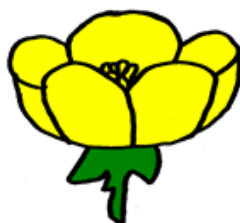


# GOLDFIELD INFANTS' AND NURSERY SCHOOL

## Teaching & Learning Policy *'Building Learning Power'*



<b>Committee</b>	<b>Learning Matters</b>
<b>Next Review</b>	<b>Autumn 2023</b>
<b>Duration</b>	<b>2 years</b>
<b>Approved FGB</b>	<b>Autumn 2021</b>



## FOREWORD

Valuing diversity is central to achieving the overall aim of Goldfield Infants' and Nursery School.



### Roots and Wings

**There are two gifts that we can give our children,  
one is roots,  
the other is wings...**

Our aim is to provide a caring environment where each child is able:

- 🌟 To feel happy and secure; growing in self-belief and respect for each other
- 🌟 To develop a love of learning and reach their true potential
- 🌟 To learn in a caring, safe and inspiring environment where the children are at the centre of the curriculum
- 🌟 To participate in learning that is rich, creative and challenging, reflecting high expectations
- 🌟 To become a valued member of a nurturing school committed to the wellbeing of its community

Ultimately to help our children develop as confident, resilient and considerate members of society – enabling them to 'fly'



To systematically and demonstrably develop students as:

- 🌟 Confident and independent learners  
Ready willing and able to:
- 🌟 Choose, design, research, pursue, troubleshoot and evaluate learning
- 🌟 For themselves
- 🌟 Alone and with others
- 🌟 In school and out

***confidence, curiosity, collaboration,  
communication, creativity, commitment,  
and craftsmanship***

## Why Teaching & Learning?

*“Being a good learner is not just a matter of learning a few techniques. It is about the whole person: their attitudes, values, self-image and relationships, as well as their skills and strategies. It means enjoying learning and seeing yourself as a learner, seeking out learning as well as knowing how to go about it.”*

Guy Claxton “Building Learning Power”(2002)

## Introduction

At Goldfield we believe in encouraging lifelong learning and that both adults and children learn new things every day. Learning should be a rewarding and enjoyable experience for everyone. We want to encourage our children to embrace challenges and be willing to step out and take risks in their learning. In order to achieve this, we provide a safe, stimulating and creative environment.

Since 2012, we have adopted the “Building Learning Power” approach to education. This involves working on four aspects of the children’s learning that build their ability – or power – to become effective learners. These are:

- Perseverance – managing interruptions and distractions. Resourcefulness – being flexible in thinking and problem solving
- Reflectiveness – revising and adapting to improve your learning
- Cooperation – being able to learn alone and with others. We have translated this as cooperation.

To make these attributes of learning more accessible to the children, we have adopted four characters to personify them.

### Polly Perseverance



Being ready, willing and able to lock onto learning

### Roger Resourcefulness



Being ready, willing and able to learn in different ways

### Ryan Reflectiveness



Being ready, willing and able to become strategic about learning

### Chloe Cooperation



Being ready, willing and able to learn alone and with others

So through our teaching we aim to:

- enable the children to become confident, resourceful, enquiring and independent learners
- give the children the opportunity to take part in a rich, creative, challenging curriculum, reflecting our high expectations
- foster the children's self-esteem and help them build positive relationships with others
- provide common criteria against which excellent teaching and learning practice can be celebrated and develop each criteria to its true potential
- help spread and share all teaching and learning practice that is of an excellent standard
- provide an insight into the review and development of current and future teaching and learning practice, which enables staff and children to remain stimulated and focussed
- to provide a learning environment rich in resources where the children can experience innovation and technology to equip them for the future

NOTE:

Teaching & Learning must, by its very nature, take account assessment and monitoring, behaviour, learning support and equal opportunities. There are policies in place for those aspects of Teaching & Learning and their contents will not be duplicated in this policy. Please refer to the following policies for all relevant information: Assessment, Curriculum, Pupil Behaviour and Discipline, Marking and Feedback and SEND/Gifted and Talented.

