



Learning Policy

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Statement of intent

Every child has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, special educational need (SEN) or circumstance, reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high quality teaching and learning throughout the school.

It aims to:

- Embed an agreed range of good practice across the school.
- Ensure consistency throughout the school.
- Inform staff of the school's expectations.
- Provide a unified focus for monitoring learning and classroom practice.
- Ensure that the needs of pupils are met.
- Improve and enhance the quality of teaching.
- Ensure that pupils are receiving a broad, balanced and relevant curriculum, meeting the requirements of the national curriculum.
- Ensure that teaching is appropriately differentiated for all pupils.
- Establish targets for improvement.
- Enhance the professional development of staff.

Rationale

We believe learning is a social activity. A positive relationship between staff and learners is crucial. Learners should act independently and be able to make excellent choices about how they learn and with who they learn. This relationship will be evident in the dialogue of marking and the interest learners and staff members have in learning, and their desire to make progress.

We also believe learning will happen when learners enjoy their learning through a creative approach or when learning is based on real life experiences.

Learners should be given opportunities to **genuinely** collaborate with each other, knowing that their ideas are valued and acted upon by others. This might include producing one piece of work referencing the success criteria.

Teaching Strategies

Whole Class Teaching

Learning Partners

- should be used as a key element to teaching in every lesson. Effective speaking and listening skills should be modelled, as well as a frequent review of what makes a good learning partner.

Success Criteria

- All teaching should include good quality exemplars to analyse and model their own writing on, leading to developing their own success criteria, in the manner of 'Talk for Writing'.

Interactive Strategies

- Strategies such as thumbs up/down, mini-whiteboards/show me, true/false sorting, ice lolly sticks, role play and hot seating can all provide teachers with self-assessment opportunities.
- Use of ICT to engage children and maximise learning time.

Effective Questioning

- Should be used to challenge children and both deepen and broaden their thinking.
- Questions should be planned to go be open-ended.
- Effective questioning will inform lesson adaption to suit needs of the learners.

Group/Independent Working Strategies

- Speaking and listening is key and children should be given opportunities to work collaboratively and/or share ideas regularly.
- Examples of this include – snowballing, jigsaw, matching/sorting, diamond ranking, mind/concept mapping, using speaking frames, drama/role-play

Differentiation

- Through the **content** delivered - teachers will be clear about the knowledge, skills and attitudes they want individuals or groups to learn
- Through the **learning process** – challenge by choice with different activities or strategies are provided.
- Maths will be taught according to the 'Middleton Calculation policy'.
- The **Product** – clear expectations set about the quality of the work expected.
- Varying the **Environment** - use of different teaching styles, groupings, levels of support.

Personalising Learning

- Providing appropriate resources
- Intervention and supporting adults have their timetables carefully planned.
- Writing frames
- Scaffolding
- Adapting activities
- Providing word banks or pictures
- Adapting success criteria
- Promoting independent choice
- Providing alternative methods of recording work.

Pupil Groupings

Groupings should be fluid and relevant. They can be based on:

- Mixed or similar ability
- Gender ratio
- Language
- Friendships
- Social skills
- Individual leadership qualities

GOOD OR OUTSTANDING LESSON OBSERVATIONS

For lessons to be judged good or outstanding the following should be considered:

- Learning objective made explicit
- Positive language should be used
- Learning put into a wider context – why are we learning this?
- Models of good work shared to generate success criteria
- A range of question types
- Range of interactive strategies, not dominated by teacher talking
- Clear and appropriate differentiation e.g. use of challenge by choice
- Activities that match the learning intention and fully engage the children
- Stimulating resources to support independent learning
- Children asked to justify their opinions
- Success Criteria should be developed in collaboration with the children
- Success Criteria should be referred to during lesson and in plenary
- Self or peer assessment related to success criteria
- Time for children to improve their work in lessons e.g. polishing pen
- Use of question level analysis to inform teaching
- Use of AFL/PLC's to provide personalised learning supported by additional adults.

