



LEARNING & TEACHING POLICY

Alderman Cogan's is a Voluntary Aided, Church of England Primary School offering a comprehensive Christian primary education to families in East Hull.

The School is a caring community built on Christian values and beliefs, which permeate all aspects of School life. The curriculum, including the National Curriculum, is presented within a Christian world view. Such a world view gives perspective and meaning to all learning at Alderman Cogan's.

We seek to foster the God given talents and gifts amongst children, staff and governors for the service of each other, the school, the wider community and the Glory of God. Our aim is that all children reach their full potential, not just academically, but also spiritually, physically, socially, and aesthetically.

This is the context in which this policy is written.

This policy was written in the Spring Term 2011 and reviewed in the Summer Term 2015. It will be reviewed again in the Summer Term 2018 or earlier if necessary.

Learning and Teaching Policy and Guidance

“Teach me your way, oh Lord, and I will walk in your truth”. Palms 86:11

Purposes of the policy

- To seek to ensure that all pupils attain their full potential as learners
- To clearly state the expectations of the school with regard to learning and teaching
- To provide a framework against which proficiency can be evidenced
- To provide a framework against which excellence can be evidenced
- To provide a mechanism by which underachieving and ‘gifted’ children are identified and supported
- To provide a basis for the development of monitoring and evaluation of the effectiveness of learning and teaching within the school

Monitoring of provision

Following consultation with the teaching staff a review of the teaching and learning policy will be conducted by the headteacher and the governing body once every two years. A framework for the monitoring of teaching and learning will be devised and implemented incorporating classroom observation, a programme of reviews of pupils’ work and interviews with staff and pupils to determine effectiveness in furthering the agreed learning objectives

We Believe that a Successful Learner...

knows what they are learning and why they are learning it.

is comfortable.

is interested, stimulated and challenged.

can apply previous learning to new tasks.

has access to tools and materials to help them learn.

is willing to try.

knows what is expected of them.

knows the way they learn best.

is well matched to the task they are set.

is self-motivated to learn.

has time to learn.

can learn from their mistakes.

is encouraged and rewarded.

shows independence and responsibility.

concentrates on the task.

knows how well they have done and how to improve.

is an active learner.

feels valued and supported at home and school.

has time to reflect and evaluate.



The following guidance is given for all the school community. It is written as a result of research into the science of learning and discussion between experienced and successful teaching and support staff.

Each aspect of guidance is grouped around the agreed statements on a 'successful learner', (see previous page). Where the text is written in italics this is a future target and will be dated as it is achieved.

A successful learner knows what they are learning and why they are learning it

- Children should be involved in the target-making process to ensure a shared understanding in the purpose of the next step of their learning.
- Children should be taught the specific nature of the subject's purpose.
- Learning objectives should be shared and published.
- Children should be made aware of future lifestyle and career opportunities and encouraged to aspire towards achieving their full potential.
- Children should be taught the relevance of current learning, to learning in the past and future.

A successful learner knows the way that they learn best

- *Each classroom should display a whole school agreed work ethic. (to be formalised - March 2015).*
- Each class should discuss and agree the conditions within their classroom for optimum learning performance.
- *Children should be taught about the strategies and resource options that are available to them (need to embed - March 2015).*
- *Children should be aware of their preferred strategies and be taught to use them as a tool to overcome learning problems (need to embed - March 2015).*
- Planning and delivery of the curriculum should provide opportunities for all learning styles to be exploited.

A successful learner is rewarded and encouraged

- Children should be rewarded for the next-step in their personal achievement. (not against pre-determined or group benchmarks)
- Children should be rewarded for progression and not maintenance of previously achieved academic learning.

- *Each child should have access to learning mentorship (need to embed - March 2015).*
- Children should be given personal and specific praise.

A successful learner shows independence and responsibility

- Children should be given a knowledge of what they are expected to achieve.
- Children should be taught about resources that are available and how these can aid their learning.
- Resources should be accessible to develop independence in learning.
- Children should be taught strategies to be able to solve problems independently.
- *Children should be accountable for their own learning via mentoring sessions with their teacher (need to embed - March 2015).*
- Children should be taught self-discipline
- Children should use a response partner with whom their understanding of their own learning / new concepts can be clarified.

A successful learner is well matched to the task

- Teachers should develop flexibility in curriculum provision to reflect the developing needs of the children that they teach
- Children and teachers should engage in a two-way feedback process on the learning taking place.
- Assessment should be formative.
- Questions should be carefully designed to determine pupils' current understanding and misunderstandings.

