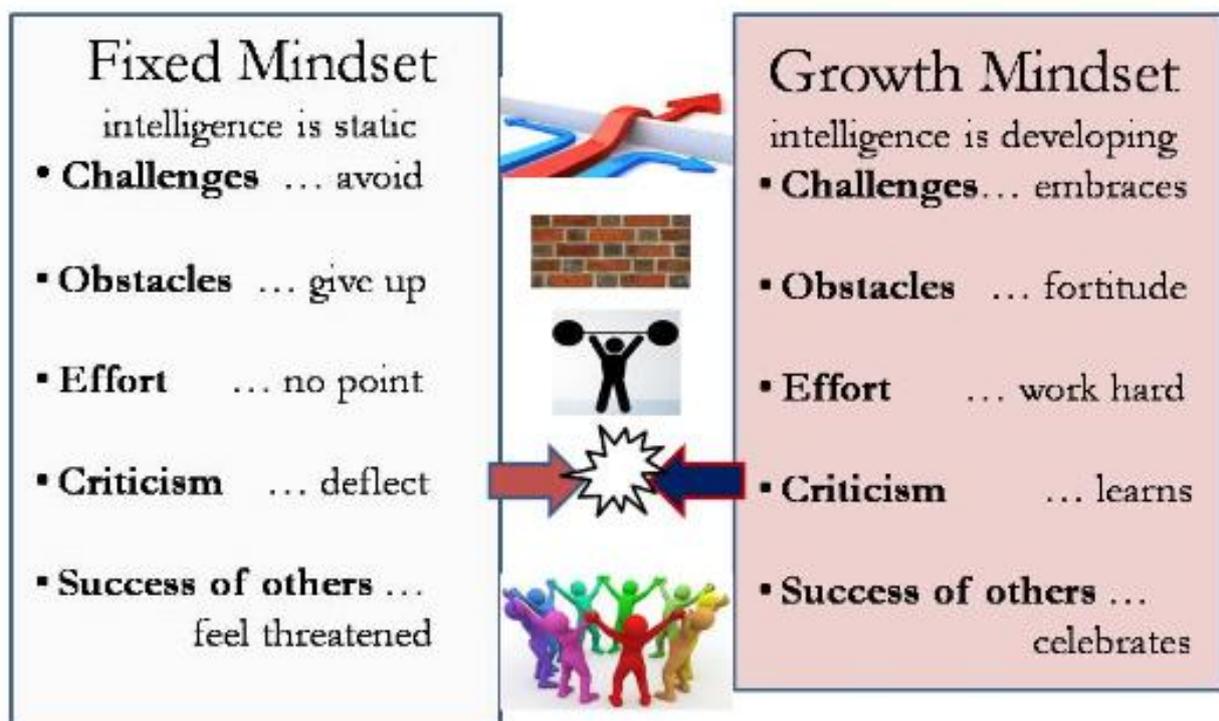


Aim

Our aim is to create learners who can reflect, question, wonder, think, connect, and be self-aware and determined. We aim to create teachers and learners with a growth mindset. At West Park, the learning pit is integral to developing **resilient** and **resourceful** learners.



Learning at West Park

We believe that effective teaching and facilitating means effective learning; that is what we should be striving for in every lesson. We aim to provide high quality learning experiences that create self-directed and ambitious learners who understand the school values of respect, aspiration, resilience and integrity.

Responsibilities

As part of the school community teaching staff, children, parents and governors all have responsibilities in relation to the teaching and learning that takes place at West Park Primary School.

Non negotiables for teaching staff:

At West Park we provide stimulating learning opportunities in a caring and supportive environment. Teachers and teaching assistants are passionate, motivated and inspire all children to be the best they can be.