Staff

- Where possible teachers should aim to act as facilitators of learning rather than directing learners in a didactic manner
- It is vital that all staff provide in-lesson developmental feedback to learners and that progress in a lesson is the expectation of all. Such feedback should take part during the lesson and the code VF used. Differentiation should, where appropriate, be by choice of task (challenge by choice). **Children should not be permanently sat in ability groupings.**
- The teaching assistant may do a different activity to the teacher and should work with his/her group on their own. Teaching assistants are not always expected to teach in another space outside of the classroom. Teaching assistants may be directed by teachers *to teach from the outset of the lesson. There should be good communication between the teacher and the teaching assistant.*
- Teachers must support all learners to make the progress of which they are capable. In making the decision as to who requires this, teachers will consider all categories of learner, including but not exclusively, eligibility including Free School Meals, Pupil Premium, Disadvantaged, EAL, children underperforming and higher achieving pupils not meeting expectations

Parents

- We aim to ensure parents are kept informed of learning activities within the school (eg. letters, website, social media etc.)
- We strive to engage all parents with the learning ethos of the school.
- We encourage parents to speak to staff about any queries relating to their child's learning.
- We aim to provide parents with strategies to help them support their child's learning (drop-ins, PSPs, MP3s, workshops etc.)
- We encourage parents to support their child out of school to develop new learning opportunities for themselves.

Progress

- The expectations for all learners must be high as every child needs to make good progress. Even where learners are consolidating previous learning they need to incorporate something new or different within their activity to develop their thinking
- Some learners will receive additional support with their learning depending on their needs. Wherever possible children should remain in class for quality Wave 1 provision in Mathematics and English. Timings of interventions have to be carefully thought through.
- Learners should have the maximum amount of time to demonstrate independent learning. Teachers should be prepared from time to time to block subjects in order to maximize opportunities to learn independently or to spend a sustained period of time on an aspect of learning. For example RE Enquiry weeks and Maths days.

- Learners must be used to working to a deadline and this must be adhered to in order to ensure that there is pace to the learning process. Learners must be made aware of this with such comments as “by now you should have...”
- Cross curricular links must be made where possible and again, these must be made explicit
- Children should be taught writing through ‘Talk for Writing’ opportunities both non-fiction and fiction. There should be at least three cold to hot tasks demonstrating progress each term. These should be displayed clearly on blue and red paper in topic books with the teaching tasks in between.

Structure of a lesson

- Learners should be greeted at the start of the lesson and made to feel welcome
- Starter activities should involve all learners where possible.
- Starter activities should be snappy, engaging and taught at a good pace.
- Starter activities should encourage the children to be active learners.
- Learners must be given time to reflect on marking and address their next steps, as indicated by the teacher, acting upon these suggestions immediately. Teachers will indicate successes and next steps using the 2 stars and a wish stamper. They will also indicate their attainment against the Learning objective with a graded stamper. **When editing their own written work, learners will use a polishing pen.** Learners may be invited to share what they have achieved, or need to do next, with a partner or group
- The focus of the learning is driven by the learning objective and connected, where possible to real life experiences and purpose. It is important learners have an understanding of the concept that underpins what they are learning rather than completion of a task. The learning objective must be referenced throughout the activity. It must be discussed in the plenary.
- Mini-plenaries should be used during lessons to support, consolidate and extend learning.
- The plenary, or consolidation phase, of the learning should invite learners to reflect on what they have learnt and this must be evidence based. Learners should be encouraged to consider what they could do next and in what ways their learning might benefit them.

The Learning Environment

- Our classrooms should reflect the learners’ current problem based learning/topic.
- In addition classrooms and intervention areas should suggest a respect and enthusiasm for learning
- Vocabulary that learners are becoming more familiar with should be evident.
- Resources must be maintained in an orderly manner with the appropriate number of rulers, pencils etc. and be easily accessible
- Displays, which should be maintained in a tidy fashion, should include, where possible, elements of ICT and links with other subject areas such as graphing in science or data

collecting in topic. T4W learning resources such as story maps and text maps, dual flip charts and focus vocabulary should be evident in the classroom.

- The current class novel should be displayed on or near the classroom door.
- As developing reasoning, fluency and problem solving in mathematics is a key foci teachers should have a display of examples of reasoning which should be regularly updated
- Maths trugs/resources should also be available in all Maths lessons.
- We believe in rewarding for effort. As such learners may receive House Points, certificates and notes home in recognition of their effort.
- We recognise the extraordinary role parents have in our learners' lives and welcome them in school. We believe parents have a significant contribution to make and as such invite them to take part in learning with their child with our Home-School Projects and to celebrate learning at our regular presentations at the end of topics. We expect homework to be completed to the best of each child's ability.

