



## Teaching and Learning Policy

### Aims

The Teaching and Learning policy has been created by and agreed upon by the teaching staff and Governing Board at Cayton School.

At Cayton School we are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers and Governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims, ethos and objectives of the school and supports its vision.

Our teaching and learning policy is designed to ensure that consistency and **high educational standards** for teaching and learning, at Cayton, are clear. The policy outlines the school's high expectations and the key teaching strategies for all staff.

Putting this policy into practice reflects our expectations of **high quality first teaching**.

This policy should be read in conjunction with our subject policies.

### Principles of Teaching and Learning

Learning is the purpose of the whole school and is a shared commitment. At Cayton School, we recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

- help children to develop lively, enquiring and creative minds
- foster and develop self-confidence, self-esteem and resilience
- help children acquire knowledge, skills and understanding that will enable them to adapt to a rapidly changing world
- provide a happy, secure, purposeful environment where learning experiences will be both challenging and stimulating
- develop an inclusive curriculum that will foster relevant thinking, communication and information skills using supportive technologies
- help children understand and respect religious, spiritual and moral values in a multi-cultural society showing tolerance of other groups, races, ways of life and points of view
- ensure adults and children to take pride in their immediate environment and to understand and contribute to the care of the community in which they live and work
- foster friendship & respect regarding all within the school community of equal importance
- encourage parents and school to work together to educate and care for the whole child
- build & develop positive attitudes through hard work, commitment and self discipline to maximise achievement.

As a school, we are committed to our mission statement – ***'To deliver the highest educational standards enabling all children and adults to grow, learn and work together in a caring atmosphere where laughter, respect, trust and harmony are highly valued'***

### Ethos

The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a calm and effective working environment, in which each child can produce his or her best work
- providing a welcoming environment, in which courtesy, kindness and respect are fostered
- providing positive role models
- providing a fair and disciplined environment, in line with the school's behaviour policy
- effective management of their professional time
- developing links with all stakeholders and the wider community
- valuing and celebrating pupils' success and achievements
- reviewing personal and professional development in order to ensure a high level of professional expertise.

### Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play (See Home-School Agreement).

**All members of the school community should work towards the school's aims by:**

- esteeming children as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of belonging to the school community
- providing a well ordered environment in which all are fully aware of behavioural expectations
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviours and work
- working as a team, supporting and encouraging one another.

**Subject leaders have a variety of roles. These include:**

- taking the lead in policy development and the production Medium Term Planning designed to ensure progression and continuity in their subject throughout the school
- supporting colleagues in their development and implementation planning, and in assessment and record-keeping activities, including leading CPD for all staff
- monitoring progress in their subjects and advising the Headteacher on action needed taking responsibility for the purchase and organisation of central resources for their subjects
- keeping up-to-date through reading and attending relevant CPD.

Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning.

**School Staff will endeavour to:**

- demonstrate deep knowledge and understanding of the subjects they teach, supported by the subject leaders and policies linked to that subject area, ensuring that learning is progressive and continuous
- use highly effective questioning that demonstrates an understanding of the ways pupils learn.
- identify pupils' misconceptions and act to ensure they are addressed.
- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement. Plan lessons well, introducing subject content progressively, making maximum use of lesson time and using a range of appropriate resources.
- provide time for practice so pupils embed their knowledge, understanding and skills securely.
- teachers identify and support any pupil who is not 'keeping up' or working at age related expectations to enable them to make accelerated progress and 'close the gaps in learning'. Recognise and be aware of the needs of each individual child according to ability and aptitude
- check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- provide pupils with insightful feedback, in line with the school's marking and feedback policy, about what pupils can do to improve their knowledge, understanding and skills.
- actively engage parents/carers in their child's learning through the use of: effective communication systems, face to face meetings, Class Dojo, letters, school website, newsletters, stay and play sessions etc.
- update parents/carers on pupils' progress termly and produce an annual written report on their child's progress.
- meet the expectations set out in linked school policies.
- celebrate achievement and have high expectations of everyone.
- be good role models, punctual, well prepared and organised
- keep up-to-date with educational issues
- have a positive attitude to change and the development of their own expertise
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

**Parents are encouraged to support their child's learning by:**

- ensuring that their child attends school regularly, punctually, well-rested and in good health
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment
- providing support for the discipline within the school and for the teacher's role
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme
- participating in discussions concerning their child's progress and attainment
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- support the school's homework policy and give due importance to any homework
- ensuring that all contact addresses and telephone numbers are up to date and correct
- allowing their child to become increasingly independent as they progress throughout the school
- informing the school of reasons for their child's absence
- actively supporting the Home-School Agreement.