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| High expectations for every child | <ul style="list-style-type: none">• lidless learning• prepared to be amazed!• responsible for all learners in the class• SEND and new arrival pupils supported in learning by class teacher and TA, and are also expected to work independently |
| Accurate assessment | <ul style="list-style-type: none">• know prior learning to build on knowledge and understanding• plan lessons based on children's needs, AfL used throughout lessons to ensure children know what they are learning• circulating, questioning and intervening throughout the lesson to provide next steps and feedback• adjusting learning as necessary• marking and feedback impacts on progress for all learners - children know what they have done well, are clear about how to improve, make visible signs of improvement• feedback provided helps to reduce/close gaps• children are actively self assessing and/or peer assessing against success criteria to promote visible learning |
| Clear differentiation | <ul style="list-style-type: none">• plan to meet the needs of every child• teaching methods and resources matched to the needs of children• Effective use of other adults. Does the TA know what the children are learning? Do they have the subject knowledge to support children?• Create a culture where mistakes and comments such as 'I don't |

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| | know' are seen as learning opportunities |
| Plan for progress | <ul style="list-style-type: none"> • Children ALWAYS walk into learning with an engaging/stimulating activity • Metals and success criteria are used effectively to support accelerated progress • WAGOLs (what a good one looks like) and effective modelling is used in every lesson • WABOLs (what a bad one looks like) used as teaching points • Teacher adjusts pitch of work as necessary so all pupils can access learning as well as challenge their thinking • Clear learning objective(s). Do the children know what they are better at by the end of the lesson compared to the start? Do they know what skills they need to secure? • Recycle basic skills as necessary and take every opportunity to develop crucial skills (reading, writing communication and maths) across the curriculum • Assessments are ALWAYS used to inform next steps e.g. spellings, arithmetic etc. and pupils given opportunities to reflect on their successes/failures. In this context, lack of success is seen as knowledge for pupils and teachers for further learning opportunity • Empty assessments are not used; this includes testing that does not inform next steps e.g. tests where pupils are predicted to get very high scores (so teachers already know attainment level/skills secured) or assessments that include subject matter that has not been taught. |
| Pace | <ul style="list-style-type: none"> • Thinking time used appropriately - talking partners are planned strategically to allow for collaborative learning, ideas sharing and confidence building • New arrivals/SEND are placed in away seats/with talking partners to maximise language acquisition • No hands up used to maximise pupil engagement/democratic classroom engagement • AfL is swift and includes use of mini whiteboards to promote active learning |
| Questioning | <ul style="list-style-type: none"> • All children are engaged in responding • Responses take a variety of forms: white boards, think, pair, share, lollipop sticks, bouncing questioning around room, numbered seats etc. • Pupils regularly respond to questions requiring justifying, synthesising, speculating, deducing, inferring • Pupils are encouraged to ask questions |

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| Secure subject knowledge | <ul style="list-style-type: none"> • Teachers know the topic/theme they are teaching • Adults inspire and share own areas of expertise/interest • Share and explain learning and success criteria |
| Learning hook | <ul style="list-style-type: none"> • Children enthused through a wow factor - fascinated, questioning and wondering, motivated • Purpose and audience - real life context • Range of ways used to stimulate learning - stories, art, music, thinking activity etc. |
| Practical resourcing | <ul style="list-style-type: none"> • Children ready to learn with relevant equipment - tool kit • Well organised and clutter free classroom set up for fuss free learning |
| Learning environment | <ul style="list-style-type: none"> • Learning wall linked to current learning supporting pupils independent learning e.g. 3T (think, talk partner, tools) b4 me • EAL friendly - words, images, WAGOLLS, language rich, sentence stems, use of West Park language ladders etc. • See learning environment checklist (Appendix 1, page 10) |

Children have a responsibility to:

- Attend school regularly, be punctual, have the equipment they need and be ready to learn
- Take care of their own equipment / belongings having them in class at the appropriate time
- Take a growing responsibility for their learning
- Develop a growth mindset
- Use the learning pit tools to face challenges
- Conduct themselves in a manner appropriate to the school behaviour policy
- Be empathetic of other learners
- Be aspirational - aiming higher every day!