Agreed Expectations

Agreed Expectations – Classroom Practice

- The Home school agreement must be displayed.
- Teachers must train children in the characteristics of a good learning; persistence, self-belief, problem solving, reasoning, communication and a thirst for learning. Recognition is made of the importance of supporting children to acquire necessary study skills/ behaviors for learning.
- Language for learning is rooted in encouraging children to articulate and recognise personal progress and the progress of others.
- Each Key Stage 2 class should have two learning ambassadors.
- There must be a high degree of choice in lessons. This will take the form of learners choosing the appropriate level of challenge.
- We are a PATHs school, it is expected that each class will engage with the PATH ethos. (see attached appendix)

Agreed Expectations – The start of the school year

- We hold a number of sessions for our new reception class each year to ensure a smooth start to their time at school.
- Transition days (new classes as well as KS2 to KS3 transition) are held in each Summer term.
- Each class negotiates and agrees on class rules, rewards and consequences at the start of the school year.

Agreed Expectations – The Curriculum

At Middleton we recognise that curriculum design is fundamental in motivating and engaging learners. It is our aim to provide relevant exciting opportunities which inspire children to

pursue a 'love of learning' beyond the immediate school context. Engagement with the local and wider community is of significant importance as is the need to develop an effective vehicle for allowing children to achieve the highest possible standards. Children will be able to make choices, experience problem solving, and different ways of working, take risks, learn with new technologies, practice co-operation and collaboration and develop aspirations for the future across all disciplines.

Agreed Expectations - Subject Leadership

How are Subject Leaders expected to support curriculum provision? They:

- Drive and develop the SDP by developing their own action plans.
- Lead staff meetings when appropriate.
- Work collaboratively with colleagues in school.
- Speak to Governors about their subject
- Monitor National and local developments in their subject.
- Monitor via observations, book and planning scrutiny as per the operational overview
- Use the Creative learning Journey to check up on coverage.
- Contribute to CPD and so develop subject expertise.
- Develop own subject expertise in order to support others.
- Develop pupil voice.

Monitoring

The monitoring of this policy is carried out by -

- a) Learning Walks
- b) Pupil Progress and Performance Management Meetings (including lesson observation)
- c) TA appraisals
- d) Drop-Ins
- e) Discussions with learners

Reading at Middleton

Agreed expectations

Each class should be taught the Reading Skills outlined in Anthony Whatmuff's and PIXL's reading guidance (attached).

These skills should be taught as stand-alone daily sessions (20-30 mins per day at least 4x per week) to the whole class. These can be linked to the class novel or story sessions.

In KS1 and Early Years the focus is on listening comprehension as their daily whole class session.

Diagnostics should be completed each year in the Autumn term with a cross section of children to identify strengths and weaknesses in reading skills. Year 2 and above.

Upper KS2 (Year 4/5/6) should use AW's File for intervention work for children who are not making sufficient progress.

Guided Reading should be carried out with the whole class at least 4x per week.

Guided Reading may be taught to small groups where gaps in learning have been identified.

ERIC should be part of regular classroom practice (at least 3x per week)

PLC's should be used to track a cross section of children and those identified as *Key Marginals* to help address gaps in learning.

A record should be kept of each session – please use formats suggested at SM.

At the end of each term children should complete a reading assessment to support judgements made (kept in the assessment folder in the staff room).

Pupil Asset and PIXL trackers will be updated each half term and informed by assessments.

Children identified as needing support with reading or intervention work should have provision made for them .

Key Marginals and those with additional needs should be identified on the provision map and displayed on wall in Heads Office.

Reading diaries should show that Guided Reading has taken place with a GR in green pen in a circle. Teachers then put their initials. Perhaps the children in older classes could write down the focus/LO. Parents can be informed what this means through a class newsletter.

Individual readers should be heard every week with a comment written in the reading diary.

Those children who require more support should read at least 3x per week.

Books should be changed regularly. If a child is reading a book from the scheme they should be changing their book at least each week regardless of interaction from home.