Every teacher sends a weekly Dojo message to parents outlining the Curriculum coverage and the learning that has been taught throughout the week.

**Pupils are encouraged to support the school's aims and they:**

- Enjoy learning and love coming to school!
- Use resources, metacognition and self-regulated strategies so they can be responsible for their own learning and be aware of how to support the learning of others.
- Are curious, resilient, enthusiastic learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.
- Make the most of opportunities to learn through extracurricular activities.
- Understand how to improve their learning and act on feedback, written or oral, from classroom staff and their peers, to improve.
- Meet expectations of good behaviour for learning, respecting the rights of others to learn

**The community is invited to support the school by:**

- contributing to activities, such as assemblies
- presenting themselves as positive role models
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills
- supporting school events
- voluntarily helping in the classroom.

**Planning**

The foundation for curricular development is the School Improvement Plan, developed through a process of collaboration between staff, and approved by the Governing Board.

The planning process is at the heart of effective teaching. It is a creative process, rather than a product. It is collaborative and allows teachers to combine teaching pedagogy with knowledge of learners, the curriculum, and the teaching context. It is a time when teachers envision the learning they want to occur and analyse how all the pieces of the learning experience will fit together to make that vision a classroom reality.

At Cayton School we are committed to following the programmes of study as required by the National Curriculum 2014. A cycle of National Curriculum Programmes of Study is drawn up by staff and is carefully balanced to ensure full coverage of the National Curriculum and RE. We follow a cross curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

**Learning overviews for each year group**

Our long-term overviews illustrate the specific subject content, ensuring National Curriculum coverage, for each year group. Within the EYFS, these plans form the basis for enquiry-based project work. The plans for all year groups, have been created to ensure both contextual and thematic connections are clear, allowing children to develop critical thinking and reflect on concepts and ideas and learn and work together To ensure that it is well structured and sequenced, progression documents, that have been specifically designed by subject leaders, allow teachers to plan with precision. These documents are sequenced to ensure that progression and balance is achieved, whilst clearly outlining the end goals expected for each subject across the year groups and key stages. The curriculum is also enriched with planned experiences, visits, assemblies, curriculum theme days, outdoor learning, sports and extra-curricular clubs.

**Medium term planning**

Medium term planning is unique in that it enables teachers, when planning a sequence of lessons around a subject area, to think about what they are teaching, why they are teaching it, when they are teaching it and who they are teaching it for. Medium Term planning takes place half termly, with reference to the National Curriculum 2014, Early Years Foundation Stage and the Whole School Long Term Curriculum Plan.

Half Termly plans are updated on the schools shared server and school website and weekly plans for English, Mathematics and foundation subjects are uploaded onto the schools shared server on a weekly basis. Plans are based upon previous assessment data, pupil need and subject expectation. At Cayton School we are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and talk and to use Mathematics at a proficient level to facilitate learning across the curriculum.

**STP**

Teachers plan individual lessons for all subjects, this is completed on a weekly basis.

- Daily lesson plans are presented on an agreed school format.
- Learning Challenges for all lessons are included and shared with children.
- Meta-cognition strategies are clear, including an assessment for learning opportunity at the start of lessons (where appropriate).
- Opportunities for children to work collaboratively to articulate understanding, share ideas and deepen their thinking.
- All children receive high quality guided practice, leading to independent working.
- Shared with non-teaching staff.
- Learning tasks and resources are appropriately adapted and clearly reference how the classroom staff will effectively support all pupils within the lesson (regardless of whether children are working with an adult or working independently).
- All planning is saved in year group folders, the week before lessons are due to commence.
  - Adaptive teaching enhancements highlighted.

**Adaptive Teaching**

We understand that progress is children knowing more, remembering more and being able to do more. We also understand that challenge is related not only to differentiated learning within lessons, but also the ambition for all children to achieve key end of year expectations. Adaptive teaching is high quality teaching for the children in our classes. Adaptive teaching happens before the lesson and during the lesson; it is 'adapting planning prior to the lesson & adjusting practice during the lesson' (EEF, 2021). It is about planning for and teaching the learners within the classroom; the same diet, but at a different pace.

