



Moorlands Schools Federation

Teaching for Learning Policy

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Signed by Chair of Governors		
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Associated Policies	E-safety Policy, Data Protection Policy, Homework Policy, Attendance Policy Assessment Policy, SEN Policy, Subject policies, E Safety and Data Protection Policy, Homework Policy, Health and Safety Policy
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<p>Our Definition of Learning</p> <p>Learning is a continuous process in which knowledge and skills are actively acquired and connections made to give greater understanding.</p>
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1. Rationale

At Moorlands Schools Federation we believe we are all learners and that learning should be a rewarding and enjoyable experience for everyone. We aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives and to take responsibility for their own learning. We believe that successful learning experiences help children to lead happy

and rewarding lives. This policy reflects the aims, objectives and processes for teaching and learning in all areas of the curriculum.

2. Aims and objectives

At Moorlands Schools Federation we provide a rich and varied learning environment which respects children's different learning styles and encourages them to develop skills in other ways of learning. We aim to unlock the potential in all children by supporting and challenging their learning and ensuring that potential barriers to their learning are removed where possible. All teaching will be judged at least 'good' in order to do this we aim to:

- unlock the potential in every child so that they can flourish as literate, numerate and technologically competent learners, within a broad, balanced, exciting and challenging curriculum;
- develop children with lively, creative, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- provide rich and varied contexts and experiences for children to acquire, develop and apply a range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the children;
- encourage children to be enthusiastic and committed learners, promoting their self-esteem, and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust;
- encourage children to be adaptable and to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active, responsible and internationally-minded citizens, contributing positively to the community and society

3. Effective learning

- (a) We acknowledge that there are many different ways of learning and we recognise the need to teach in a way that allows all children to thrive as learners. We also seek to develop strategies that allow all children to learn how to learn. We take into account different forms of intelligence and ability when planning learning opportunities and encourage children to develop an understanding of their own individual learning styles. We also understand that children's personal

motivation and interest is a vital ingredient for effective learning to take place. We recognise that children need to talk about and explain their learning in order to develop a fuller understanding of what they have learned.

- (b) The curriculum is designed for children to be able to make connections in their learning and most foundation subjects are taught in a themed approach and the International Primary Curriculum (IPC) is used as the basis for planning. We ensure that all strands of the National Curriculum are covered by cross referencing with the IPC and adding any learning objectives which are needed. Cross curricular links with English, Maths, Science and ICT are strongly encouraged as best practice wherever possible. Children have individual targets for reading, writing and maths which provide clear information about their achievements and their next steps, thus giving the children opportunities to take greater responsibility for their own learning.
- (c) We offer opportunities for children to learn in different ways. These include:
- investigation and problem solving;
 - research and finding out;
 - individual, paired and group work;
 - whole-class work;
 - asking and answering questions;
 - use of the computer and other technological equipment;
 - outdoor learning and visits to places of educational interest;
 - creative activities;
 - using multimedia and developing their response to what they have heard or seen;
 - debates, role-plays and oral presentations;
 - designing and making;
 - athletic or physical activity.
- (d) We encourage children to take responsibility for their own learning; to be involved in reviewing their own learning through talk and to reflect on how they learn – internal and external factors that help them to learn more effectively and those that make learning more challenging. We actively seek opportunities to develop children’s excitement about learning and provide rich and varied contexts and experiences for them to enjoy and learn in.

4. Effective teaching

- (a) We aim to conduct all our teaching in an atmosphere of trust and respect for all. We are committed to the continuing professional development of all teaching and support staff and therefore actively support our colleagues in developing their skills through monitoring and sharing of good practice. When teaching, we focus on motivating children and building their skills, knowledge and understanding of the curriculum. We use the whole school long term curriculum plan to guide the content of our teaching across all areas and which details what is to be covered in each year group.
- (b) We base our teaching on a secure knowledge of the children's level of attainment and assessment for learning is at the centre of everything we do. We strive to ensure that all tasks set are matched appropriately to each child's level of ability and that tasks can be tailored to the specific needs of individual children. When planning learning opportunities for children with special educational needs (including the most able children for whom separate objectives may have to be set to challenge and motivate them) precedence is given to information and targets contained in their Individual Education Plans (IEPs). We have high expectations of all children, and believe that the quality of their opportunities for learning should be of the highest possible standard. We strive to challenge all children to unlock their potential.
- (c) We plan and deliver our lessons with clear learning objectives taken from the National Curriculum, the Primary National Strategy framework and the International Primary Curriculum (IPC) at Key Stage 1 and 2, and from the Foundation Stage Curriculum for the Early Years Foundation Stage (EYFS).
- (d) Key features of effective teaching and learning include:
- focused learning objectives for every lesson which are clearly communicated to the children
 - clear success criteria so that children can assess how well they are doing
 - strategies for the direct teaching of the learning objective which meets the needs of the class in terms of prior attainment and learning styles
 - a range of differentiated tasks which reinforce the learning objective in order to support or challenge individuals. These may be independent, supported by a teaching assistant or guided by a teacher
 - key vocabulary, questions and the use of resources to support learning
 - detailed assessment notes which inform the planning of the follow on lesson