Children may be moved onto chapter books from stage 6 and above to broaden their reading experience.

More able readers should be identified and their needs considered. E.g - book group?

Disadvantaged children should be identified on provision mapping and on wall in Heads office.

Parents and visiting adults can be very useful in hearing individual readers but should be given careful guidance about comments they may write. Guidance is available from the Headteacher. Safeguarding and confidentiality should also be discussed with any adult helpers. Please ensure other adults use a black pen for comments.

Maths – GOING FOR GOLD!

Go Green
We have a positive growth mindset to maths and develop this in our children.
We plan and use a C.P.A. model of teaching.
Each classroom has a 'Working Wall,' used, for example, to show strategies to use, examples of questions, answers, reasoning, celebration of work etc.
All calculations must follow our Calculation Policy.
Pre- and Post- assessments (aka 'Cold and Hot task' / 'Blue and Red tasks' are to be carried out and interventions implemented.
In KS1 and KS 2, teachers use the "Five Minute Maths Plan."
EYFS use a 'day-by-day' weekly maths plan.
All children are encouraged to work with manipulatives, when appropriate.
In order to develop confidence and rapid recall, children use 'Tackling Addition' 'Tackling Subtraction' and 'Tackling Tables' in class and as homework.
Maths trugs are on each table in every maths lesson.
Reasoning is at the heart of our mathematical activity.
Maths based SODA activities at least x3 per week.
In books we do not use a rubber. All thinking is of value but work remains reasonably presentable. Put a neat, straight line through any mistakes.
We plan work with 3 levels of challenge (C1, C2 and C3) and encourage the children to challenge themselves.

Go for Gold
Classroom displays include response prompts "I can explain.../I can prove/I can reason that.../I notice that.../Because I know I also know..."
Classroom displays indicate connections between one aspect of computation and another, eg, addition and multiplication/fractions and division, in order to develop a relational view of mathematics.
Children are encouraged to develop depth of understanding in computation by trying alternative ways of doing a calculation.
In books children frequently show new learning and depth of understanding by writing what the know/notice/can explain. They use appropriate vocabulary appropriately.
Every lesson has the three aims of the curriculum in it; Reasoning, Fluency and Problem-Solving.
Children use a range of models simultaneously to illustrate mathematical concepts in order to develop fluency and confidence.
Mistakes are valued and are seen as a crucial part of learning.

PATHs at Middleton

Agreed expectations

Each class will have PATHs posters displayed in their class, these will include; Turtle (KS1) and Traffic Lights (KS2).

Every adult is expected to carry a set of feelings card on their lanyard.

Pupil of the day to be carried out each day with the child receiving compliments on that day. The PATHs pupil should be given special task or jobs throughout their day.

The PATHs pupil will sit on the PATHs seats during assemblies.

KS1 children should be encouraged to use their feeling cards or faces at appropriate times throughout the day.

Two sessions of PATHs will be taught weekly.

If a problem arises children should be encouraged to use their PATHs strategies to help them solve the problem.

We are a PATHs school and this should be celebrated by all members of our school.

Marking at Middleton

Agreed expectations

The learning objective, (KS2 should also have a self-evaluation box) and date will be underlined with a ruler at the top of all pieces of work.

Basic marking would include one or some of the following:

- Verbal comments and oral feedback during the lesson. This will be initialled in the book when discussion has taken place. (VF)
- A very basic level of marking (specific codes after lessons).
- Verbal comments and oral feedback after lessons to indicate the learning that was achieved in previous lessons.
- Use graded stampers to show if the learning objective was met, not met or exceeded.
- The graded stamper should be used at the top of a piece of work alongside the Learning Objective.
- These stampers and what they mean should be displayed in the classroom and the children made aware of them.
- Teachers will take the opportunity to indicate incorrect spellings, grammar, presentation, layout, number formation etc.
- Incorrect spelling of High frequency or commonly used words should be indicated by the use of a wiggly line underneath the word.
- Children should use their pink and purple polishing pens to correct the spelling.
- Children with SEND or in lower year groups may have the word written at the end of their piece of work to support them with correction.
- Purple polishing pens should be used with pencil and pink with pen.
- Work should not be ticked unless it is correct.

Teachers should mark using green pen. TAs should use blue pen. Parent's comments should be in black.