Parents/carers have a responsibility to:

- Ensure that their children have the best attendance record possible
- Ensure their child is equipped for school: uniform and P.E kit
- Do their best to keep their child healthy and fit for learning including enough sleep and breakfast to start the day
- Inform the school if there are external matters that may affect their child's learning
- Acknowledge their child's achievements by attending parents evening, celebration assemblies and giving praise
- Support learning by attending workshops where possible
- Support their child with homework

Governors have a responsibility to:

- Review policies on teaching and learning, feedback and marking, assessment and CPD
- Monitor the effectiveness of teaching and learning through the school self-review processes which include reports from link governors, impact reports from subject leaders (annually) and headteacher report to governors
- Know standards of attainment and achievement across the school and provide challenge for improvement
- Manage the financial resources to allow adequate provision for pupils to succeed
- Support staff by enabling them to deliver a broad and balanced curriculum in an environment with achievement for all children at the centre.

Organisation

The Learning Environment (Also see Learning Environment Checklist)

The overall classroom management is the responsibility of the class teacher but everyone who works within classes has a responsibility to support the management, organisation and general tidiness. The classroom environment should:

Be well organised

- Equipment currently in use should be clearly labelled, tidy and accessible to children.
- Seating arrangements and classroom expectations to be well communicated to the children.
- The work areas should be free of clutter
- Table top resources for each group should be tidy and accessible
- Learning tools freely available e.g. maths bits and bobs, Language Ladder booklets, word lists etc.

Provide an attractive, stimulating and supportive environment for learning

- Book areas should display a range of topics, genres and be labelled and cared for
- Displays should present a balance of children's work, computer generated work and teacher directed or commercial material
- Displays should be displayed in a way that enhances and stimulates work in progress or acknowledges and values children's completed activities
- Displays should include labelling that is informative, asks open-ended questions and creates interactive opportunities
- The environment should be language rich at all times and show evidence of a range of curriculum areas as linked to medium term planning.
- Displays should include teaching points that enable children to become independent learners
- Words and sentences will both be used in the environment from early years, at a size that is age appropriate; sentences will **always** be well punctuated and grammatically correct.

Planning

The key to all good teaching is thorough planning which is informed by accurate teacher assessment:

A. Long Term

Long term planning covers the Foundation Stage, Key Stage 1 and Key Stage 2; it sees the school as a whole unit and the work within each curriculum area as a continuum. These are reviewed annually and determined by national priorities or the School Improvement Plan. Teachers make links with trips, enrichment activities, cross curricular links and facilitate learning beyond the classroom.

B. Medium Term

- Medium term planning takes place either Termly or half Termly within each curriculum area.
- Medium term plans will clearly indicate the learning objectives and the intention of what is to be taught.
- Medium term planning is monitored by senior leaders and subject leaders

C. Short Term

Short term planning details the action of how the medium term planning will be carried out. It is more precise planning for each week/day, taking into consideration teacher assessment, the needs of the pupils, prior learning and any other contributory factors.

Learning objectives and assessment opportunities are precise being specific to the individual lesson. Activities are clearly differentiated ensuring all pupils have access to the learning objective. A range of teaching styles are used. Planning ensures well-paced lessons and appropriate expectations are in evidence.

Lesson Structures

The format of each lesson will vary according to:

- the aspect being covered
- the facilities and resources available
- the teacher's own style
- whether any support staff are available

Lessons could follow this structure:

Initial Activity - so children walk into learning – this will be to either Rehearse, Revisit or Revise
Start learning clear/introduction by the teacher / relation to previous learning/ set learning within a context/cater for a range of learning styles

Follow on with activities for pupil involvement which: consolidate new learning, allow the teacher to check the assimilation of new learning, challenge children to extend and apply their learning.

