



LITTLE HARROWDEN COMMUNITY PRIMARY SCHOOL

Teaching & Learning Policy

Responsible person: Mrs J. Foo

Date adopted: October 2011 Review by: October 2013

Introduction

This policy outlines our ethos and philosophy of Teaching & Learning which we have developed at Little Harrowden. It offers guidance and expectation on a range of teaching and learning strategies which we use within our school based on our understanding of **how children learn**. This policy should be read in close conjunction with the curriculum policy which focuses more closely on **what we learn and how learning is organised**.

Rationale

At Little Harrowden, we are **passionate about learning** and aim for our children to grow as outstanding learners with the skills and confidence to take on whatever challenges the 21st century may bring. We provide a holistic education where importance is placed upon academic excellence as well as emotional, physical and ethical development.

We have a range of outcomes which we aim for our children to achieve

At Little Harrowden we want all our children to:

- Love **L**earning; Become Lifelong Learners
- Be **H**appy and Healthy
- Become Respectful and Responsible **C**itizens of the World
- Develop **P**assions and Talents
- **S**ucceed: Achieve Individual Potential

(See Appendix 1 for our vision statement and an explanation of these child-centred aims).

Learning to Learn - 5Rs

In order to become successful lifelong learners, we believe that learning itself should be taught as a skill and have adapted the 5 Rs developed by the Learning to Learn campaign which we use in our school. These are:

- Readiness
- Resilience
- Responsibility
- Resourcefulness
- Reflectivity

(See Appendix 2 for more information on the 5Rs)

OUR PHILOSOPHY OF LEARNING

Some quotes from staff which summarise our belief in how young people learn best:

'Happy children make happy learners'

'Learning is a Journey - not a destination'

'Teachers as Learners and Learners as Teachers'

'Not "How clever am I" but "How am I clever"

'We hold an unconditional positive regard for children'

'High expectations of what children can achieve'

'Look at the whole child is important and the reasons why they may not be ready to learn'

'Memorable learning through senses and emotions'

'Feedback should be positive but, most importantly, constructive - tough love sometimes'

'Learning takes place in the zone of proximal development'

'Skills not knowledge'

'A variety of teaching and learning styles'

TEACHING METHODOLOGY

At Little Harrowden, we incorporate the following methods of pedagogy as part of our daily teaching:

Talk Partners (aka. Chatterbox, paired talk or 'think, pair, share')

Talk partners should be used so that children can share ideas and develop responses to questions together. This ensures that all children engage in questioning rather than just those who put their hands up first. Talk partners can be organised either through similar or mixed ability depending on particular focuses within classes. They should be changed regularly so that children experience different talk partners on a regular basis (monthly/half termly). Sufficient talk time should be given (30 - 60 seconds) but not too much that the pace of the lesson is affected.

It is expected that Talk Partners will be used on a daily basis within the vast majority of lessons.

Research Reference: Jill Mapp, July 09

Child Self-Evaluation & Reflection (aka. Self-marking, Self-Assessment)

A powerful form of assessment for learning involves children assessing their own success and abilities in different ways. This may involve children 'marking' their own work individually against the success criteria or against their personal curriculum targets. Weekly time is now built in within the curriculum for learning reflection and children may use methods such as journals, blogs or mind maps to evaluate their learning and record these reflections.

Research References: Jacinta Foo, July 2009 and Laura Holland, July 2009

No Hands-Up Approach to Questioning

This is a powerful way of ensuring children engage in teacher questioning and is built on the premise that teachers will wait having asked a question and then choose a child to answer the question rather than taking the answer from the first hand that goes up. There should be a wait time of around 7 seconds between asking a question and choosing a child to respond. This method can be used in conjunction with Talk Partners.

It is expected that this approach to questioning will be the norm with direct teaching sessions although there are times when it is appropriate to use hands up within assessment for learning.

