



THORNHILL PRIMARY SCHOOL LEARNING AND TEACHING POLICY

This policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

Sept 2020

It is our Vision ...

Every child, every lesson, every day where every child matters and everyone achieves

Core purpose: To ensure everyone is

Successful

Happy

Inspired

Nurtured and

Enjoying lifelong learning

We are all collaborative, enterprising learners.

We believe:

Together

Everyone

Achieves

More

Our aims are

- To inspire an ongoing passion for life long learning for our community.
- To offer an enriched investigative, and challenging enterprising curriculum, with a focus on securing basic skills and targeting potential where each and *EVERY CHILD MATTERS*.
- To promote an ethos of positive cooperation and exemplarily behaviour to ensure that the challenge of learning can be met with confidence and enjoyment.
- To encourage an ethos of independence and pride in all achievements to drive learning forward.
- Through extended provision, continue to be a sustainable professional learning community.
- To ensure the children are equipped to be global citizens of the future by awareness of the world issues around them. We are committed to the rights respecting schools principles.

Lessons will generally consist of 3 main parts: New learning, Practice and Reflect.

During the learning there will be focused positive marking from the adults in green pen. At times appropriate to the flow of the lesson, children will be given time to do corrections in "fix it" time in red pen. Peers are encouraged to mark work in purple pen. We insist that they are kind, specific and helpful.

In the introductory part of the lesson teachers may

1. Begin English and Mathematics with mental maths strategies, including practicing spellings.
2. Generate daily OMS, Word Level Work or SPAG practice - that moves seamlessly into direct teaching input.

In the main part of the lesson teachers will

1. Facilitate fluid groups of children learning around a split input model, challenging where possible the more able children to work independently.
2. Introduce the main activity by sharing the Learning Intention/Steps to Success clearly on the board. In Foundation Stage the children may have WALT and WILF character toys that the children can identify with more.

Set the context for learning.

1. Make reference to the learning wall, or learning from the previous day.
2. Use a variety of different strategies to engage learners.
3. Where relevant use Learning Stops to intervene precisely and take all learners on.
4. Use effective visual modelling to secure success for our learners.
5. Allow peer marking where appropriate, fix it time, where children respond to staff or peer marking.
6. Pupils in KS2 to listen to verbal instructions from staff as to how to improve work - then jot notes for improvement for next day. For marking scrutiny purposes - this conversation is marked by writing VF in green pen.

In the plenary session teachers may

1. Revisit Learning Intention/Steps to Success.
2. Ask the children, through a range of strategies, what they have learnt from the lesson.

Children will have the opportunity to

- Have fun!
- Work individually, collaboratively and as a class.
- Make decisions.
- Learn together and ask questions.
- Solve problems.
- Be creative.
- Develop independence.
- Be challenged

The Learning environment will be

- Child centered.
- Challenging and stimulating
- Peaceful and calm.
- Happy and caring, supporting all learners including vulnerable groups.
- Organised and appropriately resourced.

Monitoring of Learning and Teaching

- Planning will be monitored and available on the morning of an observation.
- See Appendix 1 for proformas that will be used in observations. (On school server)
- Work scrutiny may follow the observation matched to planning, delivery and pupil learning where necessary.
- Pupils may be interviewed about their Learning following any observation, depending on the age of the child.
- Feedback with notes will follow on the same day, where possible.(within 5 days)
- Coaching support sessions follow drop ins, observations etc, looking collaboratively at areas for development.

Home / school Learning.

In order to consolidate learning and help our pupils become independent learners regular home work will be set by teachers for pupils to complete at home. This will focus on reading, mathematics and spelling / handwriting. This will also inform parents what their children are learning at school.

Reading.

Children will bring home a book to share with parents which is matched to their reading level at school. It is intended that they will be able to read this fluently. Children may also choose a library book which may be more challenging for them to read.

Mathematics.

Children will bring home a maths worksheet to complete. This will either be linked to recent work or calculations.

Spelling / Handwriting.

Children will either have a phonics worksheet to support the current phoneme being taught, common exception words, topic words or National Curriculum words. These are often presented as a 'look, cover, check' and handwriting to help develop fluent joined handwriting.

Research about homework suggests that:

"The most direct positive effect of homework is that it can improve retention and understanding. More indirectly, homework can improve students' study skills and attitudes toward school, and teach students that learning can take place anywhere, not just in school."

All our children are treated as individuals but as children become older if they fail to return their homework they may need to complete it in their free school time. This helps children manage their time, become more independent and prepare them for the next phase of their education.