**What is effective teaching and learning?**

According to OfSTED outstanding teaching in lessons is when:

**“.....ideas and skills are taught in an inspiring and highly effective way.”**

**Effective Teaching:**

- provides carefully structured activities that are matched sensitively to pupils' needs; including those pupils with SEND or who maybe gifted or talented
- gives pupils opportunities to develop responsibility for their work and independence
- develops well planned, prepared and paced lessons that maintain high levels of interaction with the class and that have clear learning objectives and success criteria
- provides ample, challenging work stemming from expert knowledge of curriculum, how to teach it and how children learn
- ensures the classroom is an attractive and stimulating learning environment
- creates a positive atmosphere in the classroom through excellent relationships, high expectations of behaviour and use of positive, focussed praise
- creates an environment where learners feel able to make mistakes and are comfortable to learn from them, without feeling inadequate or foolish
- creates a 'high challenge-low stress' environment for learning in which pupils are relaxed, believe that they can learn (high self-esteem) and want to learn (motivated)

- provides opportunities for pupils to enjoy themselves or have fun: this is when pupils learn best, because their emotional state is fundamental to learning
- uses the extended learning team effectively
- employs a variety of approaches; strategies and techniques that are well selected and where time is used productively
- uses homework effectively; particularly to reinforce and extend what is learned in school and to prepare for a new topic

### **Effective learning is:**

- when pupils are captivated and enthused by what they are learning
- an active process – a product of doing and exploring rather than receiving
- linked to prior knowledge and skills
- offers opportunities for the children to build skills needed to be successful learners
- supported by both the teacher and other pupils, and takes the form of interaction, collaboration and teacher intervention
- collaborative through cooperation, dialogue and creating knowledge with others
- centred on the learners' responsibility for their own learning. They are able to exercise choice, develop goals, plan their approach and work independently.
- reflective and enables learners to monitor and review the learning
- where learners make considerably better progress than may be expected
- when pupils display a strong desire to contribute the effort, concentration and perseverance required to match the teachers passion for learning

At Goldfield we are committed to enabling every learner to succeed and to making him or her feel included, secure and valued. We strive to create opportunities for learners to develop personal qualities such as considerate behaviour and tolerant attitudes that will enable them to contribute effectively to the community. We also have high expectations of learners at home and actively seek to engage parents in their child's learning in partnership with the school. Parental involvement and support in the home is critically important.

### **Putting theory into practice**

All lessons should contain elements of "Assessment for Learning" (AfL) They are the strategies formulated with staff as being most effective in empowering us to consistently deliver high quality lessons. In so doing we believe these elements are core to enable us to unlock a pupils full potential and maximise their progress and level of attainment:

#### **1. Learning Objectives and Success Criteria are Identified & shared**

This needs to be a two step approach in which pupils are told not only the purpose of the lesson but also what the teacher expects in terms of outcomes from the activity. There is a need to communicate why they are doing what they are doing and how it fits into the bigger picture of the subject or their wider learning across the curriculum.

This will be achieved through:

- the learning objectives being outlined to the pupils at or near to the beginning of each lesson.
- the pupils being clear about the learning objectives in terms of what they are expected to learn. Objectives should be phrased in terms of the stem:

**"We are learning to..."**

- **know that ...** (for knowledge – factual information such as names of people or equipment, places, symbols, formulae etc.);
- **understand how/why ...** (for understanding – concepts, reasons, effects, principles, processes etc.);
- **develop / be able to ...** (for skills – using knowledge, applying techniques, analysing information etc.)
- **develop / be aware of ...** (for attitudes and values – empathy, caring, sensitivity towards social issues, feelings, moral issues etc.);
- **explore and refine strategies for ...** (creating, designing, hypothesising, exploring alternatives).



The success criteria are made clear to pupils. Children are told explicitly what is expected from them as a high quality outcome of each lesson (or part of the lesson). This will usually be done through effective modelling of tasks and describing or showing different possible attainment levels pupils will produce. Outcomes ought to be phrased in terms of this stem:

**‘What I am looking for ...: (‘WILF’)**

- from everyone is.....’
- you to be successful is...’
- for top marks is.....’

Please see the Feedback and Marking policy for further details.

**2. Review Learning To Link and Consolidate**

Reviewing, or reflecting, helps create links with previous learning. This helps build secure foundations for subsequent learning, so that learners can progressively develop the skills, knowledge, understanding, attitudes and values contained in the curriculum.

This will be achieved through:

- previous learning being recapped by the teacher.
- pupils being involved in the recap of previous learning.
- recap of learning being done throughout the lesson in relation to learning objectives. Establishing what learners know, understand, can do, are aware of or have explored, correcting existing misconceptions where necessary.
- review of learning done toward the end of the lesson to consolidate learning and its retention (plenary).
- providing time for reviewing and reflecting upon the learning that has taken place, as well as how and why they have learned.

