



Learning & Teaching Policy V6 November 2023

Mission, Values and Teaching Beliefs



Views of pupils

"I enjoy Literacy because I like the different genres that you can write in. I enjoy getting team points for my work."

"I enjoy History because we are learning about the Anglo Saxons. It's fascinating about how they lived and there are so many questions to be asked."

"I enjoy Art because I like mixing and blending colours. My favourite piece of art was the Indian Peacock."

"I like learning about fractions in Maths and I like getting team points."

"I enjoy Art because it's fun to use paints. My favourite piece of Art in Year 4 was the floating bridge in Ferry Meadows."

"My favourite subject is French because I get to learn a new language. I love getting team points."

"I like Maths because I get to learn new things that might help me in the future."

"I enjoy learning about Maths and Science because I love learning about creatures that lived before our era and I mostly like learning about magnets."

"I really like Maths and mostly number lines. I think that learning is challenging. I love earning Lily stickers."

"I really like Art because I have fun whilst I am learning. I think that my favourite piece of Art was the tiger."

"I like addition in Maths because I love learning and I like new challenges."

"I really like handwriting because I can get better at my writing."

School Mission

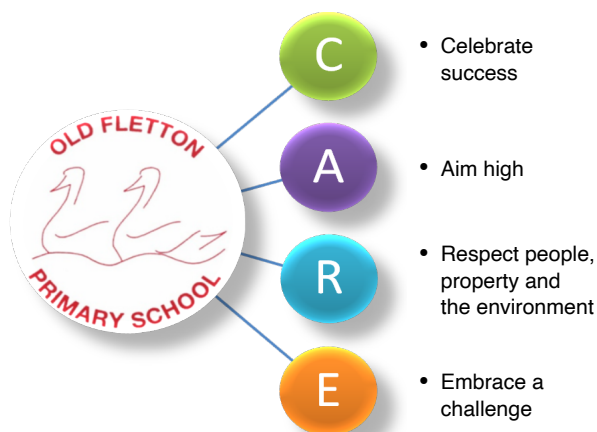
To provide opportunities that enable our children to have the skills, knowledge, understanding, confidence and desire to achieve the highest standards of which they are capable. Enabling them to play an active part as responsible and caring members of the school community and beyond.

Through the constant application of our values, learners at Old Fletton will...

- ☒ Feel safe, confident and supported to embrace challenges.
- ☒ Achieve their very best - talk confidently about themselves and be proud of their achievements and celebrate the achievements of others.
- ☒ Be motivated and excited by their learning, demonstrating resilience when learning becomes more challenging.
- ☒ Be well-prepared to take full advantage of the next stage in their learning and in life.
- ☒ Be able to make informed, thoughtful choices to help them become caring citizens that contribute positively to society and the environment.
- ☒ Recognise their own uniqueness and respect the uniqueness of others.
- ☒ Know that they are responsible for their own actions, thoughts, feelings and behaviour.

Our Values

We see our school as a Learning Community based on simple shared values and expectations so we can all, students, staff and parents and the wider community, work in harmony to realise our vision to enable our students to achieve their full potential. We see learning as a partnership based on respect between all involved. Essentially we believe we all need to treat each other as we would wish to be treated.



Teaching Beliefs

Our 'Teaching Beliefs' provide a common language and structure of expectations for the teaching staff in order to achieve our Vision. They embrace the need for individual teacher initiative and creativity and are in line with the professional standards (2013). At Old Fletton, we structure the class learning opportunities for pupils based on some best practice research identified by Rosenshine, Professor John Hattie and Bjork.

Context, Big Picture & Learning Journey	Consistently reminding the children of the purpose of the learning and how it fits in the context of a larger LI or is applied in the 'real world' High Expectations (pg91) <u>Aim High</u> .
Revisit, refresh & misconceptions	"The most single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly." Ausubel, 1968 (pg41) Effective differentiation and maximising learning opportunity - <u>Respect one another</u> ; Teacher understands learners as individuals.
Success Criteria	How will the children and the adults know they have been successful and 'arrived' at the learning intention destination (pg56) <u>Celebrate success</u> .
Think Aloud & Guided Practice	A crucial element of modelling what success looks like, linked to the success criteria - example learning modelled is explicit of what's expected and what the teacher is processing as they do the activity.
Paired Work (if applicable)	Peers can influence learning...tutoring, friendship, feedback and making the class and school a place to which students want to come each day (pg87). Minimise the fear of failure when <u>embracing the challenge</u> together. <u>Respect one another</u> .
Independent Work	Pupils are taught how to practise deliberately and how to concentrate (pg120) Increasing resilience and independence, <u>embracing the challenge</u> Enabling the practice or application of skills.
Assessment & Feedback	A variety of methods to provide formative feedback, engaging students in the process, including self assessment - feedback on learning successes (pg142) <u>Celebrate success</u> .

ALL classes are aligned behind the teaching beliefs, so we are able to present our vision for our improving school as a quality learning community serious about raising standards, and consequently opportunities and outcomes for our children.

To enable effective dialogue and discussion about pedagogy and principle we primarily use the WalkThru materials and coach teachers through Instructional coaching methodology. We embrace continuous teaching review and development.