



RATIONALE

At Summerfield Primary School, in partnership with Parents/Carers, we aim to ensure that **all** our learners receive the highest standard of teaching in all areas of the curriculum to enable pupils to achieve the highest possible learning outcomes. All adults in and out of school have high expectations and insist on quality learning to ensure pupils make the best possible progress in their learning journey and development as life-long learners.

PURPOSES

1. To ensure that all children experience good quality teaching and delivery of lessons (**enjoyment**)
2. To ensure that lessons are stimulating (**pace**) and appropriately challenging (**pitch**) so children make good or better progress.
3. To ensure full coverage and compliance with the NC and expected non-statutory subjects
4. To promote British Values of democracy, rule of law, individual liberty, mutual tolerance and respect of those with different faiths and beliefs.
5. To foster positive attitudes including confidence, resilience, independence and perseverance in all children towards their learning and achieving well - including Home Learning opportunities (**participation**)
6. To ensure that planning is thorough, progressive and inclusive in nature and meets **all** (B/G, EAL, SEND, PP/E6, CLA) children's needs (**differentiation**) - based on robust formative and summative assessments.
7. To ensure that all children experience a calm, positive and productive classroom environment including adopting appropriate safeguarding procedures (**place**).
8. To ensure that health and safety policy and practices are in place and observed for each curriculum area as appropriate.
9. To secure commitment from Parents/Carers to actively support their child's learning journey and development both at school and at home.

GUIDELINES

1. Engagement and working with Parents/Carers, as co-educators of children, will be promoted as a key element of supporting children's learning journey and development.
2. Teaching will reflect: robust use /application of Learning Walls, WAGOLLS, Learning Objectives, Success Criteria, key vocabulary and effective questioning strategies (**purpose, clarification, exemplification, modelling**).
3. Evaluation will reflect: strict adherence to school policy for marking and feedback, opportunities for self and peer assessment so that learners are secure about what to do next to improve, quality reflections on lessons taught to inform future planning, the ability to address learner misconceptions and regular snapshot assessments for progress monitoring, target setting and intervention planning.
4. Teaching and learning will be monitored regularly by observations, target setting, work sampling, data analysis, pupil interviews, learning walks, lesson studies and progress scrutinies. This will include reference to health and safety matters and guidance, equal opportunities and vulnerable groups.
5. Each Teacher will be observed teaching each term. In addition informal drop-ins and Learning Walks will help to monitor the quality of teaching and learning. Formal observations will be linked to the SDP* (including Ofsted objectives) and Appraisal objectives.
6. The observations will be carried out by the Headteacher, Assistant Headteachers and in partnership with the school's SIA* and local HTs as part of our local schools Alliance.
7. Generic observations noted by observers will be reported on at staff meetings and future actions agreed.
8. Information from monitoring will inform SDP and Appraisal reviews when relevant.
9. Where it is found that an individual Teacher requires additional support and training, meetings will identify training needs and set relevant targets for improvement. A planned program of support will be necessary = additional INSET/CPD*, observing best practice, team teaching, regular observations and feedback.
10. Appropriate INSET/CPD will be delivered within school, by visiting other schools (e.g. partnership schools), courses or visiting professionals.
11. Any adults in school, but particularly those working with children, will only be eligible to do so with appropriate checks in place and having completed an induction with regard to safeguarding procedures.

CONCLUSION

At Summerfield Primary School, in partnership with Parents/Carers, we are constantly striving to improve our standards of teaching and learning, so that all children, whilst safe and emotionally healthy, achieve their true potential and make good or better progress according to their own abilities. We are reflective in our practice and encourage our pupils to feel the same about their learning, so that we work together for the best possible standards and achievements.

Effective Learning Practice



How we all best learn and make the best progress possible is very much dependent on how we all approach our learning journeys whether child or adult.

Intelligence is not static and set in stone from birth - it is something we can grow over time and it is possible to accelerate our levels of intelligence by how we approach our learning. This applies to all our knowledge, understanding and skills as life-long learners.

There are several ways of describing how we can best learn to fulfil our true potential and just one way is called having a GROWTH MINDSET and at Summerfield we also refer to WHAT A GOOD LEARNER LOOKS LIKE.

Growth Mindset/What a good learner looks like...

From birth we can all start with different temperaments and abilities but it is clear that experience, training and **personal effort** can shape what follows and change our life chances and opportunities.

How can this work?

- ✓ Believing that intelligence and ability can grow and develop
- ✓ Knowing testing is only a snapshot of your learning journey and not a measure of your true potential
- ✓ Recognising that it is okay not to know everything **YET**
- ✓ Understanding that making mistakes or failing at something is an important part of learning and being successful in the long run
- ✓ Having a positive attitude and persevering when the 'going gets tough'
- ✓ Being prepared to make an effort and being determined to do your very best
- ✓ Embracing new challenges, opportunities and personal learning goals
- ✓ Actively listening to and valuing feedback from others that will move your learning on



Language matters...

Instead of...	Replace with...
I give up...	I'll try a different strategy or approach or method
It's okay as it is...	Is it my personal best and effort?
This is too hard...	Learning can be tricky and this may take some time and I'm not there YET and I will persevere
I made a mistake...	Mistakes help me learn First Attempts In Learning = FAIL
I'm rubbish at/not good at...	I'm going to train my brain and grow my skills
It didn't work/I can't do it...	I'll move on to plan B or C or D...

Please support your child's learning journey by helping them to understand what a good learner looks like and the language that can help the development of good learning practice.

Thank you

This policy was reviewed in Spring 2017 by the Standards and Progress Committee and will be reviewed annually.

*School Development Plan *School Improvement Advisor *In Service Educational Training *Continued Professional Development