Conclude with a plenary /with a drawing together and opportunities to assess learning/set homework where appropriate. Mini plenaries through the lesson could be an alternative – this is simply a check of pupils' ability to access the learning, so interventions can be rapid and impactful

Promoting effective learning

Establishing a climate for learning

- Teachers should encourage a calm and purposeful atmosphere
- Teachers should be role models promoting good relationships between all staff, between teacher and pupils and teacher and parents.
- Good order and control should be largely based on skilful management of pupils; involvement in the lesson and mutual respect (see behaviour policy)
- Teachers need to encourage positive relationships and peer support and careful planning of pupil groupings (home and away seating).
- Children will be encouraged through the Learning Pit to be resilient, independent learners, developing self-esteem and determination to achieve.

Behaviours for learning

Resourceful - to use resources to support their learning

Independence - Children are independent learners

Co-operation - Children can work collaboratively with others and communicate effectively and confidently using the language of the lesson

Resilience - Children are active in their learning – tries different approaches to be successful, doesn't give up, understands you learn by mistakes - uses the Learning Pit principles

Creativity - Children are encouraged to be creative and become creative learners

Reasoning - Children can justify and explain their learning choices and outcomes

Making links - Children can lead their learning – pupil voice, ownership

Curiosity - Children can explore different avenues and questioning

Pace of lessons

It is important to maintain an appropriate pace in all lessons to keep children motivated and interested. Teachers need to plan the lesson carefully to ensure pace as well as appropriate thinking time and that sufficient appropriate materials/activities are available. This includes all parts of the lesson.

Pupils need time targets and need to be reminded of these as they progress through the given tasks. Children need to learn to manage their own time but in the initial stages will need guidance from the teacher. Lesson 'drift', along with poor pitch of learning, leads very quickly to low level disruption. This is also true at the start of a lesson where it is essential that pupils are trained to walk into learning with high expectations for participation instilled robustly **and** throughout the lesson where pupils know how to use the learning pit to maintain concentration. Additional challenge must be provided and children know how to access it e.g. hot box in maths. Multiple correct answers e.g. in maths calculation or SRA comprehension are not conducive to progress.

The pace of a lesson may vary according to the focus. Pace should not be confused with speed. It is important for children to experience some individual reflection time, quiet discussion in groups or

circle time as a whole class, but these sessions will need to be guided and purposeful. Pace can better be defined as how well a pupil is engaged with purposeful learning.

Equal opportunities

Regardless of ability, race or gender, each child at West Park Primary should be presented with a teaching and learning situation that best meets their needs. Every member of the school community has a right to be treated with respect in their relationships with each other.

Through the teaching and learning in school both differences and similarities of pupils will be acknowledged and celebrated.

Educational inclusion

We operate a fully inclusive ethos in school. No child will be omitted from an activity or lesson on grounds of gender, race, disability or special needs, unless it is for reasons of the safety of themselves or others. If risk cannot be eliminated then parents will be informed and the best way forward can be discussed.

Assessment

Pupils are assessed against the National Curriculum programmes of study and school subject schemes of work. This assessment can be:-

- a teacher assessment or determined by external testing
- diagnostic / formative or summative.

Assessment procedures for West Park Primary are detailed in a separate Assessment Policy.

Monitoring

Monitoring the quality of teaching and learning is the responsibility of the headteacher and other senior leaders, and the core strategy employed in school to ensure that we meet the aims of this policy and provide the best quality of education for the pupils at West Park Primary.

The School Self review Policy details how and when monitoring of the quality of teaching and learning will take place.