Our curriculum is sequenced to ensure that pupils know and remember more. Knowledge is built on over time. Schemas are mental structures to help us understand how things work and organise knowledge. As we take in new information, we connect it to other things we know, believe, or have experienced. This is how children learn. It is our expectation that all of the children at Cayton School will receive high quality universal teaching as a priority, at an age-appropriate level. We believe that all children can make progress and achieve, if the right strategies are put in place at the right time, enabling them to do so. We believe this constitutes 'Adaptive Teaching'.

Adaptive teaching is reactive and responsive to individual children's needs at any particular moment in time and at any point in the learning journey. We ensure that children are all challenged to achieve their age appropriate milestones. All children will access the planned learning and curriculum content; some will understand it more deeply than others. Teachers will have the same learning intentions for the vast majority of pupils, with no lowering of expectations for those pupils who might find these more challenging.

In order for all pupils to be able to achieve these intentions, it will be necessary to 'adapt teaching' for some, through the use of strategies such as:

- Targeted, tailored support both within lessons and as pre/post teaching.
- Individualised resources (privacy screen, wobble cushion, fiddle toy, coloured overlay etc).

- A range of meta cognition strategies (knowledge organisers, word banks, scaffolding-writing frames/exemplars, mind maps, recall, peer explanations etc).
- Breaking down content into smaller chunks or steps.
- Modelling and sequencing (thinking out loud, manipulatives, worked out models etc.)
- Consistent visual models/resources (e.g. Twinkl chart, models and images used in SPAG and maths, classroom equipment etc.).
- Removing unnecessary expositions i.e. keeping your spoken language at an amount and level that will enable maximum access.
- Reframing questions (Asking a question that requires the same high level of thinking, but using a simpler construction, by using an active rather than a passive voice, or by focusing on one aspect at time e.g: If I were to add 9 to 4 what would I do?/ What are the different strategies that I can use to calculate 9 add 4?).
- Intervening appropriately, i.e. in the classroom/lesson wherever possible, to minimise the need for out-of class interventions (though these will still be appropriate and necessary for some pupils)

WAGOLL

### **Learning environment**

At Cayton School, it is understood that the learning environment should support the right conditions for learning. As discussed in the Reggio Emilia approach, the environment is the 'third teacher' and should be a setting designed to be not only functional but also aesthetically pleasing and reflective of the child's learning.

All staff have a responsibility to ensure that the school's vision and ethos are evident throughout school. At Cayton School, we aim to develop mutually respectful relationships within all members of the school community.

Classrooms should be well-organised and decluttered and routines well established so that the children can focus on their learning. Resources are clearly labelled and easily accessible. Children are encouraged and supported to demonstrate positive behaviour, both in the classroom and during social times around school. This includes taking a pride in their uniform, looking after resources and being respectful.

Displays will not be used for decoration but will value, celebrate or support learning. Working walls are used to display the learning journey, making the final outcome clear to the learner and supporting the learning of new and technical vocabulary. Pictures, workings out, mistakes and photographs can all be used to evidence the learning journey.

- There needs to be a distinct difference between celebration/static displays (of final pieces of work) and working walls.
- The displays must all use the agreed handwriting script for labelling.
- Curriculum displays may have an interactive element, questions and answers posed by the children, 3D element, outline theme planning overview.
- Corridor Displays to be updated regularly by the designated teacher.
- The Phonics/ Art room must be kept tidy.
- Classroom staff must ensure that the resources the children need are prepped and available (including individual resources) for each lesson. These resources must be used to support and promote metacognition
- Ensure tables are tidy and children keep the cloakroom area well organised and clear.

### **Organisation**

The learning environment will be managed in such a way as to facilitate different styles of learning.

Opportunities will be made for:

- whole class teaching
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc)
- one to one teaching
- collaborative learning in pairs or groups
- independent learning
- interventions
- Self-regulating learning and Metacognition

All areas of the learning environment will be planned for including, where appropriate, the outside areas. This ensures opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and the development of independence. For example:

- book corners will be comfortable and attractive, displaying high quality books on book stands.

- following on from phonics, children will be guided to recommended reads for their year group
- areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner
- pupils will be involved in the maintenance and care of all equipment and resources.

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays.

Classroom support is available in the form of both learning support assistants and volunteers. These are used at the discretion of the class teacher. Volunteer helpers assist with the many aspects of school life, including supporting reading and providing assistance with school visits.