A successful learner knows how well they have done and how to improve

- *Children should be taught self-assessment strategies. March 2015*
- *Teacher -feedback to children should be within lessons as often as possible so children can make improvements at the point of learning. March 2015*
- Children should be taught that their learning will come about as a result of their effort and attitude.

A successful learner is comfortable

- Promised resources should be available for use
- Teachers should value all contributions and never make a child feel small.

- Working environments should meet the needs of the learners e.g. room temperature, furniture, equipment.
- Classroom environments should be flexible to meet the needs of the curriculum being taught.
- Children should have ready access to water throughout the day

A successful learner is interested, stimulated and challenged and can apply previous learning to new tasks

- Learners and teachers should aspire towards ‘deep learning’.
- Children’s own interests should be taken into account when the curriculum is being planned.
- Learning should be fun.
- Learning should be interactive.
- There should be opportunities for competition.
- Learning should be relevant to the children’s own experience but should challenge thinking and present new experiences.
- Lessons should encourage creativity, innovation and investigation
- Children should be taught how to apply their learning to new situations.
- Children should understand the benefits of their learning at the outset.

A successful learner can concentrate on the task.

- Where tasks have a time constraint the information should be shared with the children
- Teaching should take account of individual children’s concentration span.
- Classroom environment should be conducive to concentration e.g. music, display.
- *Opportunities for children to experience the modelling of future expectations of independent learning should be made available via visits to classes further up the school or sharing of work between classes (need to embed - March 2015).*

A successful learner has time to learn, is an active learner and has time to reflect and evaluate

- Children should be taught to and given time to reflect on their learning in each curriculum area e.g. via plenary, response partner, reflection time.

- Where teachers give written feedback, children will be taught how to show evidence of a response e.g. reply comment, corrected work.
- *Children's reflection on their learning will be via mentoring sessions with their teacher. March 2015*

A successful learner is self motivated, willing to try and can learn from their mistakes

- Children should be taught to see failure as an opportunity for learning
- Children's efforts should be actively encouraged by teachers and peers
- Children should be taught that the validity of their response is less important than the thought processes used to arrive at it
- Children should be given opportunity for learning via trial, error and improvement
- Children should be taught that sometimes failure is inevitable and that it is OK to fail

A successful learner feels valued and supported at home and school

- The learning logs should be well used by staff and parents to encourage a two-way dialogue about the child's learning
- *The school should hold regular 'curriculum open days'. March 2015*
- *'Alongside learning' should be available for parents and children. March 2015*
- Curriculum maps should go home every half term to aid parent/child discussion of learning.

A successful learner knows what is expected of them

- Children should have knowledge of the next step towards being the best in the field, e.g. Anne Fine as an author, Stephen Hawkins as a scientist, Dyson as a designer etc.
- Each class will recognise 'Learner of the Week', who will be awarded the learner of the week medal.
- Children should be given peer role models for learning and behaviour e.g. House Captains, Learner of the Week.
- Children should know and understand the school rules
- Management of behaviour should be consistent throughout school
- The school's ethos should be consistently communicated by all

A successful learner has good teaching

- Teachers should be reflective of their own and others' practice, open to new ideas and willing to learn new skills, aiming to continually improve their teaching
- *The school curriculum plan should be used to guide teaching, ensuring breadth, balance, continuity and progression (need to embed new curriculum - March 2015).*
- Teaching should be based on a thorough knowledge of the children's level of attainment.
- When planning work for children with special educational needs a teacher should give due regard to information and targets contained in the children's Individual Education Plans (IEPs)
- Teachers should set academic targets for the children in each academic year and share these targets with children and their parents.
- Teachers should review the progress of each child at the end of the academic year and set revised targets.
- Teachers should plan lessons with clear learning objectives, taken from the National curriculum documents or the diocesan syllabus for RE.
- Learning supporters and other adult helpers should be deployed as effectively as possible.
- *Staff should ensure that classrooms are attractive learning environments, free from clutter, encouraging independence and aiding learning (need consistency - March 2015).*
- *Teachers should be aware of the preferred strategies and resources of their pupils and ensure that all approaches are catered for regularly, as well as encouraging children to develop use of other strategies other than their preferred one (need to embed - March 2015).*
- Teachers should offer opportunities for children to learn in different ways. These include:
 - investigation and problem solving;
 - research and finding out;
 - group work;
 - pair work;
 - independent work;
 - whole-class work;
 - asking and answering questions;
 - use of technology;
 - fieldwork and visits to places of educational interest;

- creative activities;
- watching television and responding to music;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.