



Courthouse Green Primary School
'Doing our best to be our best'

TEACHING, LEARNING and ASSESSMENT POLICY

Please read this in conjunction with the Assessment, Marking and Feedback policy and the Curriculum Vision.

Our vision

Every child in our school will receive the very best learning opportunities to enable them to achieve excellent personal and academic growth, through a rich and challenging curriculum.

The children at Courthouse Green deserve the very best learning experiences that excite them and develop an ongoing desire to learn and a confidence to succeed even when learning is challenging. Through this high quality education our children will be inspired to aim high and be ambitious to achieve well in all they do.

Our mission

Provide learning experiences that enable our children to:

- *Be curious about theirs and the world beyond, and the contribution they can make.*
- *Work collaboratively with others.*
- *Create lasting memories for them to treasure as a result of rich, creative, real life experiences.*
- *Emotionally connect with their learning, being aware of the importance of learning.*
- *Experience and value the arts in their lives.*
- *Achieve highly, becoming confident in their own ability and to try their best.*
- *Be keen to aspire.*
- *Understand how to keep themselves physically and mentally well.*

Our curriculum is rich and exciting, providing the children with opportunities to talk and discuss with confidence their views on the world in which they live and how to improve it. Through this they develop tolerance, respect and a good understanding of the benefits of democracy and law and the impact they have on the society in which they live. Because we want the best for each and every child we expect everyone in school to:

- *Act with kindness,*
- *Work with pride*
- *Be resilient*
- *Collaborate together*
- *Strive to improve*
- *Take responsibility*

Children will be partners in their learning, taking an active role and talking with confidence about the progress they are making and how to improve it. Through all learning opportunities we develop in children a growth mindset; they understand that making mistakes is part of the learning process and develop a keenness to persevere and have the resilience to keep striving.

AIMS

To provide all learners with clear, high quality, engaging opportunities that enable them to make rapid gains in their learning and develop the skills, knowledge and attitudes that will ensure they are successful throughout their schooling.

To provide all staff with the skills, knowledge, confidence and strategies to create innovative learning opportunities that enable the children to make rapid gains in their learning.

At the heart of our principles for effective learning are a clear understanding of what our children can do, what they need to learn and the power of explicit feedback to enable them to improve.

METACOGNITION

Awareness of ourselves as learners helps us to learn more effectively. Children are taught metacognitive practices so that they can tackle higher levels of challenge independently. Questioning and modelling are used to enable children to apply previous learning, make links about what they already know and understand how they will approach the task in front of them, monitoring their own progress as a learner.

ASSESSMENT

We use formative and summative assessment to ensure that learning is appropriate and challenging allowing children to deepen their understanding whilst mastering the specific subject.

Pre Assessment

To ensure that good learning gains are made in every lesson it is essential that a teacher has a thorough understanding of where learners are starting from in order to be able to close any learning gaps. We use a range of pre assessment strategies that can quickly and accurately identify areas of strength, learning gaps and the appropriate pitch to begin the lesson or unit of work. This ensures that teachers are able to maximise the available learning time and children are given learning to them which is relevant.

Feedback and marking

Feedback and marking is used to celebrate children's achievements and provide them with clear guidance of how to further improve. Using the success criteria within the lesson children regularly review their own and each other's learning and are confident in giving and receiving feedback. Children have a willingness to act on feedback and we use a range of timely feedback strategies that engage the child, further clarifying the learning, giving opportunities for children to apply their learning and address their misconceptions before the next lesson.

PLANNING

Teachers carefully plan learning opportunities that build on and deepen understanding, regularly requiring children to apply what they have learnt to a range of different contexts. Teachers plan regular learning checks throughout lessons to assess understanding and adapt the pitch and pace of learning where necessary. Planning includes a clear learning focus, range of questions, specific vocabulary, planned assessment opportunities, role of all adults within the lesson and the specific learning tasks for children to do.

TEACHING

Our principles to promote inclusion, engagement and involvement throughout each lesson include:

- Mixed ability learning partners so that learners have the opportunity to share their thinking through tutoring and questioning one another;
- Clear learning outcomes that are understood by the child through the use of 'What A Good One Looks Like' (WAGOLL) enabling learners to have a model to guide them and to have a clear understanding of how to be successful;
- A clear learning journey so that learners can understand the rationale behind what they are learning to do;
- All learning journeys include a guided practice element where teachers support children to practise new skills and then an independent application that enable teachers to assess understanding before the next lesson;
- Planned questions to provide children with the opportunity to think critically and to develop a deep understanding within the lesson;
- Modelling is used to structure children's learning and understanding to ensure clarity for all;
- An element of exploration so that children are able to explore and make links in their learning;
- Use of resources to ensure a concrete understanding before moving onto abstract concepts;
- Opportunities for children to talk to others through open ended tasks that not only deepens their understanding but also allows the teacher to identify if any of the children have misconceptions that need addressing.

All environments are neat and orderly, promoting our high expectations and supporting learning through easily accessible resources. Displays promote and celebrate learning through the use of WAGOLLs to remind children what they are working towards and when they have achieved. Morning meetings support adult clarity and ensure consistency of provision through talking through the learning, rehearsing with colleagues the expected outcomes, creating examples to provide a context for the learning. Teachers use catch up intervention and pre teaching to ensure the success of all children against the planned learning.

DEVELOPING A LEARNING CLIMATE

We use current research to drive our CPD programme so that it is focused on improving the learning experiences for all our children. All staff have a cross phase Learning Partner who supports them in embedding the CPD and self reflecting on the impact of their teaching within a trusted climate of self improvement. This partnership allows them to discuss and debate the most effective approach to learning, staff are confident to trial new approaches in order to ensure that learning is best suited to the needs of their pupils.

MONITORING AND REVIEW

The quality of teaching and learning is rigorously monitored on a regular basis through lesson observations, learning walks and book reviews by the leadership team, governors and external consultants.

ROLES AND RESPONSIBILITIES

Governors will ensure the rigorous and effective implementation and monitoring of the policy. **Senior Leaders** will provide high quality CPD to develop staff's expertise and embed their new learning in practice, through regular monitoring provide focused and evaluative feedback enabling teachers to be clear about how their teaching is impacting on learning. **All staff** will engage enthusiastically in CPD, working with their learning partners to embed effective practice and to ensure learners are fully engaged and actively learning within their lessons.

Policy Agreed: March 2018

Policy Review: March 2021