Excellence is celebrated in display and performance. Children's work is displayed throughout the school year. Sustained effort, including drafting and reworking, is encouraged to enhance standards. School events such as performances and assemblies are seen as opportunities for all pupils to demonstrate their own best performance. Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement. 'Cayton Awards' are given weekly to celebrate individual academic or behavioural achievement. 'Headteacher Awards' are awarded for achieving their personal best in areas of learning and personal achievements.

### **Homework**

Homework is considered to be a valuable element of the learning process.

At Cayton School, we use our on-line platform (Dojo) to set homework. We believe that homework should be set:

- to involve parents in their children's learning
- to encourage children to talk about their work to their parents and explain what they are doing and how
- to extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies
- to prepare children for secondary school experiences of homework
- to view learning as a lifelong process and not just restricted to school hours.

The schools agreed practice for homework is that:

- homework is set on a regular basis, for all years, in line with our homework policy
- homework will generally follow on from work which has taken place in class but may take many different forms, including reading, learning multiplication facts and spellings. It should not entail new ideas that require explanation from a teacher
- homework may sometimes consist of preparation for work yet to be done
- children should understand exactly what they are expected to do, how to do it, and how long it should take
- homework should sometimes involve the participation of the parents

### **Books**

All books will be consistent across school and therefore must have:

- Front covers with child's name and subject.
- Date and Learning Challenge to be printed on stickers and stuck in all books (if a child is absent the sticker needs to be put in the book with absent written on).
- Knowledge Organisers to be stuck in at the start of a unit of work.
- End of unit assessments to be stuck in the subject book.
- All work in maths books to be done in pencil
- Neat handwriting from staff and pupils, in line with school handwriting policy, with clearly defined ascenders and descenders.
- Rulers must be used to draw lines.
- Correct use of margins, lines and pages (orientation, next line/page)
- Numbers written within squares
- Inside cover Writing books to have ARE stuck in.
- All worked marked by adults in green ink. See marking and feedback for additional information
- All children to use a blue pen for response time and editing their work.



**Marking and feedback**

Responses to children's work take the form of oral and written feedback and, when appropriate work is marked with the child. An emphasis is placed on the teacher feeding back to groups/classes at the end and/or beginning of lessons about progress made, any misconceptions and areas requiring further development. This supplements individual feedback and marking. Work in books must be marked before the book is next used.

- Work will be marked in green ink. Staff should use the school's handwriting font and ensure their spelling and grammar are accurate.
- Correcting every mistake can be disheartening, so marking will relate to, and focus on, the learning challenge / success criteria (rather than being a detailed written comment on all work). Pupils will be aware of the objective, as it will have been shared and explained at the beginning of the lesson. It will also be in their book at the top of the piece of work.
- Teachers may decide that it would be more beneficial, on occasions, for the children to mark their own work, for example, a spelling test or as part of self and peer marking-this will be done in blue edit pen.
- Work is assessed in line with the Marking and Feedback policy.

**Assessment, Recording and Reporting**

We track pupils' progress using a combination of formative and summative assessment. We discuss and explain pupil targets with children and provide verbal reports against these at parents' evenings. Pupils will receive a written report annually. Teachers and support staff assess pupil learning and progress as an ongoing process within the lesson and over time. This is evaluated by three main forms of assessment.

**Formative assessment:**

At Cayton School we recognise the importance of formative assessment and the important role it has to play in creating a learning culture. We believe that formative assessment furthers and deepens learning and consists of four basic elements, underpinned by confidence that every child can improve and an awareness of the importance of children's high self-esteem. The four elements are: sharing learning goals, effective questioning, self and peer evaluation and effective feedback. Formative assessment carries with it the expectation that, when properly motivated and appropriately taught, all learners can reach a level of achievement which may currently appear beyond them. It provides a breadth of proven life-long learning skills based on an understanding of how we learn rather than what we ought to be learning. This includes:

- creating a positive learning environment
- focusing all feedback on specific performance improvements which can be acted on
- sharing an overview of content, process and benefits of the learning to come
- engaging learners by posing problems and challenging thinking
- providing opportunities for learners to meet the challenge in a variety of pairings and with multiple ways of representing their understanding
- creating space for reflection and meaningful dialogue
- reviewing what has been learned, how it was learned and how it will be used.

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

Used on a day-to-day basis. Teachers use this to adapt their teaching and learning throughout the lesson and to plan the next lesson and do this through:

- Observing existing knowledge at the beginning of the lesson through the AFL
- Open ended questions to seek pupil understanding
- Working with a guided group through 1:1 discussion
- Observing the progress pupils make during a lesson
- Marking pupils' work

**Summative assessments:**

Used at the end of a unit of work or at key points throughout the term.