September 2018

LEARNING ENVIRONMENT REVIEW



Checklist

Classes – general/corridors outside rooms

Notes/actions

- Teacher resources put away as much as possible – classes are learning spaces for the children
- Clutter free work areas
- Organised
- Equipment **accessible** and **clearly labelled** so children can access learning materials
- Organised book areas displaying range of topic books, and attractive, labelled and **relevant** library which includes children's recommendations to peers (cultural reflection of school/language profile)
- Eye-catching displays that are current and varied (3D, work at angles, varied presentation etc.)
- Some displays in room should be interactive
- Print on display should be readable e.g. at appropriate height and size
- Balance of children's work and computer generated/Internet sourced materials
- Photographs taken during learning journeys
- Range of children's work, including handwritten (from all stages of writing process) and use of IT, from across the ability range
- Quality resources, not old or shabby
- Table top resources for each group, **organised** so they are tidy and accessible
- Successes celebrated including models and images to support pupil progress
- Learning Pit tools accessible to pupils
- Modelling mirroring current learning, including WAGOLLS
- Success criteria explicit
- Class rules/behaviour rewards and sanctions including Good to be Green
- Visual timetable (on whiteboard, wall or IWB)
- **EAL and new arrival - scaffolding language and learning**
- Frames, sentence stems and prompts for language development
- Print rich environment
- Visual resources
- Languages
- Reflection of culture/country of origin/diversity of school population (**key question: If the children were not present, would the environment reflect the cultural diversity of the school?**)
- Does the environment reflect children's interests, ideas and contributions from home?
- Are marking codes visible to support learning/self-peer assessment cues

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| English | |
| <ul style="list-style-type: none"> • Classroom display, visual prompts and resources to support learning • Good speaker and listener prompts • Prompts linked to reading comprehension/domains • Working wall to support new learning including: genre checklist, gathering content (language and organisation features), planning frames, drafting, editing and revising • Main objectives for literacy learning including genre and text type for writing (We are learning...) to make explicit the learning journey • Prompts to support basic skills and self-help with learning, appropriate to ability range • Phonics and spelling support/prompts/aids • Prominent word wall to expand vocabulary, which is updated • Writing codes <i>including examples gathered from shared reading</i> • Grammar prompts • Models of what good writing looks like, drafting, editing etc. • Differentiated resources to support learning e.g. dictionaries, word banks for text types (conjunctions, openers etc.) • Does the teachers' handwriting on display reflect the school handwriting policy? Is there enough modelled handwriting to support children? Letter formation as relevant to year groups? | |
| Maths | |
| <ul style="list-style-type: none"> • Classroom display, visual prompts and resources to support learning • Learning objectives for week and key vocabulary • 'bits and bobs' resources to support pupil progress • Mathematical resources available encouraging choice, independence, self-sufficiency and responsible use by the children • Challenges/platinum plus accessible CHALLENGE BOARD • Achievements of children celebrated and reflects all needs and abilities • Calculation strategies modelled and displayed to support learning • Questions on displays that encourage interaction and response • 3D displays with opportunities for children to explore, investigate, observe and handle | |
| Other subjects | |

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| <ul style="list-style-type: none"> • PSHE up to date with current vocabulary • Key words/technical vocabulary and definitions for variety of curriculum areas • Displays which promote age related skills e.g. art • Key questions and prompts to support children’s talking and thinking about learning (e.g. sentence openers for talk/writing) • Use of key questions/charts to trigger prior learning • Sentences/work displayed to highlight key learning points • Enquiry cycle/principles for science as learning prompt for children to use • Timelines for history to support understanding of chronology (MATHS ACROSS THE CURRICULUM) • RE – THIS NEEDS TO BE IN CLASS, COULD BE TABLE TOP | |
| Around the school - shared responsibility beyond classrooms | |
| <ul style="list-style-type: none"> • Consistent quality of display for learning environment around school • Displays should be up for no longer than a term outside the classroom, or updated and changed e.g., Sports Club, Cooking etc. Rotas are in place for some boards and areas e.g. display cabinets entrance hall trees • Star writing board updated every two weeks as minimum – this must be high quality examples (please keep note of which child’s work has been showcased so it doesn’t get repetitive) • Running repairs done as needed • Tidy cloakrooms - develop monitors and put children in charge URGENT • Chairs to be tucked under tables when not in use • Lunchtime in hall - coats must not be put on floor | |

Comments/actions: