



Teaching for Learning Policy

“Everyone who works with children should do what is in the best interests of the child.”

Article 3 United Nations Rights of the Child

Rationale

This policy is central to the school’s purpose as a place of learning. It reflects our shared values and our aspirations for all members of the school community in their capacity as lifelong learners. Children are entitled to learning opportunities where they are challenged to achieve their very best. This policy reflects a growing understanding of how children learn and the importance of incorporating strategies that encourage them to take responsibility for their own learning. We aim to ensure that children in our school are provided with the highest quality learning experiences at all times.

We aim to foster a deep love for learning at Trinity and believe that positive attitudes and high expectations towards learning are fundamental for success. In consultation with the children we have agreed that the following dispositions are key to being a successful learner:

Learning Powers

- **To concentrate**
- **To be curious**
- **To be resilient**
- **To co-operate**
- **To self-improve**

We are implementing a “No Hands up” policy to ensure that all children are ready to answer and no child is passive in their learning.

Definition of Learning

At Trinity Primary School we define learning as;

- the process of building new concepts, knowledge, skills and attributes through a variety of experiences;
- the refinement of existing concepts, knowledge, skills, attributes and behaviours through thought, experience and shared communications;
- the development of personal characteristics;
- making sense of the world around us and discovering where we fit into it;
- a continuous, lifelong process of personal development.

Principles of Effective learning

We believe that children learn best when:

- they feel happy, comfortable and safe; (1.1)
- their confidence and self-esteem are high and they enjoy positive, trusting relationships with adults and peers; (1.2)

- they are challenged, encouraged and supported by peers and adults, including family; (1.3)
- adults and older children provide good role models as learners and members of the community; (1.4)
- the learning environment is stimulating and properly resourced; (1.5)
- teaching is authoritative, purposeful, positive, well-paced, varied and stimulating; (1.6)
- they are actively engaged in the learning process; (1.7)
- our teaching takes account of their individual needs and interests. (1.8)

1.1 To help children to feel happy, comfortable and safe, we will:

- implement appropriate induction and transition arrangements;
- ensure that 'Jigsaw' PSHE programme is given high status in the school and is taught regularly
- provide appropriate interventions to support their well-being;
- smile at them, greet them and ask about their welfare;
- make time to listen to their comments and concerns;
- show them that we work closely with their families in support of their welfare and education;
- treat them fairly and consistently;
- consistently implement our behaviour, bucket filling policies
- ensure that the school is visually attractive and welcoming;
- ensure that they feel 'ownership' through personal spaces, name tags, classroom responsibilities etc;
- ensure that we follow the correct Child Protection procedures

1.2 To help build children's confidence and self-esteem and to enable them to develop positive, trusting relationships with adults and peers, we will:

- give them opportunities to take part in circle time, role play, show & tell, assemblies, Trinity Action Groups etc;
- make use of learning partners, peer assessment and collaborative working;
- develop class charter to support behaviour
- use a range of reward systems;
- display their work and help them to display their own work attractively;
- look for opportunities to catch them doing well and to celebrate it;
- ensure that they experience success and praise every day;
- give constructive feedback verbally and in writing;
- use positive language and encourage them to do the same;
- teach them it's ok to make mistakes and use the language of Growth Mindset
- acknowledge and celebrate their special days, including birthdays where appropriate;
- ensure the 'Jigsaw' unit on relationships is taught in depth
- talk to them about their own lives, hobbies, interests and cultural background;
- celebrate variety in culture, religion and language;
- show respect for them and their contributions.

1.3 To ensure that children are challenged, encouraged and supported by peers and adults, including family, we will:

- inform parents about the curriculum they will experience next;
- communicate regularly with parents about their progress through consultations, annual report
- communicate to children's families that we value their contribution, through parent forum's, PTA events etc.
- use Tapestry in the Early Years to share progress and achievements with parents
- set homework appropriate to their age and ability;
- involve them in self-assessment and the identification of appropriate new targets;
- involve them in collaborative working;
- involve them in peer assessment;
- use target setting information and other assessment procedures to track their progress and identify their learning needs;
- enable them to share achievements through displays,
- provide a range of extra-curricular activities;
- Get involved in community projects

1.4 To ensure that adults and older children provide good role models as learners and members of the community, we will:

- encourage all school employees to be lifelong learners, who share their interest in learning with colleagues and children;
- encourage parents to be lifelong learners who are actively engaged with their children's learning both in and out of school;
- offer shared learning events termly;
- have high and clearly communicated expectations that every adult on the school premises will set a good example as a member of the community;
- give children opportunities, motivation and encouragement to act as good role models and supporters of others i.e. older children to run clubs for younger children
- invite members of the outside community to share with children their knowledge and experiences as learners and community members.
- Respect the confidentiality of our families

1.5 To provide a stimulating and properly resourced learning environment, we will:

- ensure the interior and exterior of the building are clean, appropriately decorated and well maintained;
- ensure that classrooms are tidy and free of clutter;
- ensure that children and adults have access to water as needed;
- have appropriate resources according to the varying needs of the children;
- ensure that resources are accessible to children;
- vary the learning environment, using outdoor spaces and out-of-school visits;
- set out informative, interactive and celebratory displays.
- Use community as a resource i.e. town library, museum and Durrell
- Utilise skills of staff within the school i.e. French, Music, Forest School, PE as appropriate
- Use technology to engage children and keep learning current