- Baseline assessment in EYFS-within the first 6 weeks of Reception
- Half Termly phonic assessments of all children accessing Twinkl (Phonics Tracker)
- Planning regular assessment opportunities throughout the term, used to identify strengths and areas of development-communicated with the children.
- Teachers use a range of end of unit tests for Maths and Foundation Subjects (White Rose and those created by subject leaders).

- Standardised tests for Reading, Maths and SPAG (PiRA/ PUMA/ GAPS - Y1 – Y5) and past SAT papers for Y6 are completed. These are carried out at the end of each term. .
- If a child arrives from another school, they will be assessed within a week of arrival.
- Formal standardised scores are recorded on the whole school data sheets. This information is then triangulated to generate an overall teacher assessment for each child. The 9 point scale is used for assessment.
- Once data has been completed, subject leaders and senior leaders analyse whole school data, to identify trends, strengths and areas of development and to inform/assess the impact of interventions and strategies.

Analysis also includes:

- Achievement and progress by year group
- Achievement and progress by gender
- Achievement and progress of pupils with disabilities and/or special educational needs
- Achievement and progress of disadvantaged pupils who are eligible for the Pupil Premium

Statutory national tests and assessments set by the Government to compare children's achievement from school to school.

- Expected ELG by the end of Reception
- Y1 and Y2 phonic screening test
- Y4 Multiplication tables check
- Y6 end of Key Stage 2 tests and assessments

Suitable tasks for assessment include:

- group discussions
- short tests in which pupils write answers
- specific assignments for individual pupils
- discussions in which children are encouraged to appraise their own work and progress
- pupil observations
- SATs.
- PiRA/ PUMA/ GAPS

Feedback to pupils about their own progress is achieved through discussion and the marking of work. Effective marking:

- helps children understand how to improve and comments aim to be positive and constructive
- is often done while a task is being carried out through discussion between child and teacher
- of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task.

All results from assessments are analysed and used to inform future planning. (See Assessment Policy).

Cross phase continuity is ensured by:

- pre-school liaison meetings
- cross-phase liaison meetings
- in-school liaison meetings between staff
- liaison meetings between Year 6 teachers and those from prospective secondary schools
- visits to secondary schools by Year 6 pupils
- transfer of pupil records of progress and summative assessment results.

Records of progress kept for each child are:

- updated termly by teachers
- examined by class teachers at the start of each academic year as they prepare for a new class
- retained throughout the child's time at the school and appropriate records passed on to other schools when pupils leave.

Reporting to parents is carried out three times a year through consultations and a written report. Results of individual pupils' assessments are made available to the parents concerned and the overall statistical profile (but not individual results) is made available to Parents, Governors, LA and National Government.



**Monitoring and Evaluation**

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and the Headteacher. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around our whole school Provision Map and the impact of the interventions that are used. Subject leaders will regularly monitor children's books. The Performance Management cycle informs learning and teaching. (See Appraisal Policy).

Timetabled staff meetings are used to moderate progress and standards, and jointly level pieces of work to quality assure staff judgements, in addition to phase/subject lead/cluster moderation and monitoring.

These opportunities are planned to take place within the school monitoring cycle, so teachers can share pupils' work and check and compare that judgements are consistent.

Teachers use Exemplification Materials to support effective and accurate moderation of pupil work. Additionally, where possible, opportunities are planned between schools for teachers to meet to compare assessment judgements with other schools within our cluster of schools.

Senior leaders, including Governors, monitor the progress that children make within lessons and over time through:

- Learning walks
- Book and planning scrutiny
- Pupil Voice
- Moderation of assessment judgements
- Collation and analysis of data
- Year group data analysis action plans
- Reviews of IEP targets for pupils with SEND
- Link governor monitoring visits with subject leaders
- Termly Pupil progress meetings and SEND pupil progress meetings.

Feedback from this monitoring is shared with staff and Governors to document the impact of teaching, learning and assessment and to plan whole school development.

