



KNYPERSLEY FIRST SCHOOL

Learning and Teaching Policy (v1)



The Learning and Teaching Policy in respect of the Knypersley First School has been discussed and adopted by the Local Advisory Board in Spring 2022

Chair of Board: *Mrs J. Holdcroft*

Responsible *Executive Headteacher – Mrs A Rourke*

Agreed and ratified by the Local Advisory Board on: 10.02.2022

To be reviewed: *February 2024*

Knypersley First School

Part of the CFLP

Policy on Learning and Teaching

1 INTRODUCTION

- 1.1 This policy promotes best practice and establishes consistency in teaching and learning across the whole school. We are committed to providing high quality and responsive teaching which promotes and secures learning for all children. This will be formulated and informed via strong collaborative MAT wide working, active research, wider reading and high quality CPD. This will provide and secure typicality in both pedagogical and subject disciplinary knowledge for all staff. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. We deliver lessons in a stimulating and ambitious environment which sets a climate for learning and nurtures an atmosphere of trust and respect for all. This policy should be read in conjunction with our subject specific, curriculum and EYFS policies.

2 INTENT

- 2.1 At our school, we provide rich and varied learning opportunities that allow all children to build knowledge and develop their skills, abilities and interest to their full potential. Underpinning this are our eight core values of:-



- 2.2 Through our learning and teaching, we aim to promote our 5 fundamental curriculum intent aims (see Curriculum Policy):-

- Recognise uniqueness
- Be Inclusive
- Engage & Inspire
- Promote Ambition
- Create Citizens of the future

3 IMPLEMENTATION

Effective Lessons

- 3.1 Research tells us that children learn in many different ways and to ensure success for all learners our lessons include the following key elements:-
- Effective assessment for learning to ensure prior knowledge is secure and progressively built upon, valuing the need for flexibility to adapt and respond to pupils' responses
 - Promote meaningful links between other subject area knowledge and skills

- Carefully planned learning opportunities which identify which knowledge is gained cumulatively and also hierarchally via subject specific components. Well-paced lessons to achieve high levels of automaticity so pupils working memory is sufficient to: answer disciplinary questions, undertake key practices and make connections independently
- Opportunities to retrieve and revisit previous knowledge and skills to support pupils making links to ensure knowledge, skills and key concepts are embedded in children's long term memories to aid automaticity and fluency
- Supporting children to become critical thinkers and reflect on how they learn, what helps them to learn and what makes it difficult for them to learn (metacognition)
- Opportunities and resources for pupils to celebrate achievements and address misconceptions are secured through the following :- effective verbal and written feedback, facilitation, peer support, working walls, displays and mini-plenaries all supporting the provision of a metacognitive learning environment and securing the acquisition of planned learning outcomes.
- Subject specific lesson non negotiables support consistent quality first teaching based on specific pedagogical research
- Clear success criteria are shared and discussed to support pupils in driving their own success and independence
- Scaffolding, high quality resources and effective adult deployment to ensure all pupils achieve their full potential
- A variety of kinaesthetic teaching approaches, for example, drama, research, debate, practical investigations and fieldwork to engage, apply and rehearse new knowledge and skills
- Guided, shared, modelled and independent learning opportunities
- Promotion of high levels of independence, ambition, and self-regulation strategies
- Effective questioning throughout the lesson to assess progress, redirecting learning swiftly and deepen pupil's understanding
- Subject specific vocabulary is well modelled explored and given time to be used fluently and in context
- A culture promoting positive attitudes, relationships and behaviour (see behaviour policy)

4 Roles & Responsibilities:

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

4.1 Senior leaders

Senior leaders at our school will:

- Have a clear, ambitious and well informed vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Plan and implement a well rationalised program of high quality CPD for all staff, evaluating the impact of this programme on staff knowledge, skills and pupil outcomes
- Promote team working at all levels, for example peer to peer support

4.2 The role of the Local Advisory Board (LAB):

Our LAB support, monitor and review the school's approach to teaching and learning. Some aspects of this role will be supported by the deployment of the curriculum and inclusion link LAB members to gather evidence and challenge provision on their behalf. This will be reported on a termly basis to the full LAB.

In particular the LAB, with the support of their Link Members, will:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- seek to ensure that staff professional development is prioritised and is linked to a highly valued appraisal process to promote outstanding learning and teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which includes headteacher's reports to governors, monitoring outcomes and the school response to summative and formative assessment findings especially for our most disadvantaged pupils and those with special educational needs.

5 Monitoring and review:

- 5.1 We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years, or earlier if necessary.