

Senacre Wood Primary School

Learning and Teaching Policy 2023/24

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.**
- **Pupils clearly understand what they are learning and how it links to previous knowledge.**
- **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 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: Teaching

We believe that teachers at Senacre Wood...

- ✓ Plan lessons with a high proportion of independent learning, choice and collaborative activity.
- ✓ Challenge and meet the needs of all pupils.
- ✓ Inspire and motivate learners.
- ✓ Have high expectations of all pupils.
- ✓ 'Tap into' what pupils are interested in.
- ✓ Model excellent spoken language and vocabulary use to pupils.
- ✓ Use effective questioning to elicit and expand answers.
- ✓ Show how to learn from mistakes made.
- ✓ 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 teaching and interventions.
- ✓ Provide pupils with time to think new concepts through.
- ✓ Are confident to deviate from the plan where appropriate.
- ✓ Have expert subject knowledge.
- ✓ Strive to close the gap between all pupils and vulnerable groups by employing adaptive strategies and a graduated response including focused interventions for targeted support.

Quality of Education: Learning Environment

We believe that an impactful environment is-

- ✓ Used effectively to encourage the development of skills as well as knowledge and understanding.
- ✓ Meaningful, with relevant interactive working walls which are updated to meet the needs of the learners – and are referred to, and used by, class teachers and pupils.
- ✓ Used to model approaches and strategies (i.e. modelling mathematical procedures, the writing process and use of new, key and challenging vocabulary).
- ✓ A celebration of pupils' work.
- ✓ Zoned into subject areas to promote independent use of resources.
- ✓ One that fosters a love of reading for pleasure.
- ✓ Key to creating a learning buzz.

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.
- ✓ Uses verbal or written feedback that relates 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 successful, significant achievements.



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