### **3. Providing a variety of learning activities**

The main activity of lessons is critical in making learning an enjoyable and challenging experience. It should stimulate learning through matching teaching techniques and strategies to the range of learning styles and needs within the class, and indeed groups within that class, to ensure all pupils are **actively engaged** .

This should mean that staff ensure a range of teaching techniques and strategies are used that will regularly facilitate different learning styles. This ensures that pupils' strengths are maximised, and relative weaknesses developed.

Pupil assessments are used to help design different tasks to meet individual pupil learning preferences. It should provide opportunities for pupils to show and develop their skills and abilities to work independently and collaboratively.

This will be achieved through:

- being confident, flexible, open-minded, willing to experiment and embrace change in terms of your own teaching style, and adapt appropriately.
- planning and delivering a range of activities that match the maturity of the learners and the material to be learned, reflect different learning preferences and involve high levels of time on task for 'making sense' of information.
- using creativity, imagination, and the resources offered by new technology, to engage, enthuse, challenge and support learners, and reward their effort and achievement.
- engaging in a dialogue with pupils that centres on effective learning; what it looks like and how it can be developed.
- pupils being aware of pace and timing within a lesson.
- activities set in a sequential order that promotes progression and complexity of learning.
- pupils being involved in planning, developing and evaluating their own activity and learning experiences.
- activities which are varied in order to access all learning styles and intelligences.
- the sequence of tasks that pupils are engaged in, allowing for appropriate variation in the pace of learning, and the level of challenge.
- assessment having informed the decisions behind which activities are selected and how the pupils are grouped for them.

### **4. Assessment used formatively to involve pupils in their learning**

The key focus of assessment in teaching and learning must be to enable pupils to be continually aware of where they are now in their learning, where they can or need to get to, and most importantly how best to get there.

This will be achieved through:

- recognising the standards to aim for by showing pupils exemplars of work previously produced by other pupils.
- providing the basis for varied and effective feedback and development points for children to be active partners in their own learning.
- developing pupils' questioning.
- developing pupils' self and peer assessment.
- promoting confidence among learners and being aware of pupils' preferred learning styles.

- providing experiences and activities that enable pupils to be involved in assessing and monitoring their own achievements.
- ensuring that assessment yields information that is useful in helping to improve *teaching*; helping teachers to get to know pupils and to plan work with appropriate pace and challenge.
- ensuring that assessment yields information that is useful in helping to improve *learning*; helping children and parents to understand how they learn best, and how well they have learned.

Assessment is of prime importance to staff to inform their future planning and activity with classes. It has an influence on pupil motivation and self-esteem. Therefore it must be both constructive and sensitive. Also our ability to share this information with parents effectively is key to children being supported as well as possible at home.

More information on assessment can be found in the assessment policy.

## **5. Differentiation to Enable All Learners to Succeed**

Differentiation can be seen as an on-going process that is accommodating the needs of individual pupils in our school. It ensures that teaching allows most learners to make at least their expected progress in relation to their capability. It will also stretch the less able to work as close to their capability as possible and the gifted and talented way beyond. Differentiation is best achieved when based upon an informed review of the pupils learning, through a diagnostic and formative assessment procedure.

Where a pupil has special educational needs or a disability (SEND), specific targets will be put in place and reviewed regularly through an additional support plan. Please see SEND and Gifted and Talented Policy.

### **Promoting and Developing the Policy**

This will be achieved and supported by:

- A firm commitment to improving teaching and learning for individuals, the school and the wider community.
- The use of mechanisms for continuing professional development (courses, coaching, inset, mentoring, training and so on) within the cycle and framework of performance management.
- The formal and informal monitoring systems which are already in place, supported by lesson observation, peer observations, teacher planning scrutiny, work sampling, staff and pupil surveys and questionnaires to inform the assessment of the following **outcomes of effective learning**:
  - a. More connected knowledge – of things, people, action
  - b. Greater knowledge and understanding
  - c. Wider range of skills and strategies
  - d. Increased engagement and motivation
  - e. positive attitude to learning
  - f. development of co-operative and collaborative learning

**And most importantly...**

**...the fun, sense of achievement and sheer enjoyment that learning brings.**