

# Federation of Riders Infant and Junior Schools



## Learning and Teaching Policy:

### School Aims and Implementation

Riders aims to provide children the opportunity to develop academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

At the Federation of Riders Schools our Vision is for:

- A curriculum that is inspirational and irresistible to its learners.
- Outstanding teaching which expands all young people's appetite and capacity to learn.
- A collaborative learning culture that supports risk taking and personal responsibility.
- Creative and successful independent life-long learners: who are confidently prepared for the challenges of their ever- changing world.

### Learning and Teaching Policy Introduction

Learning and teaching are the key functions of our school.

At Riders we aim to provide high quality learning experiences within all we do; in the curriculum, in the school environment, extra-curricular activities and the interactions between all members of the school community. We believe that we teach the children through all that we do: through the implementation of the policies, systems and practice that determines the curriculum and school day; learning and teaching should not just be seen as an isolated activity that happens in a classroom.

We believe that:

1. Learning should be a rewarding and enjoyable experience for everyone i.e. learning should be fun and enable children to make expected or accelerated progress;
2. Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future;
3. High quality teaching and learning experiences support children to be able to lead happy and rewarding lives, now and in the future;
4. High expectations of learning behaviours are evident through explicit teacher modelling.

### Aims

To ensure all staff, children, parents/carers and Governors are aware of the aims for Learning and Teaching at Riders and that these are consistently applied in order to:

- Promote high quality teaching and learning across the school;
- Raise standards by ensuring consistency and continuity of teaching and learning;
- Ensure all children are included, motivated and engaged by their learning;
- Promote high quality learning experiences that focus on the development of skills, knowledge and understanding;
- Promote the idea of lifelong learning for all members of the school community: children, parents/carers, staff and Governors.

## **School Staff**

To support the aims of the school through:

- Promoting positive relationships between all members of the school community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Providing a secure, stimulating environment where all children are supported in responding to the challenges involved in learning.
- Providing a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of the children;
- Addressing issues of entitlement to ensure equality of opportunity for all children;
- Rewarding children for all the good things they do both in School and in the wider community;
- Promoting a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others;
- Providing the skills which encourage children to become confident, independent learners.

## **Children**

To support the aims of the school through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Attending school regularly with a positive attitude, eagerness to learn and to behave in a way that allows them and others to learn;
- Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts;
- Persevering with their learning and knowing that when they find it difficult they can ask for help;
- Taking pride in their work, always trying their best and aiming to get better all the time.

## **Parents and Carers**

To support the aims of the school through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- To be understanding and supportive of our aims in learning and teaching.
- To attend and contribute to parents' evenings;
- To support their children with their homework activities including reading.
- To praise their children for the good things that they do in school;
- To communicate and work with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding.

## **Governors**

To support the aims of the school through:

- Promoting positive relationships between the Governing Body and all other members of the school community including; children, their parents/carers and staff;
- Having representatives on the school governing body who will find out and disseminate information about:
  - The school's systems for curriculum planning, supporting staff and monitoring progress;
  - The allocation, use and appropriateness of resources;
  - How the standards of achievement are changing over time
  - SEND provision
  - Safeguarding policies and procedures
  - How the children feel about their learning experiences
  - Pupil progress evidence from books and learning walks
  - Promote and support the positive involvement of parents within the school;
  - Attend training and other related events;

## **Implementation of the Learning and Teaching Policy**

### **A. What is high quality learning?**

At Riders we believe that children learn best when;

- They are encouraged to form positive relationships with their teacher, peers and other members of the school community;
- They have clear direction and are praised for all the good things that they do;
- They are actively involved in their learning at an appropriate level to match their learning needs;

- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
- They are working in an environment which is safe, caring, supportive and stimulating;
- Their learning is effectively matched to their needs and abilities;
- They understand how to improve as a result of verbal and/or written feedback.
- Their learning encompasses the values and skills of the school in aiding the development as future effective citizens;
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development.
- They exhibit good learning behaviour; understanding what this means and how to develop it:

At Riders we have created a bespoke learning model based on Prof Guy Claxton's Building Learning Power.

*BLP believes that the core purpose of education is to prepare young people for life after school; helping them to build up the mental, emotional, social and strategic resources to enjoy challenge and cope well with uncertainty and complexity. BLP believes that this purpose for education is valuable for all young people and involves helping them to discover the things that they would really love to be great at, and strengthening their will and skill to pursue them. This confidence, capability and passion can be developed since real-world intelligence is something that people can be helped to build up.*

Learning muscles are represented by 21 animals/insects which the children can 'flex' within their everyday learning. In the same way you would go to a gym to work out your muscles, school is a place where we can flex our learning muscles. In lessons, where relevant, teachers and learners should be able to reflect on what learning muscles they might/have used.

Whole school assemblies refer to BLP learning muscles or an aspect of learning and/or mindset, so that children can make links to themselves as learners as well as seeing themselves as life-long learners with a vital part to play in the future.

## **B. What is high quality teaching?**

At Riders we believe that good teaching is when teachers

- Form positive relationships with the children in their class and other members of the school community;
- Plan lessons effectively which take children's prior learning and current assessments into account; in order that the lessons consolidate, build upon and extend learning for all children;
- Insist on high expectations of learning and social behaviours;
- Ensure that effective direction and support is given in order that the children make good progress;
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;
- Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning;
- Develop and maintain safe, secure and inspiring classroom and learning environments;
- Demonstrate effective lesson organisation;
- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time;
- Use resources effectively, including other adults, to support children's learning;
- Use technology effectively in order to support children's learning;
- Develop the range of reading skills required to access all the curriculum effectively;
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding;
- Are reflective regarding their professional practice and the overall provision the School offers.

## **C. Curriculum Planning**

### 1) Long Term Planning

- Our Curriculum Maps plot the content covered from Early Years to year six for each individual year group and each curriculum area;
- It enables us to ensure balance and progression across the school and to identify cross curricular and community links as well as opportunities for educational visits.

- 2) Medium Term Planning.
  - For English and Mathematics we use the planning provided by the National Curriculum Programme of Study for each subject, although we alter sections in order to meet the needs of our own children.
  - We follow 'Letters and Sounds'
  - We use the 'No nonsense' spelling programme in years 2-6
  - We use 'Real PE' from EYFS through to Year 6.
  - We follow the Hampshire RE curriculum 'Living Difference'.
  - In EYFS, our medium term plans are based on guidance within the Foundation Stage Profile.
- 3) Short Term Planning
  - Teacher's daily plans identify the learning objectives, success criteria, key vocabulary, assessment opportunities, direct teaching input, key questions, differentiated activities at different levels and resources for learning.

#### **D. The Role of Teaching Assistants**

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- To support the teaching; either through direct delivery or by enabling access for identified children;
- Supporting a small group within the classroom;
- Delivering intervention groups;
- Carrying out assessments;
- Preparing resources;
- Supporting children with learning or behaviour needs, including those with Education Health Care Plans.

#### **1. Assessment and Reporting**

Assessment for years 1-6 includes:

- a) On-going assessment practices within class and group sessions, including the sharing of and reference being made to Learning Objectives and Success Criteria; self and peer assessments of understanding, outcomes and progress.
  - b) Marking of children's work; against the success criteria for the lesson with opportunities for pupils to respond to feedback when appropriate.
  - c) Formal assessments using the Hampshire Assessment Model for English and Mathematics. These are recorded within SIMs.
2. Children's standards and achievements in EYFS are assessed in line with the School's EY policy. Assessments are used diagnostically by teachers to evaluate learning and inform teaching.
  3. Assessment information across the curriculum; both standards and achievements, are shared with parents/carers at Teacher Consultation Meetings, within Reports and at the end of the academic year; which includes information about the next steps for learning in the core subjects.
  4. Summative Assessment- The school's arrangements for formal assessments throughout the year are outlined in the Assessment Policy. Results from these assessments are used for targeting and tracking purposes to ensure progress and achievement in learning.
  5. Formative Assessment
    - a) Assessment opportunities are central to the planning and organisation of each lesson. Key elements of this are:
      - Recap of previous knowledge at the start of lessons;
      - Use of diagnostic questions in English and Maths which are analysed to inform planning for whole class and individuals.
      - Adult observation of children's responses to questions;
      - Adult observation of children on task;
      - Use of success criteria against learning;
      - Continuous feedback throughout the lesson;
      - Self and peer assessment;
      - Plenary activities;
      - Marking linked to success criteria and giving indicators for improvement of work.

#### **E. Inclusion (please refer also to the School's Inclusion Policy)**

- Inclusion is about every child having educational needs that are special and the school meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Successful inclusive provision at Riders is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children.

- All children will be given full access to the National Curriculum, unless their Education Health Care Plan indicates disapplication. Children who receive additional or extra support, including those with EHCPs, have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.
- Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

#### **F. Most Able Pupils**

- 'Most Able Pupils' are those who have exceptional social skills and/or are working above Age Related Expectations in one or more National Curriculum subject. Each year group will identify the most able pupils based on assessments in Maths and English. Classwork will be used to identify children in other subjects and in social skills.
- The most able pupils in every class will have work differentiated for them in order to provide greater depth in their learning.
- Opportunities will be offered (when appropriate) to the most able pupils; for example trips and visits related to specific curriculum areas or requiring particular skills.
- The 'Most Able Pupils' will have their progress tracked as a specific group to ensure that their progress is appropriate.
- Children may be added to the 'Most Able' pupils group at any time.

#### **G. British Values**

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are embedded in the Curriculum. We actively seek to promote these values through modelling behaviour, challenging stereotypes and ensuring that our children receive a rich and varied curriculum. When appropriate we demonstrate democracy in action, and support the decisions that children make and ensure they are given opportunities to develop enquiring minds in an atmosphere where questions are valued. We provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. We allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.

#### **H. Equal Opportunities**

At Riders we aim to provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas.