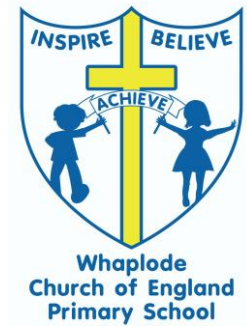




Whaplode (Church of England) Primary School
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Whaplode Church of England Primary School Teaching and Learning Policy

Definition of Learning

Learning is:

Acquiring a new knowledge, understanding or skill, within ones current understanding, linking it to past experiences and applying it to new situations.

School Values: Perseverance, Compassion, Forgiveness, Courage, Hope, Respect

As a Church of England school, we celebrate the opportunity to talk about God and the teachings of Jesus whilst valuing diversity.

We value:

- Lifelong/continual learning
- Care for others
- Respect and responsibility
- Creative thinking or thinking for ourselves
- Independence and individuality
- Confidence
- Ability to question
- Risk taking

Learning is most effective when...

It is important to us individually, (we see the point of it)

We are interested and motivated - we are emotionally involved

We feel safe, valued, and respected

We know what is expected of us

We know how to be successful

We are prepared to make mistakes

We use a variety of styles and strategies

It is backed up with practical use or experience

We have a choice

Physical needs are met

It is built on previous learning

We have time to reflect and think

To enable this to happen our key Principles are:

1. Encourage Risk Taking
2. Use assessment and effective feedback
3. Be Active Learners
4. Learning is relevant
5. Learners are Emotionally Secure
6. Effective Conditions for learning are in place

1. Encourage Risk Taking

| Expectation of Staff | Expectation of Children | Examples & Strategies |
|---|---|---|
| <ul style="list-style-type: none">• To take risks• To encourage and persuade• To provide a safe learning environment• To create a 'CAN Do' environment• To provide a 'safety net'• To generate an environment where all ideas are valued and responded to in a positive way• To praise 'failure' and success• To use 'failures' to highlight next steps• To provide children with challenging learning opportunities• To encourage children to ask and answer questions• To give children choices• To listen to children and reflect | <ul style="list-style-type: none">• To take risks• To respect and support others• To praise 'failure' and success• To reflect on areas for improvement and successes• To understand that mistakes are an important part of learning• To question their own knowledge and want to find out new things• To ask and answer questions• To be confident• To apply and transfer their skills to more complex situations | <ul style="list-style-type: none">• Question vocabulary is displayed and referred to during lessons• Children able to contribute to discussions/role play etc.• Confidence and self esteem building activities and support where needed• Children to choose own recording methods• Children to tackle real life problems• Set challenging activities |

2. Use Assessment and Effective Feedback

| Expectation of Staff | Expectation of Children | Examples & Strategies |
|--|---|--|
| <ul style="list-style-type: none"> • To use a range of assessment strategies • To feedback appropriately • To use assessment to plan next step of learning • To plan for a range of needs/groups from assessment • Ensure children know how to be successful • To share targets with children and how to be successful • To change planning in light of assessments • To use assessment to accelerate children's progress • To report to others | <ul style="list-style-type: none"> • To self assess and to assess others • To be actively involved in identifying their next learning steps • To talk about their learning with others • To know targets and where to go next • To know how to be successful • To know when they have been successful • To respond to their learning experiences and comments in their books • To reflect on feedback and to change appropriately • To use feedback and assessments to learn | <ul style="list-style-type: none"> • Traffic lights. KS2 children write a comment to justify self-assessment • Children identify when they have achieved their target. • Children identify next target • Verbal and written comments • Time is given in each lesson for reflection and corrections • Children share their learning with others |

3. Being Active Learners

| Expectation of Staff | Expectation of Children | Examples & Strategies |
|---|---|---|
| <ul style="list-style-type: none"> • To be active learners • Encourage active participation • To provide a variety of resources • Ensure resources are readily available • To develop confidence and independence • To take and encourage risks • To understand that people learn differently • Approach lessons using different teaching methods to cater for different learning styles • Give children choices • Develop higher order thinking skills | <ul style="list-style-type: none"> • Be involved and have a go • To reason • To justify • To explain • To evaluate • Ask and answer questions • Recognise their own successes and share with each other • Be supportive and learn from each other's mistakes and risk taking • Recognise their own strengths and next steps • Understand they will not always be correct • Know their own learning styles • To independently use the learning environment and available resources to the full | <ul style="list-style-type: none"> • Allow children to devise own topic areas • Encourage to carry on lines of enquiry outside school • Provide a range of reference material • Give time for thinking, research. • Give time to 'struggle' and think - don't step in too early • Encourage children to solve their own problems • Praise and recognise all steps-even the unsuccessful ones • Ask open questions • Ask questions that have more than one answer |

4. Learning is relevant

| Expectation of Staff | Expectation of Children | Examples & Strategies |
|--|---|---|
| <ul style="list-style-type: none"> • Learning is set within child friendly contexts • Curriculum links are made appropriately • Learning is planned to build on previous learning • Learning is matched to individual needs • Set appropriate challenge which extends learning • Seek children's ideas and interests • Listen to feedback from children | <ul style="list-style-type: none"> • To link learning experiences • To know individual targets • To know and suggest their next steps • To develop their own lines of thought • To question • To challenge themselves • To suggest areas of learning • To reflect on learning and feedback to staff | <ul style="list-style-type: none"> • Develop cross curricular links • Plan within children's understanding- e.g. how many children actually need to make a cup of tea? • Link to children's lives • Have daily question times • Use a variety of styles and approaches • Use practical activities • Ask children what they know and want to learn • Have a 'who can think of the best question?' time |

5. Learners are Emotionally Secure

| Expectation of Staff | Expectation of Children | Examples & Strategies |
|--|--|--|
| <ul style="list-style-type: none"> • Ensure a safe learning environment for every child • Value everybody - everyone in our school is a learner • To be aware of issues affecting children's well being • Good communication between school and home • Listening to others - adults and children • Pass on relevant information • To teach children to be aware of emotions and how they affect our actions | <ul style="list-style-type: none"> • To care about the people around them • To be supportive of other learners • To listen to each other • To be respectful to each other • To seek help when needed • To be aware of how our emotions affect our actions • To be aware how our actions affect others • To make appropriate choices and reflect on their decisions | <ul style="list-style-type: none"> • Meet and greet each person individually - use names • Show an interest in other people's lives • Listen/talk to child about issues • Circle time/SEAL activities • Standing outside at end of day to talk to parents |

6. Effective Conditions for learning are in place

| Expectation of Staff | Expectation of Children | Examples & Strategies |
|--|--|---|
| <ul style="list-style-type: none"> • To be aware of how PSE affects learning (see above) • Create a positive classroom/school ethos • Establish effective classroom routines • Ensure a safe learning environment for all • Effective teaching through: questioning, explaining, scaffolding, demonstrating and modelling, using ICT effectively • Well planned lessons/resources/displays • Organise resources to enable independent learning • Children's work is displayed and celebrated • Use assessment effectively | <ul style="list-style-type: none"> • To do their best • Keep on task • Ensure a safe learning environment for all • Keep class/school rules • Be well behaved • To develop a positive class ethos • Respect others right to learn • Enable and encourage others to learn • To respond effectively to assessment feedback • To look after resources • Look at and use displays | <ul style="list-style-type: none"> • Interactive displays • Ensure school/classroom are tidy • Tidy own belongings and resources • Clearly label resources • Work with children to create class rules and routines • Notice the good • Display class rules |