



Teaching & Learning Policy

Article 12 (Respect for the views of the child): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.

Article 13 (Freedom of expression): Children have the right to get and share information, as long as the information is not damaging to them or others. In exercising the right to freedom of expression, children have the responsibility to also respect the rights, freedoms and reputations of others. The freedom of expression includes the right to share information in any way they choose, including by talking, drawing or writing.

Article 29 – Parties agree that the education of the child shall be directed to: the development of the child’s personality, talents and mental and physical abilities to their fullest potential

Article 30 – Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of people in the country where they live

Nova Primary School Governor Information	
Model Policy	No
Local Changes	
Customisation*	
Originally Adopted	Spring 2010
Last Review Date	Spring 2018
Next Review Date	Spring 2019
* additions made to policy (eg local detail) but not a change to any policy structure	

History of most recent Policy changes – Must be completed

Date	Page	Change	Origin of Change e.g. TU request, change in legislation
Feb 2013	2	Addition of 'Rapid Response'	KS2 staff meeting

May 2015		General update	Change in practices this year, new curriculum, new teaching and learning leader
January 2018		General Update	<p>Changed Avon Primary to Nova Primary</p> <p>In rationale added 'We ensure learning is limitless for all through the careful support and challenge we offer to all pupils. Children are actively involved in directing their own learning in order to develop the skills to be independent learners.'</p>
			<p>Aims</p> <ol style="list-style-type: none"> 1. To ensure a child's early education in EYFS equips them with the core skills and learning behaviours needed for future successful learning 2. Added 'instil a' thirst for learning 3. Added 'To support children in their own personal beliefs and engender British Values, whilst equally celebrating diversity. 4. To promote Nova's school values of Trust, Friendship, Discovery and Success alongside Rights Respecting Behaviour <p>Changed 'good' learning to 'effective' learning and added in 'teaching' too.</p> <p>Added whole 'Pedagogical Principles' and '7C's sections' to link with learning without limits principles.</p> <p>Moved previous 'At Nova Primary good learning involves:' statements into 7c areas</p> <p>Removed 'A range of activities to suit different learning styles' and 'Learning in context relevant and interesting to the children'</p> <p>In high expectations section changed 'non-negotiable' standard to 'high' standard; 'display to 'learning environment' ; 'Putting the onus on the children' to 'empower children to' and added 'use models of excellence to act as a signpost'</p> <p>Added in 'Learning environments' section</p>

1 Rationale

At Nova Primary, high quality teaching and learning is at the core of what we offer children who come here. The Senior Leadership Team, teachers and teaching assistants work collaboratively and creatively to provide first class educational opportunities for all pupils, in an inclusive, personalised and exciting learning environment. We ensure learning is limitless for all through the careful support and challenge we offer to all pupils. Children are actively involved in directing their own learning in order to develop the skills to be independent learners.

2 Aims

- To ensure a child's early education in EYFS equips them with the core skills and learning behaviours needed for future successful learning
- To achieve and maintain the highest standards of attainment for all children
- To ensure maximum rates of progress for all children
- To give children a breadth of knowledge and skills that with which to build on throughout their education
- To foster and nurture children's natural curiosity and instil a thirst for learning
- To teach children to recognise and employ a range of strategies for effective learning
- To provide consistency in teaching and learning throughout the school and over time, through the sharing of excellent practice, rigorous monitoring and focused continuing Professional Development
- To support children in their own personal beliefs and engender British Values, whilst equally celebrating diversity.
- To promote Nova's school values of Trust, Friendship, Discovery and Success alongside Rights Respecting Behaviour

3 Pedagogical Principles

Our pedagogical principles link to our 4 core school values of Trust, Discovery, Success and Friendship and demonstrate to our commitment to ensuring children learn without limits.

Trust

We believe 'trust', being one of our core school values, is fundamental to successful teaching and learning. Children are trusted to add their own thinking and all adults recognise that all children are powerful and extraordinary learners. Teachers recognise that children will engage if the conditions are right so keep looking for opportunities to unlock learning for all children. As a result children want to learn and find meaning in worthwhile tasks. They are able to identify opportunities which have really unlocked learning, knowing what to do next.

Discovery

At Nova we promote a 'no fixed ability' culture where children's talents and successes continue to be discovered. Adults and pupils keep an open mind about possibilities and are prepared to be surprised. Adults do not attach labels to pupils and pupils know that their teachers believe in them. Children's own learning journey is unpredictable and their potential is yet to be discovered. Therefore learning journeys on display show opportunities for development and amendment. Outcomes cannot be pre-specified so models of excellence on display and as part of the learning process act only as signposts on the journey rather than finishing lines to learning.

Success Involves Everybody

We believe successful learning happens when everybody belongs in an inclusive environment where individual strengths and differences are celebrated. Through agreed 'consistent adult behaviours', children are treated fairly by all adults in the school. Adults notice children's successes and feed this back to the child. They make sure children understand only through challenge can learning take place, which may feel uncomfortable at first, but will pass with a positive mind-set. The learning journey supports all learners. Children understand that their feedback is for them and relates to their own learning journey. Rather than being encouraged to compare themselves to peers, they compare their latest learning to their previous best and know they can get better. In lessons, everybody participates and contributes and therefore children benefit from seeing what others are doing and thinking, so that they can learn from each other.