**Teaching Strategies and Styles**

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. This will include:

- provision of an integrated curriculum
- teacher observation
- discussion and questioning (open and closed as appropriate)
- previewing and reviewing work
- didactic teaching
- interactive teaching
- conferencing
- listening
- brainstorming
- providing opportunities for reflection by pupils
- demonstrating high expectations
- providing opportunities for repetition/reinforcement
- providing encouragement, positive reinforcement and praise
- making judgements and responding to individual need
- intervening, as appropriate, in the learning process in order to encourage development
- providing all children with opportunities for success
- using a range of communication strategies – verbal and non-verbal.

Activities should show a balance in terms of individual, group and whole class work. Specialist teaching is available from subject leaders and also in the form of visitors.

The emphasis of our policy is on a good variety of experiences and we encourage children increasingly to take an active role in their own learning. Thus:

- investigative work is used
- children are encouraged to communicate findings in a variety of ways

- opportunities are provided for children to become involved in decision making and to take responsibility, along with staff, for their own learning.

At Cayton School we recognise the importance of key skills. Opportunities will be made available across the curriculum to develop:

- application of number
- communication
- computing skills
- problem solving
- working with others
- improving own learning and performance.

Thinking skills will also be developed across the curriculum. This will include:

- creative thinking
- enquiry
- information processing
- reasoning
- evaluation.

### **Learning Processes and Learning Styles**

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning, children develop their skills through a variety of processes and learning styles. These include:

- investigation
- experimentation
- listening
- observation
- talking and discussion
- asking questions
- child-initiated play
- practical exploration and role play
- retrieving information
- imagining
- repetition
- problem-solving
- making choices and decision-making.

At Cayton School opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills. We aim to provide opportunities to develop a wide range of learning styles. We recognise that each child has a unique way of learning and that learning preference is affected by previous experience, competence, confidence, beliefs and values. We shall ensure that learning is accessed by as many means as possible, e.g. VAK. Staff are aware of a range of theories and research linked to learning including encouraging a 'Growth Mindset'.

Planning will incorporate as many styles of working as possible. These styles include:

- individual learning
- collaborative learning in small groups, or pairs
- one to one learning with an adult, or more able pupil
- whole class
- independent learning.

Group work may include friendship, matched ability, mixed ability, etc, appropriate to the activity. Collaborative learning is encouraged.

Teachers at Cayton feel that pupils learn best when:

- they are happy, healthy and alert – receptive and positive

- they are interested and involved – learning is relevant and stimulating
- the purpose of a task is understood – they understand why they are doing it
- they feel secure – in terms of environment, relationships and learning
- they feel valued – teachers and other adults care about their development as learners
- they have opportunities to explore and take risks
- they are actively involved, making choices and taking responsibility in their learning
- they have an element of control and can work with independence
- they receive positive feedback and praise for achievements
- the learning environment is well-organised and resources are easily accessed
- tasks are differentiated, matched to the child
- learning is built on existing knowledge and experience – clearly defined small steps
- they have opportunities to talk about their work, reflecting, discussing and sharing ideas
- the teacher is knowledgeable, enthusiastic and motivated
- they have clearly defined targets which they can successfully achieve eg appropriate time scale.

Effective learning is ensured through the process of monitoring successful teaching (see monitoring policy) and pupil's learning outcome i.e. Baseline Assessment, PiRA, PUMA GAPS and SAT results.

Successful teaching takes account of children's prior learning and must ensure continuity and progression.

Linked to the above, successful teaching is:

- confident – teachers have a clear understanding of subject knowledge and setting objectives
- high expectation – there is optimism about, and high expectation of success
- well planned – there is differentiation with methods and organisation strategies which match curricular objectives and needs of all pupils
- interactive – pupil's contributions are encouraged, expected, extended
- characterised by high quality oral work
- well paced – there is a sense of urgency, driven by the need to make progress and succeed
- informed – by assessment outcomes.

### Resources

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that:

- there is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable to the task in hand
- all children know where classroom resources are kept and the rules about their access and use
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate
- the library is a valued resource and used appropriately
- children work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/area, and will be regularly audited by the subject leaders. Consumables will be replenished as necessary. Staff may contact subject leaders with suggestions for specialist materials which may need purchasing.

Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste.

At Cayton School the use of visits and visitors to enrich the curriculum is valued and these are used throughout the school to widen children's experiences and support learning across a range of subject areas.

Time is a resource that we value. To maximise its use:

- as children progress throughout the school they are encouraged to take greater control of their own learning, including their use of time
- opportunities for learning are maximised by ensuring that tasks are made specific by focused Learning Challenges

- teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through the provision of appropriate resources and planning mastery extension activities.

Written By: Mrs J Monaghan  
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