

## Senacre Wood Primary School

### Learning and Teaching Policy 2024/25

*At Senacre Wood, we deepen learning through first hand, challenging and relevant experiences. Our ambitious, enquiry-focused curriculum promotes our core school values:*

**INDEPENDENCE: We think for ourselves**

**COLLABORATION: We share our ideas and support our peers**

**CURIOSITY: We explore and experiment**

**RESILIENCE: We take risks and persevere**

**REFLECTION: We reflect on our learning**

**INNOVATION: We create and innovate**

*We believe that all pupils deserve the opportunity to acquire and retain key knowledge through learning experiences that lead to consistently high levels of pupil engagement and achievement.*

#### Non-Negotiables in Every Subject

- **Clear pupil speak 'I can' learning objectives with adaptive teaching for all abilities.**
- **Activities planned encourage the development of skills as well as expert knowledge, vocabulary use and retained understanding.**
- **Inclusive classrooms for all learners; in line with the Mainstream Core Standards.**
- **Pupils clearly understand what they are learning and how it links to previous knowledge and skills.**
- **Opportunities given to assess, feedback and move pupils' learning forward throughout a lesson.**
- **A range of questioning techniques used throughout a lesson.**
- **Pupils are involved in accurate self and peer assessment both verbally and in books.**
- **Books indicate progression in learning and pride in work**
- **Opportunities for group, pair and individual work are given. Different learning styles are taken into account across all sessions.**

### Behaviour and Personal Development

We believe that a Senacre Wood learner...

- ✓ Is enthusiastic, enjoys learning and wants to learn.
- ✓ Has the confidence to give something a go.
- ✓ Is curious about the world around them.
- ✓ Has high expectations of themselves.
- ✓ Actively contribute to questioning and asks questions for themselves.
- ✓ Is supported to be able to make decisions independently.
- ✓ Thrives within a 'taking risks' culture being provided with opportunities to make choices.
- ✓ Is able to be critical and use this to make decisions.
- ✓ Recognises that making mistakes is part of the learning process.
- ✓ Takes responsibility for their own learning and can talk with clarity about progress made.
- ✓ Is an active learner who learns inside and outside of school, and shares new learning with others.
- ✓ Has a range of strategies to overcome barriers to learning.
- ✓ Applies skills and understands the links between learning across subject areas.
- ✓ Uses their learning to indicate commitment to education through effort and pride in presentation.
- ✓ Forms positive working relationships with peers and staff.

### Quality of Education: Learning Environment

We believe that an impactful environment is-

- ✓ One that fosters a love of reading for pleasure.
- ✓ Used effectively to encourage the development of skills as well as knowledge and understanding.
- ✓ Meaningful, with current, interactive working walls which take into account Mainstream Core Standards.
- ✓ Updated daily to meet the needs of the learners – and is referred to, and used by staff and pupils.
- ✓ Used to model approaches and strategies (i.e. modelling mathematical procedures, the writing process and use of new, key and challenging vocabulary).
- ✓ Shows a journey of pupils' learning which can be referred to for retrieval purposes.
- ✓ Zoned into subject areas to promote independent use of resources and knowledge of curriculum links.
- ✓ Key to creating a learning buzz.

### Quality of Education: Teaching

We believe that teachers at Senacre Wood...

- ✓ Plan lessons with a high proportion of independent learning, choice and collaborative thinking.
- ✓ Challenge and meet the needs of all pupils.
- ✓ Inspire and motivate learners through their own passions.
- ✓ Have high expectations of all pupils.
- ✓ Model excellent spoken language and vocabulary use to pupils.
- ✓ Use effective questioning to elicit and expand answers.
- ✓ Demonstrate how to move forward from mistakes made.
- ✓ Use a supportive classroom narrative that shows learners that they will have to think hard and be challenged.
- ✓ Give pupils responsibility for their learning.
- ✓ Provide opportunities for pupils to be independent, try new things and take risks in a safe, supportive environment.
- ✓ Use multiple AfL techniques alongside data to effectively plan sessions and interventions.
- ✓ Provide pupils with time to think new concepts through.
- ✓ Are confident to deviate from a plan and teach adaptively.
- ✓ Have expert subject knowledge and embed new strategies from professional development.
- ✓ Strive to close the gap between all pupils and vulnerable groups.

### Quality of Education: Feedback

We believe that quality first feedback-

- ✓ Provides responses to the children about their progress and clarifies next steps.
- ✓ Is consistent, following the Feedback Policy.
- ✓ Is verbal or written according to learning needs, is clear to pupils and engages them to take action.
- ✓ Gives time for pupils to reflect and follow up on learning with opportunities to practice application.
- ✓ Comments positively on success and significant achievements.