



**COLD HARBOUR**  
C of E Primary School

# Teaching and Learning Policy

<u>Presented to..</u>	<u>Date</u>	<u>Signature</u>
Senior Leadership		(Head)
Staff Team		(Head)
Governing Body		(Head) (Chair)

**Review Date:** \_\_\_\_\_

# Cold Harbour CE Primary School

## Policy Ethos Statement

Ensuring that our children have every opportunity to develop the confidence and capacity to become successful, lifelong learners is a key task for us.

Cold Harbour is a school committed to 'Growing, Learning, Achieving Together' with strong Christian values underpinning this.

- ✓ **Growing** in confidence, faith, personal awareness and ability
- ✓ **Learning** in creative, fun, technologically assisted and investigative ways
- ✓ **Achieving** as individuals, teams and as a whole school community across a diverse range of opportunities
- ✓ **Together** through our shared Christian values of tolerance, faith, guidance, respect and nurture.

This policy will clearly define how the procedures and opportunities in school will enable all children to achieve our key aims.

'Do all the good you can,  
By all the means you can,  
In all the ways you can,  
In all the places you can,  
At all the times you can,  
To all the people you can,  
As long as ever you can.'

(John Wesley)

**At Cold Harbour C of E school we believe in life long learning and regard enjoyment as equally important as achievement.**

**We strive to equip the children with the skills, knowledge and understanding which will enable them to make choices, take responsibility for their learning and make positive contributions both now and in their future lives.**

### **Aims**

At Cold Harbour School we aim to provide high quality learning experiences in a caring and stimulating environment. We want the children at Cold Harbour to:-

- develop enquiring minds that want to find out more
- have an awareness of self
- be respectful of others beliefs and values
- view diversity as a positive
- be confident communicators
- develop initiative and problem solving skills that are transferable
- be proud of their achievements and that of their friends, families and community
- develop resilience and a willingness to succeed

Effective Learning takes place when it is carefully planned and assessed. The following details the process we use at Cold Harbour to plan for the children's learning but should be read in conjunction with our assessment and Marking and Feedback policies.

### **What we Learn**

The National Curriculum and the renewed frames works for Literacy and Numeracy are at the heart of what we plan and teach.

At Cold Harbour planning is approached in a two year topic cycle, to ensure that children do not unnecessarily repeat learning within mixed age classes. Topics enable the children to understand the links between what they learn and are organised into half termly 'topics' in Key stage one and termly topics in Key stage two. As much as possible core learning is also delivered through the topic. Topics are chosen carefully to capture the interest of the children and reviewed for relevance regularly.

### **Planning for Learning**

In each topic for each phase class teachers will prepare a

- Long term plan
- Medium term plan
- Short term plan
- Topic News letter

Please see appendix 1 for formats.

### **Long Term Plan**

The long term plan shows a summary of the learning that will take place in each area of learning during the topic. This is a mind map that clearly shows links between learning in different areas of the curriculum.

At Cold Harbour we believe that the children should be equal partners in their learning and that they should be given the opportunity to be involved in planning what they learn which will ensure higher levels of engagement, enthusiasm and motivation. Children in every class will be involved in a 'Children's Parliament' at least once per half term when they are asked to brainstorm their questions and ideas for what they would like to learn around a given topic for the next half term. These questions are used to form the learning intentions and success criteria for activities and used by class teachers to develop medium term plans.

### **Medium Term Plans**

The medium term plan details the learning intentions for the topic with the level they are pitched at, success criteria, the national curriculum reference, the activities the children may take part in to achieve their learning, opportunities for assessment and resources required. When creating medium term plans activities are designed to ensure the inclusion and progress of all children. Ability, gender and preferred learning style are all a key consideration.

### **Short Term Plans for Literacy and Numeracy**

The Short Term plans are the class teacher's weekly/daily notes for the learning that will take place each day. Class teachers will plan for a whole unit of work and modify plans in the light of daily assessment. Short Term plans detail the learning intentions for the topic with the level they are pitched at, the activities the children may take part in to achieve their learning, adult support, assessment that will take place, resources, and specific arrangements for children who have special educational needs or are EAL learners. They provide spaces for teachers to make notes on learning.

### **Learning Journeys**

At Cold Harbour we believe that children need to understand what it is that they are learning. They need to understand the long term target and the small steps that they need to take to get there. This understanding is supported in each classroom through the use of a 'Learning Journey'. This interactive display focuses on either the Literacy or Numeracy topic being taught and clearly shows the children the longer term learning intentions and the smaller ones they will tackle along the way. This enables the children to understand why they are learning what they are learning. It is not a display of mounted work but a selection of the children's work which is put up as the topic progresses.

## How we Learn

At Cold Harbour we understand that every child is unique and that they all have talents and strengths in a broad range of areas. We encourage the children to recognise their talents and strengths and know if they are:-

Word Smart

Number smart

Music smart

People Smart

Practical Smart

Body Smart

Self smart

2D/3D Smart

Nature Smart

We recognise that children need opportunities to learn in a variety of different ways. They need time to learn new knowledge and skills and consolidate, practise and apply previous learning in a variety of situations, indoors and out. We strongly believe that children should be responsible for their own learning and that this responsibility is developed through

- encouraging children to solve their own problems
- giving children choices
- children collecting and setting up their own learning equipment and space
- making choices about how they will learn
- understanding what they need to do to achieve their personal learning targets
- becoming reflective about what they have learned

Learning can be adult lead or self-directed by the children through the posing of open ended challenges and can be facilitated by class teachers through

- Whole class work
- Group work
- Paired work
- Independent work

This will involve a mixture of

- Discussion
- Debate
- Asking and answering questions
- Use of ICT
- Role-play
- Designing and creating
- Educational visits and visitors
- Investigation and exploration

## **Lesson Structure**

Each lesson at Cold Harbour is characterised by a clear lesson structure

- Introduction
- Main activities
- Plenary

Lessons are devised to ensure high levels of child talk and interaction with teacher direction and instruction kept succinct.