1.6 To ensure that teaching is authoritative, purposeful, positive, well-paced, varied and stimulating, we will:

- provide teachers and teaching assistants with line management support and a planned programme of continuous professional development;

- take steps to ensure the personal well-being of members of staff;
- provide a curriculum that covers, and goes beyond, the statutory requirements;
- plan lessons that are adapted to meet the needs of individual children;
- plan and deliver lessons and units of work that incorporate the principles of the Framework for Effective Teaching and Learning;
- monitor the effectiveness of our teaching through line management and subject management arrangements, including lesson observations, work scrutiny and scrutiny of teachers' planning and assessment records;
- give children clear goals and realistic time limits.
- Update resources and ensure that they are current and appropriate to support stimulating teaching

1.7 To ensure that children are actively engaged in the learning process, we will:

- implement the Framework for Effective Teaching and Learning (See attached).

1.8 To enable our teaching to take account of children's individual needs and interests, we will:

- implement a range of target setting, assessment and tracking procedures appropriate to their age;
- involve them in self-assessment and target setting i.e. pupil conferencing
- talk to them about their interests and try incorporate those interests in our teaching; use of learning passports
- fully implement the SEN policies and action plans.
- allow flexibility in planning for child led learning

When the policy is successful, we will see children who:

- are confident, well-motivated, independent, yet collaborative learners;
- enjoy their learning and who maintain good relationships with adults and other children;
- have a sense of pride in their work at school;
- make good progress against their targets.
- are always striving to improve and set themselves new challenges

When the policy is successful, we will see teachers and teaching assistants who:

- are knowledgeable, skilled, confident, motivated and happy in their work
- are enthusiastic and portray a love of learning

When the policy is successful, we will see parents who:

- are fully engaged in their children's learning;
- are proud of their children's achievements.
- are supportive of the school's core values and purpose



Framework for Effective teaching and Learning

“Everyone who works with children should do what is in the best interests of the child.”

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At the start of learning experiences, we will:

- take steps to capture the attention of the children, stimulate their curiosity and get them into a positive frame of mind;
- review previous learning and connect it to new learning;
- explain the purpose of the learning to be gained and encourage them to identify its relevance to the world and ‘What’s in it for me?’;
- provide children with questions they will be able to answer and skills they will have acquired by the end of the lesson/topic;
- give children the ‘big picture’ by;
 - describing what they will be doing,
 - encouraging a sense of prediction, anticipation, curiosity, and positive expectation about the learning to come,
 - providing graphic, pictorial previews and overviews of the topic to be studied,
 - showing examples of what other children have produced/achieved.

Effective Teaching

In our teaching, we will:

- be secure in our subject knowledge;
- clear about the learning objectives and success criteria;
- use assessment for learning techniques to ensure children make progress during lessons and over time;
- start lessons promptly and maintain good pace throughout;
- maintain a positive and pleasant working atmosphere using praise and positive language;
- use humour, drama, music, games, play and competition to enliven our lessons;
- provide opportunities for children to experience awe, wonder and reflection;
- ensure all children are actively engaged in the learning process;
- break the teaching content into logically arranged, manageable chunks;
- give clear, differentiated explanations and instructions;
- provide appropriate modelling and demonstrations;
- input new information, use combination of visual, auditory and kinaesthetic strategies;
- enable children to understand and use their own learning preferences when appropriate;
- use whole class questioning and targeted, differentiated, closed and open-ended questions (incorporating ‘what, how, why’) to support our teaching and to assess understanding;

- use a consistent approach in our language in certain subjects i.e. mathematics
- encourage and respond positively to children's questions;
- adapt our teaching in the light of continuous assessment of children's progress;
- fully engage classroom support staff in the teaching and assessment processes.

Effective learning

To promote effective learning, we will:

- ensure children are aware of personal targets for learning;
- give opportunities for children to learn in a variety of ways, using their multiple intelligences and preferred learning styles;
- provide multi-sensory and 'first hand' learning experiences whenever possible;
- encourage children to be independent and to choose their own strategies for learning;
- use planning frames for children to structure thinking and work;
- engage children in a range of independent and collective/collaborative, group-based learning activities, including peer-teaching, peer-assessment, learning partners, hot-seating, role play etc;
- provide activities involving problem solving and creative thinking;
- set clear expectations for learning outcomes;
- ensure most tasks have time deadlines;
- provide opportunities for children to use new knowledge and skills in a variety of contexts;
- encourage children to 'take risks' (make mistakes) in their learning;
- teach thinking and learning-to-learn skills.

Effective Review and Reflection

To enable effective review of learning and children's reflection upon it, we will:

- give positively worded, constructive oral and written feedback on their work and how they can improve;
- give feedback related to agreed targets;
- praise, reward and share success;
- provide children with opportunities to review and reflect upon what they have learned and how their learning might be applied to new situations;
- teach a variety of memory and recall techniques;
- enable individuals, pairs and groups to report back to others;
- enable children to share what they have learned and can do;
- enable children to ask questions of others;
- provide opportunities for children to consider future learning.

At the end of a lesson/topic, we will:

- use a variety of stimulating activities to provide a clearly signalled, positive and uplifting note to the end of the learning experience.