

# Weston Hills CofE Primary School

## Teaching for Learning Policy

### 1 Introduction

This policy is central to our purpose as a place of learning. As a result it reflects our beliefs and aims for everyone and is embedded in everything we do. We believe in the concept of lifelong learning and that both adults and children learn new things every day. We believe that learning should be rewarding and an enjoyable experience for everyone, it should be fun!

### 2 Definition

At Weston Hills school we define learning as:

- When you know something that you previously didn't
- When you can transfer knowledge and skills from one situation to another
- When you can explain something
- When you enjoy finding out something new
- When you build on previous knowledge, understanding and skills.
- When you can retain, and retrieve information
- A continuous, lifelong process of personal development

### 3 Principles of Effective Learning

At Weston Hills school we believe children learn best when:

- They are happy, comfortable and safe
- They feel respected and valued; and enjoy trusting, positive relationships with adults and peers
- The learning environment is stimulating and well managed
- They are supported, encouraged and challenged by peers and adults and know what is expected of them
- They are actively engaged in the learning process
- Teaching is authoritative, purposeful, positive, well paced, varied and stimulating

### 4 Strategies used to promote Effective Learning

#### 4.1 To help children be happy, comfortable and safe we will:

- Smile at them, greet them and speak to them when they enter the classroom
- Make time to listen to them
- Rigorously implement anti-bullying, equal opportunity and race equality policies
- Treat them fairly and consistently (see behaviour /discipline policy)
- Offer a range of playtime activities
- Provide opportunities for physical movement/relaxation in and between learning activities
- Offer access to water/healthy food options
- Use music to create appropriate moods
- Ensure the classroom is welcoming
- Carry out risk assessments

**4.2 To help children feel valued and respected and enjoy trusting, positive relationships with adults and peers we will:**

- Ensure they experience success and praise every day
- Use positive language and encourage them to do the same
- Value each child's contribution
- Give positive, constructive feedback verbally and in writing
- Use a range of reward systems as detailed in our behaviour policy
- Display children's work attractively
- Show respect for them and their contributions
- Give them opportunities to take part in circle time, role play, show and tell, class/celebration assemblies, school council etc

**4.3 To provide a stimulating learning environment we will:**

- Provide a range of types of display – informative, interactive and celebratory
- Ensure displays are clearly labelled and are changed as necessary in order to support learning
- Establish and implement consistently, rules and procedures as outlined in policies
- Ensure classrooms have clearly designated areas for resources/whole class teaching/independent work etc
- Ensure classrooms are tidy, attractive and free of clutter
- Ensure the interior and exterior of the building are clean, appropriately decorated and well maintained
- Ensure permanent displays have the focus highlighted
- Ensure children and adults have opportunities to access water and fresh air.
- Ensure resources are accessible to children
- Ensure displays reflect a range of abilities
- Ensure displays are visually attractive, stimulating and use a range of 2D and 3D resources

**4.4 To help children feel supported, challenged and know what is expected of them we will:**

- Provide work that is well planned and adapted to meet the needs of individuals
- Recognise children learn in different ways (pupil questionnaires –preferred learning styles)
- Value the gifts and talents of every child
- Share the “big picture” and learning objectives with children
- Give the learning purpose
- Set homework that is appropriate to their ability
- Give children thinking time
- Use a range of questioning techniques
- Ensure prior attainment is used to monitor progress
- Use games and competition
- Provide opportunities for children to show in a variety of ways what they have learnt
- Allow children to make choices about their learning
- Use appropriate class and individual targets
- Give children feedback about their learning and how to improve, related to the learning objective
- Provide opportunities for children to reflect on their learning

#### **4.5 To help children to be actively engaged in the learning process we will:**

- Involve children in the target setting process
- Use a range of teaching strategies to develop their skills
- Plan opportunities in each lesson for different learning activities
- Share the learning objective with children
- Encourage children to develop their own success criteria
- Encourage children to share their knowledge and experience via talk partners, self and peer assessment and circle time activities
- Make lessons interesting and fun
- Give children clear goals and time limits

#### **4.6 To ensure teaching is authoritative, purposeful, positive, well paced, varied and stimulating we will:**

- Provide teachers and teaching assistants with day to day support and a planned programme of CPD
- Provide a range of extra-curricular activities
- Plan lessons that are adapted to meet the needs of individual pupils
- Monitor the effectiveness of our teaching in a variety of ways to ensure a consistently high level of teaching
- Make effective use of assessment for learning techniques in planning, delivering and assessing lessons
- Share targets with pupils and parents, including “next steps”

Teachers will discuss and share good practice and identify specific strategies used by teachers to promote and develop the above.

### **5 Lessons**

To ensure effective learning takes place we will ensure that the learning and teaching:

- Stimulates curiosity
- Engages children from the word go
- Gives children the big picture
- Explains the purpose and learning to be gained from the lesson
- Ensures previous learning is reviewed and linked to this new learning
- Will provide children with the questions they will be able to answer and the skills they will have acquired by the end of the lesson
- Instructions and explanations that are clear
- Secure subject knowledge
- A good pace throughout
- Appropriate, relevant modelling or demonstration and clear instruction
- Input using visual, auditory and kinaesthetic strategies
- Children receiving new information
- All children being actively engaged in the lesson
- Elements of fun, humour
- Leading children to understand and use their preferred learning style
- Asking challenging questions
- Responding positively to children’s’ questions/answers
- Developing pupils skills systematically so they become increasingly independent
- The ability to adapt teaching in light of ongoing assessment
- Fully engaging support staff in the teaching and assessment process

- Children being aware of their targets for learning
- Enjoyment and fun
- Opportunities for working individually, in pairs and groups
- Encouraging children to be independent and choose their own strategies for learning
- Use planning frames for children to structure their work
- Peer teaching- explaining to others, peer assessment, talk partners, hot seating, role play etc
- Providing activities involving problem solving and creative thinking
- Time limited tasks
- Using new information and skills in different contexts
- Being challenged in a supportive environment
- Developing/ employing learning to learn skills
- Challenging children to take risks and make mistakes to aid their learning
- Uses praise appropriately and share success
- Provides positively worded, constructive oral and written feedback related to what has been learned and how to improve
- Gives time for children to reflect upon their learning gains and how to apply this knowledge in new situations
- Enables individuals, pairs and groups to report back to others
- Enables children to ask questions of each other
- Provides opportunities to consider future learning
- Gives feedback related to agreed learning progress needs

## **6 When the policy is successful it will be characterised by:**

### **6.1 Children who**

- Enjoy coming to school
- Make relevant progress according to their ability
- Make good progress against their targets
- Achieve the highest standards for themselves
- Are confident, well motivated, independent, yet collaborative learners

### **6.2 Teachers who**

- Enjoy their work
- Are willing to share good practice
- Use CPD to improve performance

### **6.3 Lessons where**

- Children are motivated and want to learn
- There is breadth and richness in the curriculum

### **6.4 Classrooms that**

- Are lively and welcoming
- Are stimulating
- Are tidy and well resourced
- Are fun

## **7. The role of parents**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding parents' meetings and workshops to explain our school strategies for teaching literacy, numeracy, etc.
- Sharing information with parents at the start of each term in which we outline the topics that the children will be studying during that term at school
- Sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- Explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects, investigative work, literacy and numeracy work.
- Issue parent information books and provide information on the School Website.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance record possible;
- Ensure that their child is equipped for school with the correct uniform, PE kit and book bags.
- Do their best to keep their child healthy and fit to attend school;
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- Promote a positive attitude towards school and learning in general;
- Fulfil the requirements set out in the home/school agreement.

We value and promote partnership between home and school and form positive professional relationships as part of a team.

## **8 Review**

This policy was updated by all staff during the Autumn term 2008. It will continually be under review, and aspects picked up and discussed frequently in staff meetings as part of our ongoing CPD.

It will formally be reviewed annually.

This policy was reviewed and updated in Autumn 2009.

This policy was reviewed and updated in Autumn 2010.

This policy was reviewed and updated in Autumn 2011.

This policy was reviewed and updated in Autumn 2012.

This policy was reviewed and updated in Autumn 2013.

This policy was reviewed and updated in Spring 2015.

This policy was reviewed and updated in Spring 2016.