Research Reference: Katy Britton, July 2009

Brain Gym

Brain Gym is a series of movements which is designed to help the brain work more effectively within learning. Using different movements at different times of the lesson can aid concentration, co-ordination, memory retention as well as keeping children more engaged. Children enjoy Brain Gym and it is a tool that should be used regularly with classes throughout the school day to aid their learning

Research Reference: Carly Dalchow, July 09

Learning in Different Environments

At little Harrowden we are fortunate to have various outside spaces which can be used as areas to learn. It is our belief that children engage in learning more when using these outside areas to enhance their lessons and every attempt should be made throughout the week to spend all or parts of lessons outside the classroom.

Research Reference: David Drake, July 2009

Interventions

We believe that successful learning takes place when children receive high-quality first teaching and that whilst interventions have their place, children should not generally spend large amounts of time outside of the classroom. Most children will receive intervention through differentiation or additional support within the whole-class setting.

Monitor and review

This policy will be reviewed every year to take into account of new developments and school-based research. The next review is due in the Autumn of 2010.

Links to other policies

The Learning & Teaching policy should be read in conjunction with all other curriculum policies and in particular:

- Curriculum
- G&T
- SEN
- Behaviour
- Marking



Little Harrowden Community Primary School

‘Learning for Life in a Caring Environment’

OUR VISION

Our vision is for Little Harrowden to be an inspiring and exciting place which is innovative and forward thinking whilst retaining its traditional village school values. We strive to create a stimulating, welcoming environment and develop a community of children, parents and staff who work together effectively to achieve our school aims.

OUR AIMS

We want all our children to:

- Love **L**earning; Become Lifelong Learners
- Be **H**appy and Healthy
- Become Respectful and Responsible **C**itizens of the World
- Develop **P**assions and Talents
- **S**ucceed: Achieve Individual Potential

Child-centred Outcomes Explained

Love Learning; Become Lifelong Learners

To be intrinsically motivated to learn and to find pleasure within discovery, inquisition and the acquisition of new skills, knowledge and understanding. To build the readiness, resourcefulness, resilience and reflectivity to overcome challenges and problems they face both today and in the future.

Be Happy and Healthy

To enjoy their childhood and make informed, independent choices which promote their safety and personal health. To achieve Physical, Emotional, Intellectual and Spiritual well-being.

Become Respectful and Responsible Citizens of the World

To have respect for others, including those who are different and an acceptance of other cultures, faiths and societies. To develop responsibility and respect for our community with a desire to preserve our environment and a willingness to make a positive contribution in the world.

Develop Passions and Talents

To develop individual talents and areas of interest and the confidence to excel in these areas. To understand the importance of commitment, teamwork and perseverance.

Succeed: Achieve Individual Potential

To achieve personal success within all areas of development in relation to individual starting points, building self-esteem and confidence to further achieve in the future.

Little Harrowden Community Primary School - Skills for Lifelong Learning

The 5Rs of Lifelong Learning (adapted from the Campaign for Learning)

What makes a good learner? Or, put another way, what knowledge, skills and attitudes should a learning to learn approach develop? In answer to these questions the Campaign for Learning has developed the 5Rs for lifelong learning model.

The Campaign's belief is that by using learning to learn approaches to develop the 5Rs in all their pupils or students, schools can achieve their core purpose, namely preparing young people so that they can and will continue learning effectively throughout their lives.

Readiness
Resourcefulness
Resilience
Responsibility
Reflectiveness

Readiness:

Pupils know how:

- to assess own motivation
- to set goals and connect to the learning
- to achieve a positive learning state, including their preferred learning environment
- to use a learning to learn language.

Resourcefulness:

Pupils know how:

- the mind works and how humans learn
- to assess their own preferred learning style, including how to take in information
- to seek out and use information, including through ICT
- to communicate effectively in different ways
- to use different approaches to learning.

Resilience:

Pupils know how:

- to apply learned optimism and self-efficacy approaches
- to empathise and use EQ approaches
- to proceed when stuck
- to ask(critical)questions.

Responsibility:

Pupils know how:

- to take ownership of their learning and be able to work independently and through self-direction

- to make their own decisions in order to achieve successful outcomes within their work
- to manage their time and priorities in order to achieve good outcomes

Reflectiveness:

Pupils know how:

- to ask questions, observe, see patterns, experiment and evaluate learning.
- To set targets for future self-improvement.