

# Robert Le Kyng Primary School

## Teaching and Learning Policy



### Introduction

At Robert Le Kyng we believe that all children deserve a curriculum which is relevant, stimulating, supportive and fun. It should prepare them for their future life and to take a responsible role in society. We aim to achieve this by providing good quality teaching within a stimulating, supportive learning environment.

We want our curriculum to:

- be accessible for all
- be relevant and diverse
- start conversations and make children ask questions
- be fun, exciting and educate the whole child
- to inspire and challenge
- include meaningful, engaging first hand experiences including current world events
- be broad, balanced and meaningful both in knowledge and skills
- be progressive and build on prior learning to deepen understanding
- support the social, emotional and mental health of all our learners
- be flexible to meet the individual needs of our children

Wherever possible we embed learning within a topic in order to catch, or hook, children's interests therefore leaving them eager to learn and find out more. We use this to inspire quality writing from the children and to develop a range of skills across the curriculum. We like to include many first hand experiences, whether this is through using our local environment – we are very lucky to be situated so close to the railway village and the history that Swindon offers – or a trip further afield. We also invite visitors in to support children's understanding. We also provide a wide range of enriched educational opportunities including expert PE tuition from Mr Barnett, learning a musical instrument, taking part in school productions or designing and creating a work of art. Expanding and celebrating every child's strength is a key aim of Robert Le Kyng.

### How can we promote good learning?

- Actively involving children in their own learning
- Making learning fun, practical and relevant to children's lives
- Ensuring that children are given opportunities to learn using a variety of styles
- Providing an effective learning atmosphere where all feel they can contribute in safety and are willing to take risks
- Ensuring that relationships in the school are positive and promote children's motivation

- Effectively tracking children's progress and taking swift action to address any underachievement
- Using assessment information to ensure that effective differentiation is in place to challenge and support all children
- Developing the skills that children need, not just a body of knowledge
- Providing ongoing professional development for all staff in the school through training and peer observation.

### **What will this look like in the classroom?**

- A clear learning objective in the form of a learning question and success criteria ("Remember to...") will be shared with children so that they know what successful learning looks like.
- Children are supported to evaluate their own learning against success criteria.
- Effective questioning is used to probe, clarify and check children's understanding. This will include a significant amount of open questioning.
- Opportunities for all children to engage with whole class teaching (for example, paired talk, individual whiteboard work, response cards etc.) will be offered every lesson.
- Clear expectations of behaviour for learning – active listening, engagement, allowing others the opportunity to learn.
- Children are given feedback which highlights what they have achieved and offers them the next steps where appropriate (see feedback policy).
- Assessment for learning used to adapt lessons to promote the best learning.
- Children will demonstrate their independence through making some decisions about what they do and how they do it.
- The pace of lessons will move appropriately in order to challenge children, while supporting those that need it.
- A variety of children's activities – practical, written, group and paired work, drama...
- Teachers will be confident in their subject knowledge, and will model 'How to find out' at points where the learning goes beyond what they know.
- Opportunities for first hand experience will be given through visits, visitors, artefacts, real life problem solving etc.
- Homework will be used to support and reinforce learning in the classroom.
- Effective use of support staff.

### **How can the classroom environment support this?**

- Resources in the classroom will be organised so that children can access them independently
- The classroom organisation supports effective collaboration between children
- The classes are word rich environments, with a good proportion of handwritten notices to model good handwriting

- Working walls will support children with the current topic. The intention is that these are useful and current, so they may not necessarily be beautifully presented
- Models and images are used to support children's learning
- Vocabulary supports current topic and ongoing work
- Children's work and achievements are celebrated
- Interactive displays are used to encourage children to engage with questions, or add to
- Class reward systems promote good learning behaviour

**How will teacher's planning support this?** (also refer to school planning documents)

- Effective sequences of lessons should be planned which build on previous learning and towards an outcome
- Teachers will plan to address whole school priorities to promote areas of learning identified
- A clear learning objective should be identified for every lesson and shared with the children as the learning question.
- Effective differentiation will build on what we know of the children's abilities in order to challenge them effectively
- A variety of teaching strategies should be planned for. For example modelling, demonstrating, questioning, explaining, problem solving, shared work etc
- A variety of teaching styles should be planned for to engage all children
- Teachers will make ongoing assessment jottings on planning
- Planning should be flexible and ongoing assessment will be used to adapt planning as lesson/week/term progresses. This should be annotated on planning

**How will children's work demonstrate this?**

- All work will have a clear learning question in child friendly language. This should refer to the skill being learned, not the context
- Children will be encouraged to value all of their work and to demonstrate this by presenting their work with care
- Children will self evaluate their work against the success criteria for the lesson (feedback policy).
- Children will be given opportunities to record in the style that they consider most appropriate for a task
- All work will be marked in line with the feedback policy.

**Related documents:**

Curriculum area policies

Feedback policy

Planning formats/documents/schemes of work

**Reviewed: January 2019**

**Review Date: January 2022**