Friendship (Co-agency)

Children and educators work together at Nova and there is a shared responsibility between teacher and child for learning in a 'learning friendship'. Through ongoing dialogue with children, teachers recognise the power of co-agency which results in active engagement from all. Teachers plan activities that build on children's interests and prior learning and help children make connections. Displays of learning

journeys show how children's interests, prior learning and help children make connections. Children become leaders of their own learning by sharing their ideas and interests, asking questions and making suggestions.

At Nova Primary expert teaching and learning involves 7C's:-

Care – Expert teachers take care in creating an inclusive classroom environment where children are confident to take risks and everyone has the opportunity to be an effective learner. There is a strong focus of pupils developing and using learning skills through ELLI.

Control – Expert teachers manage pupils' behaviour positively and effectively with clear and consistent rules and boundaries. Pupils in turn reciprocate the respect shown by adults. Pupils show good self-control, stay busy so they don't waste time. They are actively taught what to do when they don't know what to do.

Clarity – Expert teachers identify clearly the learning journey when they plan and share this with pupils through 'learning journey' displays. They share the context of what is to be learnt and why, giving pupils meaningful reasons for learning, revising and practising something. Progressive learning builds on previous learning and a child's current stage of development. Although they collaborate to share best practice, teachers do not plan for a colleague, preferring to target their own planning to meet the formative needs of the children in their class. They predict the types of errors pupils might make and this makes them more responsive. They use an integrated approach to learning, synthesising information from previous and current topics so children make links.

Challenge – Expert teachers believe intelligence is not fixed and therefore do not label pupils as levels or grades and/or share these with them. Teachers set pupils challenging goals which allow them to work beyond their personal best. Children have ownership of their learning through self-marking and self-editing. They use their learning environment independently to support learning.

Captivate – Expert teachers demonstrate a passion for learning and they plan ways to captivate pupils in their learning. They show a commitment to learn as much as they can, promoting curiosity and helping children do the same. There is a balance of independent work with shorter, more targeted bursts of supported teaching. Children actively participate in lessons and a balance of physical, oral and creative tasks make learning fun and enticing. There are plentiful opportunities for investigative learning and problem-solving in all areas of the curriculum. Experiences beyond the classroom such as outdoor learning, trips, workshops and visitors help make learning meaningful.

Confer – Expert teachers’ classes have high levels of child questioning because children know their contributions are valued and used actively. Plentiful, purposeful opportunities for feedback and discussion about progress and next steps are planned for. Teachers and children using a range of types of questions to unpick new learning. Expert teachers listen attentively to gather information about children’s learning from pupils who frequently speak up and have ideas. There is a strong focus on pupils developing oracy skills through discussion, debate and performance. Peer learning is understood and embedded.

Consolidate – Expert teachers are seekers and users of feedback. They check pupils’ understanding systematically in lessons, providing clearly directed and timely support. A typical lesson, though well planned, seldom goes to plan and teachers show a high level of improvisation.

At Nova Primary we set high expectations through:-

- A high standard of presentation in books and the learning environments
- Setting challenging targets for all levels of ability, based on high quality formative assessments
- Empowering children to work hard in lessons, ensuring they have the time and resources to achieve their potential
- Using, displaying and therefore expecting children to use ambitious, inspiring vocabulary
- By the use of thought-provoking, challenging questions
- An emphasis on not limiting children’s learning
- Using models of excellence which act as a signpost
- Differentiated , challenging success criteria
- High expectations of learning behaviour
- Recognising and celebrating excellence

We ensure we use good questioning techniques that:-

- Are probing and extend thinking
- Give time for thinking
- Encourage children to make links, to analyse and evaluate
- Are inclusive and also directed
- Are open-ended where beneficial
- Model ambitious, technical vocabulary to support children
- Promote children’s own effective questioning

Learning Environments

At Nova Primary School we believe that a well organised and stimulating environment has a direct impact on the quality of teaching and learning, and therefore supports raising standards. The learning environment at Nova Primary reinforces the school's commitment to celebrating children's successes, raising pupils' self-esteem and cultivating a culture of curiosity and discovery. Quality work, which is carefully displayed for a wide audience, values children's efforts and is aspirational for all members of the Nova Primary School community.

Aims

The school's aims for the learning environment are:

- To create a stimulating teaching and learning environment
- To value and celebrate pupils' work and learning achievements
- To increase children's self-esteem and pride in their work
- To communicate Nova's shared high expectations of learning
- To encourage aesthetic awareness and a positive attitude to our school environment
- To foster and nurture curiosity, pose questions, stimulate enquiry and generate discussion around learning
- To celebrate diversity by reflecting and valuing different levels of achievement and cultural backgrounds
- To inform and inspire parents, carers, governors, staff and visitors to the school.
- To promote Nova's school values of Trust, Friendship, Discovery and Success alongside Rights Respecting behaviour and British Values

Responsibility

Individual teachers are responsible for the learning environment within their own classroom and designated areas. SLT members and curriculum teams are responsible for designated boards in communal areas. Support is available for class teachers with displays from the resource assistant.

See appendix 1 for list of boards

Monitoring

To ensure high standards for all areas of the learning environment, the headteacher and deputy head teacher will complete environmental learning walks regularly. Feedback will be given to individual members of staff to support them in developing their learning environment effectively.

Classroom Environment

Classroom environments can both support and enrich the learning of all children. As well as being vibrant and welcoming, the classroom environment is a learning resource, the second teacher, a way of engaging children and building the class community. It can create a sense of ownership and be used to support and promote learning as well as celebrating children's work. With careful thought and planning, an effective classroom environment is used as an interactive resource supporting teaching, learning and assessment as well as celebrating diversity and the achievements of all.

The learning environments of successful classrooms are calm, welcoming, stimulating environments where high value is placed on learning and the celebration of diversity and of our school values. The visual environment is very important and should display work which is representative of all children and all ability levels as well as including models of excellence which pupils can aspire to. Lines of enquiry should be evident and working walls should show clarity in children's learning journey, representing pupils' voice, input, decision making, drafts and publishing. Displays should reflect the taught curriculum and be changed regularly to sustain interest and discussion.

The room is well organised when:

- Teaching walls and book corners areas are labelled so that pupils can be independent and know what goes where
- Children's resources are accessible
- The room is kept tidy
- There is a clear furniture layout

Displays in Communal Areas

- Main display areas in the communal areas of the school will be changed on rotation. Work on display will reflect current and recent learning in the school.
- There will be a showcase of learning events that have occurred during the term between all year groups in the communal areas of the school.
- Every child will have at least one piece of published work displayed during the year.

Purpose

A display should always have one or more of these specific purposes in mind:

- To stimulate interest in a theme
- To introduce, summarise or reinforce knowledge and skills
- To celebrate children's learning.

Guidance Notes for Display

Provided below are some practical guidelines for displaying children's work. These guidelines are intended to support and inspire all staff in achieving the best quality displayed work at the school.

Content

Displays should always include:

- Clear labels and headings to indicate:
 - the title of the work and which subject or topics it is related to
 - the name of the class and year group of the children (when outside of the individual classrooms).
 - the name of the child who produced the work
- Work of a high standard of presentation
- Mixture of stimuli e.g.
 - range of children's work
 - questions to stimulate curiosity
 - quotes from pupils
 - photographs and pictures
 - word banks
 - artwork
 - interactive displays (e.g. flaps hiding answers)

- the process of learning (stimulus material and work's evolution up to final outcomes)
- 3D displays
- links to SMSC
- links to school values
- links to ELLI learning behaviours
- links to British values

Style

- A variety of written texts styles should be used (e.g. handwritten by student/adults, dyslexia friendly fonts, etc)
- Note: Staples should be completely removed when changing a display


Strategies to support all learners

Display work should be accessible to all children. The communication needs of pupils with SEN and dyslexic tendencies should be considered. To support those pupils with visual stress, displays should:

- have different colours to organise sections
- be easy to read and 'not too busy' as clutter can be distracting
- Have a clear font (*Arial, Comic Sans or, as alternatives to these, Verdana, Tahoma, Century Gothic, and Trebuchet recommended by British Dyslexia Association*)
- Have spaces between lines

ADHD friendly:

Non-Medical Routes → Communication



- Encourage **eye contact**.
- Keep **language simple** – one or two parts.
- Ask them to **repeat information back**.
- Repeat calmly and positively if needed.
- Say what you want rather than what you don't want.
- Use language of expectation "thank you" rather than "please".
- Give **advance warning of consequences** of poor choices.

Visual cues that seem to state the obvious can help!

Appendix 1:

Hall

1 large board board (SLT) (Based on assembly theme)

5 boards (Celebrate writing and artwork by Y2,3,4,5,6 based on class reader/topic)

1 corner board (PE – photographs, quotes, rules etc)

Y3/4/5corridor

6 large boards - Class teachers of KW, Blaise, Cabot, Brunel, Vincent, Gorom for displays of class celebration work

4 small boards (Arts team, Health & Wellbeing Team, Sciences Team, Clubs board)

1 board (entrance Yr3/4/5) corridor – Outcomes celebrating picture books

Entrance

1 extra large board (SLT) – Welcome and vision

2 large boards (SLT) – (Fundraising, celebration, whole schools events, values, themes explored)

1 board – (SLT/Office) – Uniform

Homework celebration displays (SLT)

Y2/6corridor (including entrance to corridor)

4 large boards - Class teachers of Morph, Banksy, Concorde and Rolls Royce for displays of class celebration work

1 small board (Yellow Room – reading recovery)

4 small boards (Arts team, Health & Wellbeing Team, Sciences Team, Clubs board)

Yr1/ EYFS corridor

4 large boards - Class teachers of Gromit, Wallace, SS Great Britain and The Matthew

3 small boards - (EYFS)