## **Introduction**

The lesson introduction should set the scene for the learning that is going to take place. Children have the opportunity to recap on previous learning and understand how that links to new learning that will take place. Learning intentions should be shared with the children and from Y1-6 should be displayed where the children can see them. Success criteria should be agreed or created with the children.

## **Main**

During this section the children may be taught new knowledge and skills or might consolidate and practise previous learning. This may be independent but adult lead, independent and self-directed or adult guided and might take place individually, in pairs, groups or as a whole class.

## **Plenary**

A plenary provides time for the children to reflect on their learning against the agreed success criteria and allows teachers to ask further questions to assess what has been learned, particularly for children who have self-directed their learning. Plenaries need not happen only at the end of a lesson but can also be used during the main activities to re-focus learning. It enables any mis-conceptions to be addressed and prepare the children on what learning will follow.

## **Where we learn**

### **Inside**

It is our aim to provide an environment that is warm, bright, stimulating and child like whilst reflecting our Christian aims and values.

We strive to put all of the space both inside and outside to the best use possible, ensuring it is attractive, well organised and fit for purpose.

Each classroom is organised to:-

- allow each child to see the interactive white board/ board when necessary.
- give easy access to equipment and resources to aid learning independently through child height positioning and clear labelling.
- provide systems such as marking, filing and home trays that encourage children to be responsible for looking after and storing their belongings and work.
- provide a reading corner/area.
- reflect all areas of learning (Foundation Stage and Key stage one)
- provide constant access to role-play and small world play (Foundation Stage and Key stage one)
- provide floor space for the purpose of play (Foundation Stage and Key stage

- one)
- provide floor space for the purpose of collaborative and imaginative learning (Key stage Two).

### **Display**

At Cold Harbour displays will

- demonstrate how highly we value the child's work by displaying it in an attractive manner.
- support and aid learning with the use of topic vocabulary, questions and interactive artifacts.
- aid the child in remembering their Literacy and Numeracy targets and how they are working towards these.
- enable the children to follow agreed rules for behaviour and reward children for making the right choices.
- be changed every half term to reflect current learning (at least one display).
- reflect at least one piece of work from each child in the classroom.
- demonstrate our Christian values were appropriate.
- reflect the work from each phase in the school entrance hall.

### **Outside**

We recognise at Cold Harbour that many children learn best when they are outside and that many activities can be modified to accommodate this learning style. We believe that for learning to be meaningful to children they must have the opportunity to apply their knowledge and skills in a variety of situations and environments.

### **Baby Birds (Foundation Stage)**

In the Foundation Stage children are entitled to a curriculum that covers all areas of learning both inside and outside in all weathers. Children have free flow access to outside learning unless taking part in an adult guided activity or independent adult directed activity. We ensure that children have suitable clothing in school to enable this to happen.

### **Woodland Birds (Keystage One)**

We believe that our Year One and Two children continue to benefit from a Foundation Stage like approach to outdoor learning but this is slightly more restricted due to a lack of covered space during very wet weather. Children have access to outside learning unless taking part in an adult guided activity or independent adult directed activity at planned times during the day indoors. We ensure that children have suitable clothing in school to enable this to happen.

## **Tropical and Water birds (Key stage Two)**

Learning outside takes place throughout Key stage two when appropriate to the topic and learning taking place.

### **Who we learn with**

At Cold Harbour School we have a staff of Teachers, Learning Support Assistants, Learning Mentors and wider support staff who are dedicated to the learning and care of children and families.

### **Adults**

We recognise the important of routine and consistency for children and so aim to maintain a team of Teachers and Learning Support Assistants linked to each phase, this included times when the class is taken by a school adult other than the normal class teacher.

We recognise our responsibility as a place of learning for adults as well as children and regularly support students and staff in a range of educational and childcare related courses.

### **Children**

We believe that children should learn to collaborate and learn from each other. Peer learning and assessment is used at Cold Harbour as a powerful tool to extend children's understanding, ideas and thoughts.

### **Parents**

We understand that parents, carers and extended family are constant teachers of their children and aim to encourage and maintain good relationships between home and school. We aim to involve parents with decisions effecting their child's education and when appropriate provide advice and support to parents on a wider network available to them to help with issues arising at home such as school nurse and health visitors.

Parents, carers and extended family are encouraged to take a full and active part in school life and support learning through

- completing homework and reading with their child
- visiting school during open afternoons, for special assemblies and performances.
- volunteering to help during the school day
- volunteering to accompany the children on educational visits
- becoming a member of our PTA
- attending family social events

### **Monitoring and Evaluation**

The quality of teaching and learning is monitored regularly by learning teams, phase Leaders and Senior Managers including the Headteacher through lesson observations, scrutiny of work, moderation of assessment and analysis of data. Feedback is given to teachers to enable them to share good practice with colleagues and make improvements when necessary.