

Learning and Teaching Policy

Rationale

At Heathbrook Primary School we create a thriving community of life-long learners within an emotionally enabling, creative environment. Our offer of rich, varied and purposeful experiences enables our children to develop the skills, knowledge and understanding to achieve their dreams and exceed expectations. Through working in partnership with pupils, parents, carers, governors and local partners, learners are engaged, their imaginations stimulated and individuality cherished.

Teaching staff

- ✓ Plan for progression and deliver high quality learning experiences
- ✓ Provide timely and perceptive feedback so that pupils know what they need to do to improve (*see Feedback and Marking guidance*)
- ✓ Analyse their data so that each child and every group achieves (*see class data analyses and post data action plans, Assessment Rationale, whole school data analyses for Pupil Premium, SEND, HAPs*)
- ✓ Encourage pupils' engagement through the promotion of our Be the Best you can Be key drivers - Respect, Resilience, Readiness, Resourcefulness, Reflection and Responsibility
- ✓ Offer an enabling learning environment (*see Heathbrook Classroom displays guidance, Reggio Rationale, Resources Rationale, Safeguarding Policy*)
- ✓ Build positive relationships with pupils, families, staff and other stakeholders (*see Learning Agreement, Springboard Annual Report*)
- ✓ Develop and improve their professional skills, knowledge, understanding and practice (*see CPD guidance, NQT Induction guidance*)

Learners

- ✓ Create – synthesising, imagining, changing, designing, composing
- ✓ Communicate – socialising, collaborating, expressing, sharing, performing
- ✓ Investigate – exploring, risk-taking, connecting, experimenting, sorting, enquiring
- ✓ Analyse – examining, comparing, inferring, problem-solving
- ✓ Evaluate – interpreting, explaining, selecting, deducting

(*see Domain Leaders' portfolios, Heathbrook Community Curriculum map, approach, key drivers and core skills, 'How we teach Reading,' 'How we teach Writing,' Heathbrook's Calculation Policy, pupils' books, website blogs, displays*)

Learning and Teaching is monitored regularly (*see Monitoring cycle*) in the following ways:

- Book Looks (Senior and Middle Leaders)
- Lesson observations (Senior and Middle Leaders)
- Data dialogue around pupil progress (Senior and Middle Leaders with classteachers)
- Pupil Voice
- Staff Appraisal (*see Appraisal Policy*)
- Learning Walks

Policy Adopted by Governors: November 2017

Policy Last Reviewed: November 2017

Policy Due for Review: November 2018

More Able Pupils Guidance

We offer an enriched and challenging curriculum for pupils, with opportunities for all to work at greater depth. Our Heathbrook Community Curriculum offers breadth and depth with its academic focus in addition to its emphasis on the arts, music, outdoor learning and sport

The checklist below provides guidance for identifying 'higher ability' and 'more able' pupils.

Higher Ability Child	More Able Child
Knows the answer	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild ideas, outside the box
Works hard	Plays around yet tests well
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Expresses strong feelings and opinions
Learns with ease	Already knows
Requires 5-6 repetitions for mastery	Requires 2-3 repetitions for mastery
Understands ideas	Understands ideas and finds abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inference
Completes assignments	Creates own projects
Is receptive	Is intensive
Copies accurately	Creates a new design
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good predictor
Enjoys straightforward sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is critical of own learning

In addition, they are identified through reviewing:

- Formative and summative assessment
- GL Testing results (including Cognitive Ability Tests)
- Bury check and Language Links (Reception) and Schematic play patterns (Early Years)
- EYFS Profile, Y1 Phonics Test, KS1& KS2 SATs performance and other measures
- Pupil voice; this is collected regularly by subject leaders as part of the monitoring cycle and is collected annually in the Pupils Attitudes Survey (PASS)
- Parent voice collected during Parent Partnership meetings and school surveys

Resources to support teachers' planning for 'higher ability' and 'more able' pupils include Bloom's matrices, STAR vocabulary and Bloom's posters.

Websites to support the parents of 'more able' pupils include:-

- <http://www.mensa.org.uk/gifted-talented>
- <http://www.potentialplusuk.org/>
- http://www.bbc.co.uk/schools/parents/gifted_and_talented/

The achievement of pupils identified as being of 'higher ability' (including the 'more able') is monitored by teaching and learning staff. It is analysed by the Governors' Achievement Sub Committee.