

# Britannia Primary School and Nursery



## Teaching & Learning Policy

**‘Developing responsible citizens, confident individuals, and independent learners’**

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<i>Adopted by Governors on</i>	<b>Spring Term 2024</b>
<i>Committee</i>	<b>Full Governing Body</b>
<i>Signed by Chair of Committee</i>	<b>J Rogers</b>
<i>Policy Number</i>	<b>SAB11</b>
<i>Review Date:</i>	<b>Spring Term 2027</b>

## Definition of a Parent

- All biological parents, whether they are married or not.
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

*'Developing Responsible Citizens, Confident individuals and Independent Learners'*

## Introduction

Britannia Primary School and Nursery is a 'Learning without Limits' school. We believe in a growth mindset where ability is not fixed, where children's potential and indeed our own potential is unknown. We are lifelong learners, with the belief that learning is not linear and predictable. Learning capacity can be grown and developed.

In keeping with our beliefs about learning, we will plan experiences and opportunities that promote deep engagement, motivation and enable children to feel empowered to influence their own futures.

Equal opportunities is a fundamental right for all children regardless, for example, of gender, race, cultural and social backgrounds, religious beliefs, physical characteristics or educational needs. To reinforce these rights this Teaching and Learning Policy will actively promote the whole school policy for equal opportunities.

## Leadership of Learning

In order for teachers to be able to promote learning without limits, the principles and practices being offered to children must also apply to adult learning. Teachers at Britannia create a learning environment where it is safe to take risks, where confidence grows, where positive attitudes to learning are prevalent, there is a sense of belonging and an emotional as well as intellectual investment in their own learning. This applies to children and adults. There are 3 key pedagogical principles in the learning without limits model:

- **Co-agency:** Change can be achieved by teachers and children working together.
- **Trust:** Young people want to learn and take up teachers invitations to engage with enthusiasm and commitment if they find activities relevant, purposeful and meaningful and if the classroom conditions are supportive of their learning.
- **Everybody:** The teacher's responsibility and commitment to act in the interests of everybody, rather than in the interests of individuals or groups of learners.

Teachers work to build a learning community, where encouraging children to support and help one another.

- Everybody is valued, respected and accepted.
- Everybody feels they belong.
- Everybody is recognised as having a unique contribution to make.
- Everybody can learn with and from everybody else.

Our aim is that all adults at Britannia have a strong sense of belonging; that teachers are informed and excited by educational theory and see themselves as lifelong learners.

### **Continuous Professional Development**

There is sustained support for CPD. With Metacognition having such a significant impact on pupil progress and outcomes as EEF research shows, we at Britannia are focusing on the development of metacognition in children by ensuring teachers are trained in the skills and strategies to develop this in all of their teaching. A coaching culture is being developed as research shows this has the biggest impact on teacher's professional development. NQTs have a mentor, whilst experienced teachers are taught coaching skills in order to coach each other.

We recognise that some subjects require a level of expertise and it is challenging for teachers to be experts in all the primary curriculum subjects. In order to support teachers, we have some specialist teachers such as our French specialist HLTA and our Computing specialist HLTA.

### **An Inviting Learning Environment**

At Britannia we recognise the value of an inviting learning environment. Role-play areas are set up around the school, displays of artefacts or children's models are visible in corridors and displays are inviting and relevant.

Learning in our outdoor classroom and forest area is promoted. Children are increasingly trusted as they mature, to work independently and interdependently in school.

### **Learning Together**

Learning is a social activity. Children are not limited to sitting in pairs or ability group tables. Other than in ability based phonics programme RWI, we do not ability group or 'set' children at Britannia. All children can learn from each other, to listen, value and share ideas, give help when asked and offer feedback to enrich their own and each other's learning. Opportunities are provided for older children to work with younger children across the school, discussing and sharing their learning

### **Open-ended curriculum experiences**

We endeavour to make learning purposeful, worthwhile and rewarding from the children's point of view. We know that children are more focused and engaged when the tasks and activities are connected to children's own interests and purposes and when they are given space to explore ideas on their own terms. We value enquiry-based learning - led by children's own questions and real-life

problems; opportunities to learn from first-hand experiences, learning through imaginative play across the whole primary phase; activities that invite imagination and creativity with scope for children to shape and direct their own learning.

### **Learning Relationships**

In order to develop children's learning capacity, it is important to foster relationships that encourage children to think about their learning and value it for themselves rather than to gain approval from the teacher. At Britannia we accept children for who they are, empathising with their feelings and perspectives not how they measure up to what the teacher wants.

Our learning culture promotes:

- Collaborating and supporting
- Stimulating thinking
- Fosters staff learning
- Connecting with the wider community

### **The Common Framework**

At Britannia we teach all lessons using a common framework. This will ensure that:

- All pupils are clear as to what knowledge, skills and dispositions they are learning.
- A clear learning intention is outlined with quantifiable success criteria.
- There is consistency throughout the school

**The common framework** The teacher will use this to outline to the children during a lesson / session

<b>WHAT</b> we are learning	(learning intention – knowledge, skills)
<b>WHY</b> we are doing it	(the big picture, related to real life application)
<b>HOW</b> we know it's successful	(success criteria)

### **Planning for Effective Teaching**

There is no longer a prescribed method for teacher planning however, effective planning should include the following:

- The common framework ( as outlined above )
- Success criteria ( differentiated where appropriate )
- Differentiated tasks and activities
- Identified strategies for pupil premium children and other vulnerable groups.
- Resources required for the lesson

- Annotations to show prior learning and the adaptation of plans based on the assessed needs of individual children and classes
- The SEN tracking sheet ( where appropriate )

### **Summary of Effective Teaching**

- Establishing what pupils already know
- Identifying what they need to know to take their learning forward to broaden knowledge and extend skills which relate to their every-day lives
- Establishing how they would like to pursue their learning
- Identifying the knowledge and skills they need to learn (success criteria)
- Reflecting and evaluating progress against the success criteria
- Making links between different subjects
- Ensuring that learning meets the needs of all pupils with differentiated activities and challenge through choice.
- Having high expectations of all pupils
- Planning for effective use of well-informed Teaching Assistants
- Becoming secure in their subject knowledge and making use of this well in planning relevant, authentic learning experiences for children.
- Communicating with all children positively, planning work which promotes curiosity, excitement and an irresistible invitation to learn.
- Being positive and consistent in their approach to discipline with an appropriate use of praise, rewards and sanctions consistent with the school's behaviour management policy.
- Reflecting on their teaching and pupil voice responses and using this to inform future planning.

### **Monitoring and Accountability**

The quality of teaching is monitored through observations and drop in sessions, work scrutiny, pupil consultations and data analysis. Phase leaders and subject leaders will also observe lessons in their phases and subjects as part of their monitoring.