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POLICY STATEMENT

LEARNING & TEACHING

APPROVED BY GOVERNORS	September 2023
TO BE REVIEWED BY	September 2024

FAIRLANDS PRIMARY SCHOOL
LEARNING & TEACHING POLICY

Our curriculum is designed to provide **great learning** experiences and **great teaching** opportunities.

GREAT LEARNING

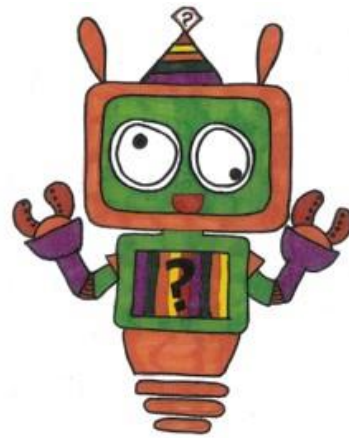
“Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned.... To develop understanding, pupils connect new knowledge with existing knowledge. Pupils also need to develop fluency and unconsciously apply their knowledge as skills. This must not be reduced to, or confused with, simply memorising facts.” Ofsted 2019

We have designed a whole-school approach to equip children with the skills they need to become **great learners**. This is based around six imaginary characters, each of whom exemplifies a particular learning behaviour. The characters are referred to across the curriculum to support children in evaluating their own success as a learner:

Rebecca
Resilience



Quinn
Questioner



India
Independence



Ryan
Risk-Taker



Polly
Perseverance



River
Reflection



GREAT TEACHING

Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn things, and go beyond the given.

We have created our own framework to describe what we believe **great teaching** looks like. This framework underpins how we evaluate the quality of provision across our school:



GREAT TEACHING IS...	WHAT YOU WILL SEE AT FAIRLANDS...
A learning-focused climate, built on nurturing, positive relationships, enabling all to feel safe and thrive	<ul style="list-style-type: none"> • a well-embedded, integrated approach to the teaching of values, relationships, and health • celebrations of the diversity found within our school community and beyond • a belief that there are ‘No Outsiders,’ embodied through a deep commitment to equalities, diversity, and inclusion in relation to the protected characteristics of age; disability; gender (sex); gender reassignment; marriage & civil partnership; pregnancy, maternity & paternity; race; religion & belief; sexual orientation; and socio-economic background; physical appearance. • opportunities to challenge stereotypes and discuss difference built into the curriculum
Expert subject knowledge, based on an understanding of cognition and learning	<ul style="list-style-type: none"> • Focused Improvement Meetings, INSET and phase meetings used highly effectively to build and share great practice • confident, well-informed subject leaders ready to advise staff • core subject leadership teams with experts in all phases
High expectations of conduct & learning behaviours	<ul style="list-style-type: none"> • a consistent, therapeutic approach to behaviour management, using Herts Steps • a wide range of strategies which encourage and celebrate positive conduct and learning • a whole school approach to building positive behaviours for learning: questioning; risk-taking; reflection; resilience; perseverance; independence
Exceptionally clear modelling of key concepts: a well sign-posted learning journey	<ul style="list-style-type: none"> • exceptionally clear modelling which builds understanding and results in rapid progress • well-structured learning journeys punctuated with pit stops & mini plenaries • clear progression of skills documents, which track curricular objectives • planning tools which are frequently reviewed and tailored
Precisely targeted questioning to accurately identify misconceptions and reshape activities	<ul style="list-style-type: none"> • planned, differentiated questions to extend children’s thinking beyond their starting points • question stems used to develop reasoning skills, especially in mathematics. • ‘Basketball questions,’ involving all learners in developing their understanding
Challenge for all, with rich opportunities for mastery and breadth	<ul style="list-style-type: none"> • individual targets which challenge all learners • a culture of challenge and aspiration for individuals, where mistakes are celebrated and seen as learning opportunities • enabling learning environments which support children to improve their outcomes • early intervention and preventative support for children with complex needs • timely support from a team of dedicated teaching assistants and inclusion assistants • incisive pupil progress meetings, identifying precise support and intervention for children at risk of falling behind, which is then frequently reviewed
‘In the moment’ feedback; and purposeful marking	<ul style="list-style-type: none"> • a manageable and purposeful approach to feedback & marking, understood by teachers, pupils, and parents • ‘In the moment’ next steps to ensure misconceptions are challenged in a timely manner • regular opportunities for children to respond to feedback & marking, editing, and improving their work • peer marking and self-assessment opportunities used judiciously
Creative opportunities to embed concepts into long-term memory; to recap, apply and make connections	<ul style="list-style-type: none"> • a carefully designed curriculum, with a focus on intent, implementation, and impact • memorable curriculum experiences which capture the imagination and inspire • high quality resources in every classroom • differentiated home learning activities, focusing on essential skills
Accurate assessment informing next steps planning	<ul style="list-style-type: none"> • success criteria shared meaningfully and accessibly with all learners • consistent expectations for basic skills and non-negotiables
Teachers passionately modelling a growth mind-set and engaging in life-long learning	<ul style="list-style-type: none"> • an ethos of teachers being seen as model learners • teachers being well supported in their own professional development, linked to robust performance appraisal • teachers frequently engaging in peer-to-peer support, coaching and mentoring • an enthusiasm to look outside the school and learn from other partners