



LEARNING POLICY

**ADOPTED AT THE MEETING OF THE
SCHOOL IMPROVEMENT COMMITTEE**

HELD ON: 15TH NOVEMBER 2017

CHAIR OF BOARD:

HEADTEACHER:

This policy is to be reviewed every 2 years

Learn, enjoy, achieve at MBPS

The key principle of learning at our school:

In every lesson children learn new knowledge, understand concepts and develop, practise and apply skills.

1. No time is wasted and learning begins on entering the classroom. Ideas to ensure a prompt start include:

- Positive praise for ones who sit down and immediately engage.
- Counting as children arrive.
- Routines for whiteboard challenges.
- Learning spellings.
- Mini tasks.
- Books out – up level one sentence.
- Reading tasks.
- Word grids.
- Lists.
- Target numbers.
- Word of the day.
- Number of the day (multiply it, halve it, square it etc).
- Countdown activity.
- Registration tasks every morning
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2. Children at MBPS are *trained* to assess their own learning and that of others by:

- Using clear 'steps to success.'
- Weekly peer marking.
- Seeing exemplars and assessing them.
- Using marking ladders.
- Self-evaluation, checked by the teacher and setting themselves targets.

3. Teachers provide outstanding feedback by:

- Being specific with verbal feedback and written targets.
- Planning key questions before the lesson.
- Interacting with children *throughout each lesson* as they learn.
- All teachers and HLTAs follow our feedback policy.
- Modelling to set expectations and demonstrate how to improve work.
- Using marking ladders / Steps to success
- Attending training and swapping books with colleagues across the school regularly (at least each term).
- Providing an encouraging ethos in their classroom (mistakes and 'being stuck' are seen as learning opportunities).
- Planning weekly mastery sessions in English and mathematics designed specifically for children to focus on marking, review work, check and consolidate understanding and improve sections or whole pieces of writing, learn spellings, address presentation and so on.
- Teachers are flexible and change the direction of the lesson based on their assessment of how learning is progressing.

4. Pupil and Teacher Behaviours For Learning

- All children make progress through the lesson.
- Teachers praise and reward pupils for achievement and progress.
- Learning is purposeful and enjoyable.
- Clear, simple learning objectives.
- Steps for success.

- Great models and images are used to help children understand things: concrete pictorial abstract
- Be there before the children and greet them.
- Follow our Behaviour Policy every lesson, every day.
- Learning should be challenging but achievable for each child.
- Clear routines established-time used well.
- Lesson prepared/ resources ready prior to children entering the classroom.
- ICT used effectively-it impacts on learning.
- Other adults deployed / planned for effectively: our TAs have impact on learning in every lesson. Children working with an adult must make *accelerated* progress
- TAs know their role and objective and discuss planning with the teacher.
- Adults give feedback throughout the lesson.
- Teachers use higher level questioning to check understanding and add challenge.
- Independence –'3 before me'.
- Adults circulate during the lesson, challenging, supporting and giving feedback.

5. Literacy and numeracy skills are applied in all subjects

- Teachers improve speaking and listening in every lesson. Specific activities and objectives are set weekly.
- Children learn to speak Standard English and can adapt their communication and speech for the audience (eg. Drama, public speaking, casual informal conversation, presentation skills etc).
- Teachers promote a passion for reading. Teachers provide meaningful, relevant and thought provoking reading material daily.
- Weekly edit and improve ensures children reflect on feedback, review work and make progress (evident in all books).
- All writing is marked as English.
- Writing tasks are set each term in English, Humanities, science and any other practical, meaningful context.
- Writing is a craft. Pupils plan, draft, edit and improve before completing high quality pieces.
- We teach mathematics daily with a focus on fluency and reasoning.
- Concepts are explored in many different practical contexts, ie. measures, fractions, data handling, time and many other areas of learning cannot be taught effectively with an IWB and an exercise book.
- Teachers use these opportunities to assess how much children have retained (mastery learning-teach a skill and apply it a month later and see what happens).

Planning Guidance

Philosophy

'Curiosity is the engine of intellectual achievement' (Ken Robinson).

An inspiring curriculum, like an inspiring teacher, will ignite that curiosity.

Aims

We invest time to plan collaboratively and provide the best possible learning experiences for our pupils, inspiring them to 'Learn, Enjoy, Achieve' through our curriculum.

We share plans with pupils so they understand the 'Big Picture', links between subjects, what they are learning and why.

We set learning challenges, encourage independence, teach study skills and coach our pupils continually.

Process

1. Refer to the LTP.
2. Use prior learning assessment information: are we on track, behind, ahead as a year group in the areas specified? Plan accordingly to meet pupils' needs.
3. Refer to your LTP framework for English and the NC Programme of Study.
4. Complete the MTP, including all foundation subjects, Science and English and Bridge Builders with year group or phase colleagues.
5. Produce short-term plans for English and mathematics each week.
6. Complete a pre-topic assessment and repeat it at the end of the term. What gains have been made in knowledge skills and understanding?

Notes

Detail should be sufficient to minimise short term planning of foundation subjects, reducing weekly workload.

Teachers save all planning and associated resources on the shared drive to reduce workload. The Curriculum Lead will read MTPs and provide supportive feedback and ideas each term.

The LTP includes statutory elements of the National Curriculum plus our own supplementary learning programme, Bridge Builders.

We identify daily review time so that pupils read and respond to feedback, improve their work and demonstrate new learning and progress.

What does assessment look like at Marus Bridge Primary School?

Assessment should promote the quality of teaching and learning in our school.

The following characteristics are generic to all assessment:

- It is embedded in all teaching and learning
- Teachers, teaching assistants, pupils and parents know what pupils need to do next.
- Pupils can aim high and know how to get better at something.
- We review progress termly (whole), including interventions.
- Assessment tells us how effective our teaching is. It informs our school improvement plan.

The two main types of assessment are *formative* and *summative*.

Formative assessment is assessment *for* learning

This is a range of formal and informal procedures employed by the teacher during the learning process in order to modify teaching and learning activities to improve pupil attainment. This is an active and integral process in our classroom. Key to this is qualitative written and verbal feedback to the children and we place a strong emphasis on this.

Teachers may use:

- Self-assessment
- Marking and daily review time
- Peer assessment
- Steps for success

- Marking ladders
- Traffic lights
- Progress arrows
- Non-negotiables
- Criterion scales for writing
- Next steps
- Personalised targets

Summative assessment is assessment *of* learning

- Summative assessment tracks educational outcomes. This includes formal tests but more importantly teacher assessment including on-going APP (Assessing Pupil Progress). This tells us how well our pupils are making progress. It feeds in to our Pupil Progress Meetings which are held three times a year with the class teacher, the Head teacher, Deputy Head teacher and SENCO. At the final meeting in summer term the receiving teacher also attends the meeting. We also include statutory baseline and end of key stage tests (See Assessment Map).
- Teachers enter all data into our school tracking system. Class teachers keep their own records and record teacher assessments for reading, writing, math's and science every half term.

Target Setting

- Teachers use their assessment of pupils' attainment, coupled with their knowledge of the child, to plan for personalised learning.
- Pupil targets may be set lesson to lesson or over time. Teachers discuss targets with pupils on a one-to-one basis and are shared with parents.

Teachers wrote this policy. Teachers updated the policy in October 2014 and again in September 2017.