what you are doing; rapt and attentive, in a state of 'flow'. • Managing distractions – recognising and reducing distractions; knowing when to walk away and refresh yourself. Creating your own best environment for learning. • Noticing – perceiving subtle nuances, patterns and detail in experience. • Perseverance – keeping going on in the face of difficulties, channelling the energy of frustration productively. Knowing what a slow and uncertain process learning often is.
<p>Resourcefulness – the cognitive aspects of learning – thinking</p>	<ul style="list-style-type: none"> • Questioning – asking questions of yourself and others. Being curious and playful with ideas – delving beneath the surface of things. • Making links – seeing connections between disparate events and experiences – building patterns – weaving a web of understanding. • Imagining – using your imagination and intuition to put yourself through new experiences or to explore possibilities. Wondering <i>What if....?</i> • Reasoning – calling up your logical and rational skills to work things out methodically and rigorously; constructing good arguments, and spotting the flaws in others. • Capitalising – drawing on the full range of resources from the wider world – other people, books, the Internet, past experience, future opportunities....
<p>Reflectiveness – the strategic aspects of learning – managing</p>	<ul style="list-style-type: none"> • Planning – thinking about where you are going, the action you are going to take, the time and resources you will need, and the obstacles you may encounter. • Revising – being flexible, changing your plans in the light of different circumstances, monitoring and reviewing how things are going and seeing new opportunities. • Distilling – looking at what is being learned – pulling out the essential features – carrying them forward to aid further learning; being your own learning coach. • Meta-learning – knowing yourself as learner – how you learn best; how to talk about the learning process.

<p>Reciprocity – the social aspects of learning – relating</p>	<ul style="list-style-type: none"> • Interdependence – knowing when it’s appropriate to learn on your own or with others, and being able to stand your ground in debate. • Collaboration – knowing how to manage yourself in the give and take of a collaborative venture, respecting and recognising other viewpoints; adding to and drawing from the strength of teams. • Empathy and listening – contributing to others’ experiences by listening to them to understand what they are really saying, and putting yourself in their shoes. • Imitation – constructively adopting methods, habits or values from other people whom you observe.
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The dispositions and capacities need to be taught to the children. Teachers plan to include capacities in lessons with a clear LI. The capacities have been included in what is expected of good teachers in lessons to show how these can be interwoven through lessons.

The Revised National Curriculum 2014

In 2014 the DfE introduced a Revised National Curriculum.

The Revised National Curriculum 2014 states that:

‘Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life*

The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum.

All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage.

Maintained schools in England are legally required to follow the statutory national curriculum which sets out in programmes of study, on the basis of key stages, subject content for those subjects that should be taught to all pupils.’

At Long Meadow School we follow a creative curriculum which is based on the National Curriculum guidance. The subject content follows the statutory programmes of study. There is flexibility in the timetable to block work in each subject and to make links between subjects.

Early Years Foundation Stage Framework

Children in our EYFS classes follow a curriculum which is planned around the guidance in the Early Years Foundation Stage Framework

Spiritual, Moral, Social and Cultural Development

Development in SMSC will take place across all curriculum areas – see SMSC Policy for more detail.

The 'Mastery' Curriculum

Due to changes in the national assessment system in 2015 the mastery approach to learning and teaching was introduced into schools. The mastery pedagogy works on the principle that most learners will meet expectations. Progression is more focused on understanding and developing greater depth in the subject content of the national curriculum than on progression to the next set of content.

The characteristics of mastery and greater depth can be summarised as:

Independence	Apply the skill or knowledge independently
Fluency	Apply the skill or knowledge with a high level of confidence and show resilience when the task seems demanding
Application	Apply the skill or knowledge to a range of different contexts, including in other areas of the curriculum
Consistency	Consistently use skill, knowledge and understanding
Synthesize	Organise ideas to make connections with other areas of learning
Re-visit	Return to this aspect of learning after a break and still feel confident to work on the skill and or knowledge without difficulty
Explain	Able to explain and 'teach' skill or knowledge to others

Curriculum Planning

We believe that good learning and teaching are supported by effective lesson planning – long, medium and short-term planning. Each level of planning has a different purpose:

Planning	Purpose	Driven by
Long Term	<ul style="list-style-type: none"> Gives the big picture for the year Shows <u>what</u> to cover 	<ul style="list-style-type: none"> Whole school agreement on coverage Based on National Curriculum and school developed yearly teaching programmes
Medium Term	<ul style="list-style-type: none"> Shows <u>when</u> to cover content Suggests <u>how long</u> to allocate to each unit Gives more detail of <u>what</u> to cover Identifies the key learning outcomes and success criteria 	<ul style="list-style-type: none"> National Curriculum and school developed medium term plans provide the starting points. These are amended in light of the teacher's knowledge of the pupils' current knowledge, skills and understanding and what they need to learn next
Short Term	<ul style="list-style-type: none"> Shows <u>how</u> to cover the content A weekly plan or a unit plan Shows how the daily LI build in order to achieve the key learning outcomes and lists success criteria 	<ul style="list-style-type: none"> The teacher's knowledge of what the pupils need to learn

Characteristics of effective medium term and short term plans

Effective medium term plans must

- Be linked to the long term planning
- Allow flexibility within a term to encourage effective cross-curricular links and effective use of shared resources
- Ensure teachers select an appropriate number of key LI for the unit
- Be informed and amended in the light of on-going formative assessment
- Allow subject leaders and teachers to plan for effective use of shared resources

Effective short term plans must

- Be linked to the medium term planning
- Be based on an understanding of what you expect different groups of pupils to know, understand or be able to do by the end of the unit
- Link LI and SC
- Include teaching inputs (not just activities)
- Be written or 'tweaked' by the person who will teach the lesson
- Be used flexibly
- Be reflected upon after the lesson

Equal Opportunities

The learning and teaching policy as outlined above will at all times follow the school's Single Equalities Policy.

Monitoring and Evaluation

This policy will be reviewed and monitored every 3 years by governors.

Policy written May 2007

Reviewed June 2009

Reviewed May 2011

Not reviewed in 2014 due to uncertainties resulting from changes in the National Curriculum and the national assessment framework

Reviewed April 2017

