



Teaching For Learning Policy

“Excellent teaching leads to enjoyable learning.”

“Learning should be fun, rewarding and memorable.”

Our mission statement

At Newick CE Primary School, we will provide the **opportunity** for personal **achievement**, through daily **challenge** in a **caring environment**.

“A child is not a vase to be filled up, but a fire to be lit.”

“The most important single factor influencing learning is what the learner already knows.”

“All meaningful learning involves risks and only a variety in teaching and learning allows us to reach everyone.”

“Quality and excellence starts with the environment.”

“I think everyone has genius within them. If every teacher in every school treated every child as a potential genius, what do you think the effect would be?
If you tell somebody they can do something, give them some belief, then their expectation goes up.”

At Newick CE Primary School, we believe in lifelong learning and the idea that both adults and children can learn new things every day. We maintain that learning should be a fun, rewarding and memorable experience for everyone.

Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informal choices about the important things in their lives.

As a school, we strive to create a common sense of purpose towards constant improvement.

At Newick we believe that: -

Good teachers enable children to develop these skills: -

- Enquiry
- Problem solving
- Creative thinking
- Information processing
- Reasoning
- Evaluation
- Self-awareness
- Managing feelings
- Empathy
- Social skills
- Communication

Leading to good learners that are: -

- Reflective,
- Resourceful,
- Resilient
- Reciprocative.

Children learn best when the climate for learning –

- Is stress free and allows children to make mistakes and learn from them.
- Is enjoyable and encourages a positive attitude towards learning.
- Enables children to know what they are learning and why (WALT, WILF & TIB).
- Challenges and supports.
- Encourages high expectations.
- Enables them to feel valued and respected.
- Allows fresh learning through new experiences.
- Is well organised, well planned and well resourced.
- Allows children to feel safe and secure.
- Encourages contributions and questions.
- Facilitates different styles of learning (Visual, Auditory & Kinaesthetic).
- Is stimulating and interactive (with plenty of Ketchup).
- Allows for water to be available to stop dehydration and drowsiness.
- Promotes a sense of independence as well as develops social skills and teamwork.
- Enables energising activities.
- Promotes the use of music for mood and recall.
- Has displays that are Tools for Learning, Interactive and Celebratory (including ARC Boards).
- Celebrates paths to success.
- Has a 'can-do' culture.
- Caters for all needs.
- Operates with flexible learning groups.
- Ensures the teacher knows every child (Icebergs).
- Encourages the teacher to enjoy being adventurous.

**How do we
achieve
this?**



The Curriculum – Mini-Learning Projects

- Planning
 - **Long term – curriculum maps.** (Demonstrating appropriate subject coverage over the year)
 - **Medium term – half termly breakdowns** (Showing National Curriculum Learning Intentions in mini-learning projects)
 - **Short term – Weekly.** (Flexible in style enabling each teacher to have ownership over the format, but showing how the Learning Intentions are matched to activities through differentiated tasks).

Overall the planning should ensure : cross-curricular links, a broad and balanced curriculum, differentiation, continuity and progression, creativity and ‘real’ learning.

It is expected that planning should be annotated as a form of ongoing assessment and to inform future planning.

The lesson – effective teaching ensuring a quality learning experience

- Clear Learning Intentions
 - WALT We Are Learning Today (NC learning intentions)
 - WILF What I’m Looking For (skills, challenge, expectation, targets)
 - TIB This Is Because (big picture, describe the outcomes)
 - Teacher aware of children’s level of attainment

- Activities that :
 - are appropriate to and address the learning intention
 - maximise challenge for all children
 - motivate and engage the children
 - connect in to children’s learning
 - start with what the children know – mind maps
 - encourage open-ended questions
 - address different styles of learning – visual, auditory, kinaesthetic
 - involve purposeful praise and feedback
 - allow for reflective time outs
 - offer quality feedback

“To what degree does this particular task make an effective contribution to the learning process of a child?”

How do we know when it has been successful?



Assessment for Learning

- The teacher knows the children they are teaching well.
- Individual targets identified and met.
- Frequent plenaries for formative assessment.
- Success criteria met.
- Recap at end of lesson/day (What have you learnt today?).
- Effective use of 'smiley faces' at the end of a session.
- Teacher to use report format (assessment booklets) and tracking sheets to inform planning.
- Pupil self-assessment - using the target booklets and pupil commentary.
- Children to reflect on how they learn, what helps them learn and how they can improve their learning.
- Children are happy and have experienced paths to success.
- Teacher is able to moderate a level work.

According to our Year 6 children, this is what a Newick child looks like.....