When TAs work with a group, their marking should relate to the L.O. and success criteria and specify areas of difficulty. This will be used by teachers to inform future planning.

When TAs work with an intervention group, they should mark the work done, record on the session evaluation form and feedback to the class teacher.

Effective feedback: (Quality marking)

This must relate to the Learning Objectives. This should be done ideally once a week or several times when appropriate in a unit of work.

Within lessons, teachers should build in time for mini plenaries with opportunities for children to reflect on success criteria and make improvements to work during the lesson.

As children progress through the year groups they will develop their own success criteria.

After quality marking, time should be given, either in the next lesson or in a specific response time, for children to read the marking comments and respond. Children should initial teacher comments to show that they have been read. Polishing pens should be used to reflect children editing work in response to comments.

At Middleton we use a 2 stars and a wish stamper. This should be used for all progressive writing tasks, from cold to hot tasks. The wish comment should be the next step the child needs to take to improve their work e.g. 'When should you use capitals? Now can you go back and check your work?'

For children who are SEND or are too young to check their work they could be given an example sentence to correct.

MARKING IMPROVEMENT PROMPTS:

- Reminder prompt: linked to success criteria and L.O. e.g., Say more about..... Explain this for me...
- Scaffolded prompt: A sentence given by teacher with missing words or an open ended question e.g., Could you try and make the ending more interesting? Describe the...
- Example prompt: giving two or more alternatives or asking the child for an idea of their own.

For children in Foundation and Y1:

Feedback can be done by teacher or TA with an individual child or with a group of children looking at a piece of work, identifying together successes and areas for improvement. Much of this will be done orally; the children will be taught to explain why a piece of work is good. "This is good because...""It would be even better if....."

Self-assessment:

KS1 children should indicate whether they feel they have achieved the L.O. and success criteria by orally or physically showing their self-evaluation (e.g. thumbs up, nodding, recognising their successes and improvements etc.).

KS2 children should also use their self-evaluation box next to their title.

Peer Marking:

All children at Middleton should be regularly involved in Peer Marking. This should be undertaken after expectations have been agreed between pupils and/or staff and pupils.



EYFS Agreed Expectations

- The online Learning Journals must contain a mixture of evidence – photographs, observation notes, examples of work and long observations.
- Each child must have at least one long observation per half term.
- Children will have a second book which contains evidence of guided work relating to literacy and maths.
- Next steps will be displayed in the classroom and updated half termly.
- Assessments will be carried out in number and phonics on a half termly basis. Pupil Asset will be updated accordingly.
- Assessments will be carried out in all other learning areas on a termly basis. Pupil Asset will be updated accordingly.
- Children will have a home communication book to aid communication with parents. Also used as a reading record.
- There will be an open classroom every half term.
- Reading books will be changed twice a week and all children will be heard reading at least once a week.

EYFS Going for Gold

- Learning journals contain a sticker showing the age in months of the child add an updated sticker each term.
- List of children with least amount of evidence is produced each half term and given to all adults involved so that extra attention is given to these.
- The Guided book will contain detailed evidence of challenges – photographs, work samples and notes relating to progress.
- Next steps will be sent home to parents in the communication books each half term.
- Phonic assessments will be recorded in the communication books each half term so that parents can monitor progress.
- Number assessments will be recorded and reported using the number certificates and the communication book each half term so that parents can monitor progress.
- There will be an open classroom every other week.

Guidance For Out of School Visits, Trips and Competitions

Please take the following on all trips out of school:

- Risk Assessment
- Emergency Contact List
- Register
- Medication
- Medical Kit
- Sick Bucket
- Mobile Phone

Held at school:

- Critical Incident book

If there is an incident during a trip or event ring the school first who will then contact parents/carers to enable those on the trip to focus on the care of the pupil. If school cannot be contacted then this will need to be done by staff on the trip whilst ensuring the safety of pupils is a priority.

A member of staff must remain with the pupil even if a trip to hospital is required until parents/carers take over responsibility. This needs to be considered when looking at staff/pupil ratios on all trips, competitions and outings.

After an Incident:

- Has the incident been recorded and followed up?
- Does the risk assessment need to be reviewed?
- Has feedback been given to the Headteacher and SLT?