



Otterbourne Church of England Primary School

Trust, Respect and Determination

LEARNING AND TEACHING POLICY

Name of Headteacher:	Martin Geraghty
Name of Chair of Governors:	Sue Barham
Date Policy approved and adopted:	October 2022
Date Due for review:	October 2024

VERSION CONTROL LOG

Date	Description of changes (person responsible)
31/10/22	Change of Headteacher name. Removal of the Learning Toolbox and inclusion of content relating to meta-learning and skills for life. Removal of text relating to transition matrices (MG)

Otterbourne Church of England Primary School is committed to ensuring the highest quality of learning is available to all. Every child really matters to us.

The school aims to support learners in becoming their very best by:

- maximising the effectiveness of learning and teaching
- enabling individuals to take responsibility for their own learning within a supportive framework
- recognising and celebrating the achievements of all
- enabling individuals to make informed and personalised choices in their learning.
- increasing access and removing barriers to learning including promoting disability, gender and race equality and beliefs

The Policy

All learners should have equal access and entitlement to:

- a range of well-resourced and structured learning opportunities
- effective teaching across all subjects
- appropriate and wide ranging assessment which identifies next steps in learning
- effective and appropriate learning support which meets individual needs

There will be effective planning, teaching and evaluation which:

- shares clear learning intentions and success criteria with learners
- helps children to develop criteria for evaluating the value of their own and others work
- makes regular use of 'Assessment for Learning' throughout the lesson which shapes the direction of future learning.
- address the needs of individuals within groups
- asks open ended questions
- uses developmental marking, including the use of next steps and assessment to inform future planning
- looks for opportunities to encourage children to apply their prior learning creatively
- incorporates effective use of Computing
- gives learners opportunities to choose ways of working and to shape the direction of their learning
- gives pupils first-hand experiences through visits and visitors
- uses stimulating starting points including artefacts, problems, stories and topical events
- makes activities relevant to children's lives
- builds on what pupils find interesting and have experienced both in and out of school
- uses a range of learning styles, including practical experimentation, problem-solving, role-play, visual materials, small group discussion and collaboration
- uses a range of resources which reflect the diversity of society
- gives pupils opportunities to reflect on and share personal experiences and feelings
- gives pupils opportunities to work with others from their class, year group and different age groups
- capitalises on unexpected learning opportunities and change the direction of a lesson where this is most effective

Teaching strategies will provide opportunities for the children to:

- ask questions and challenge assumptions
- use their knowledge and prior experiences
- look for trends and patterns
- re-apply their learning in new contexts
- communicate their ideas in new ways
- use their imagination and encourage curiosity
- visualise alternative solutions

- look at things from different points of view including in a social context
- try alternatives and fresh approaches
- anticipate and overcome difficulties
- feel secure and supported emotionally
- keep an open mind and adapt ideas to achieve results
- evaluate what they do
- review their own progress
- put forward constructive comments, ideas and explanations to acknowledge learning challenges, hurdles and that it is ok to struggle (The Learning Pit)
- listen carefully to feedback and incorporate this into their thinking
- collaborate effectively with others

Alongside this, as a staff we recognise the fast changing landscape of employment into future careers and have agreed a number of tools that will be referred to throughout the school that will prepare our 21st Century children for their future workplace, regardless of the career they choose to do. Children will be taught a 'language of learning' and throughout their time at the school, they will focus on what it takes for them to become independent: they will learn to be a learner. Children will be taught, and will be given opportunities to use, different skills for life so that they leave us ready for Year 7 and ready for what they will face at secondary school and life beyond education. We take a meta-learning approach to self evaluation, so that the children learn what it is that makes them successful and also why they might not have succeeded in their learning as well as they would want. If they can identify their own barriers to learning, then they can equally identify how to overcome them.

Assessment

At Otterbourne Church of England Primary School, we believe that assessment is essential in providing a responsive curriculum that meets the needs of all learners. Assessment in school is based around both formative and summative approaches. All teachers are encouraged to use their assessment for learning strategies during a lesson to shape and change the structure of the learning to meet the specific needs of individuals or groups.

Teachers use the outcomes of lessons to inform future planning to ensure each days learning suits the needs of the children in the class. Teachers will update the schools tracking package (Target Tracker) at **a minimum** of termly intervals. Teachers know that 'Target Tracker' can be used as a tool for differentiation and future planning. This data will be analysed, each term, by the Senior Leadership Team to identify the progress that has been made by individuals and classes/year groups. (Currently this is measured as an expectation of 6 steps of progress across the school year). Where a child does not meet the required progress measures, they will be targeted to make accelerated progress in subsequent years.

Each half-term teachers meet with a member of the SLT to review the progress for all children in their class. This will focus on both ensuring children are making good 'in-year' progress and whether they are closing the gap on their target. Interventions will be identified by the class teacher, SENDCo (if appropriate) and member of the SLT. Most interventions will be based around the notion of 'Quality First Teaching' and will be classroom based. If this is still not having an impact on learning, then extra interventions may be organised. This will be reviewed at least half-termly to ensure that it is having positive impact.

Standardised tests in maths, spelling and reading are used to help inform planning and teaching. These are carried out twice a year (academic year). Teachers may also use standardised tests to measure progress the children have made. These are usually completed towards the end of the academic year to ensure the receiving teacher has a clear picture of what the child's areas of strength and development needs are. This data is also handed to the SLT for analysis. Children in Year 2 and Year 6 will also take part in Statutory Assessments known as SATs. In KS1, these form

a part of the 'Teacher Assessments' that are provided to the DFE. In KS2 the results are used by the DFE to show the progress the children have achieved. Both sets of data measure the school against National Comparators. Early Years children are assessed using the National Baseline and against the Foundation Stage profile across the year. This progress is also checked and challenged half-termly through pupil progress meetings, with the intention of ensuring as many children as possible reach a Good Level of Development (GLD).

Every child matters in our school. We want to ensure that all children make as much progress across their time here with us as possible.