- (e) We believe strongly that assessment must drive planning and for this reason plans are adapted and reviewed daily to ensure that they are well matched to the needs and abilities of each class. High quality assessment is key to a personalised approach to planning, teaching and learning (see assessment policy).
- (f) We aim to treat children with kindness and respect; to treat them fairly and give them equal opportunity to take part in class activities. We follow the school policy on behaviour for learning. We expect all children to comply with these rules to promote the best learning opportunities for all. We praise children for their efforts and, by doing so, we aim to build positive attitudes towards lifelong learning.
- (g) We deploy Teaching Assistants and other adult helpers as effectively as possible, sometimes working with individual children, small groups and, on occasions, the whole class. Our adult helpers also assist with the preparation and storage of learning resources. Some taught activities will be delivered by Higher Level Teaching Assistants, Cover Supervisors and Teaching Assistants. This will depend on whether it is teacher release time for Preparation Planning and Assessment (PPA), short term cover for a teacher's absence or for class support. Children are supported ~~with~~ through interventions such as special literacy and maths programmes, PSHE and friendship groups by Teaching Assistants.
- (h) We aim to create a calm and purposeful climate for learning by making our classroom environments stimulating. Displays in and around the schools support learning and celebrate children's achievement. We ensure that all children have the opportunity to display their best work at some time during the year.

5. The International Primary Curriculum (IPC)

The International Primary Curriculum is used in both KS1 and KS2 to provide a comprehensive, thematic and creative curriculum. It has a clear process of learning with specific learning goals for every subject, for international mindedness and for personal learning.

The IPC ensures that learning at Moorlands is rigorous and helps to make it all exciting, active and meaningful for children. Learning with the IPC ensures we take a global approach; helping children to connect their learning to where they are living now as well as looking at the learning from the perspective of other people in other countries.

5.1 Knowledge, skills and understanding

The IPC learning goals include the development of knowledge, skills and understanding; we believe this is an essential combination to ensure the most effective learning experience. The learning tasks within each IPC unit provide guidance through this process.

5.2 The international goals

The IPC is unique in defining learning goals that help young children begin the move towards an increasingly sophisticated national and international perspective.

The schools have adopted the IPC's view of an international perspective which is based upon:

- a knowledge and understanding of one's own national culture. International is both inter and national
- an awareness and understanding of the independence of and interdependence between peoples
- an awareness and understanding of the independence of and interdependence between countries
- an awareness and understanding of the essential similarities between the peoples and countries of the world
- a developing ability to be at ease with others who are different from ourselves

A philosophy of 'independence and interdependence' runs throughout the IPC

5.3 The Personal Goals

Personal goals refer to those individual qualities and dispositions we believe children will find essential in the 21st century. There are personal goals for enquiry, resilience, morality, communication, thoughtfulness, cooperation, respect and adaptability. These help us to develop qualities which will enable children to be at ease with the continually changing context of their lives.

5.4 The subject goals

The subject goals cover the knowledge (the facts and information children might learn), the skills (those practical abilities children need to be able to do) and the understandings (the deeper awareness of key concepts which develops over time). As part of our curriculum we include the IPC subject Learning Goals for Language, Arts,

Mathematics, Science, Information Technology, Design Technology, History, Geography, Music, Physical Education, Art and Society.

5.4 Themes (or Topics)

We believe that children learn best when they want to learn. The IPC provides the school with over 90 different thematic units of learning to choose from when planning an exciting learning experience; all are child-friendly, modern-day topics appealing to all ages of primary children.

The IPC Route Planner is used to ensure that a broad and balanced curriculum is provided in addition to curriculum coverage to ensure the National Curriculum is being delivered. The IPC curriculum enables children to remain motivated through the learning of all subjects. We ensure that it also allows children to make purposeful links and connections throughout their learning and to see how their subject learning is related to the world they live in. Within each theme, opportunities are provided for collaborative learning, for active learning, for learning outside the classroom, for role play, and for children learning from each other.

All teaching has an inter subject and cross curricular approach to learning and emphasises the opportunity for children to use the skills they develop in speaking, listening, reading, writing, maths, and ICT skills in all other areas of the curriculum and help children achieve a range of IPC learning goals.

6 Subject specific curriculum statements

6.1 English and Mathematics

English and Mathematics are taught as discrete daily subjects. The development of English language and mathematics skills are a conscious concern in every aspect of school life. Daily lessons provide the opportunity to develop children's speaking and listening skills, reading and writing as well as develop their mathematical and problem solving skills. Lessons are sequential and build on prior attainment. (see separate English and Mathematical Development policies) .

6.2 Science

(a) The science curriculum is planned so that each child is taught through interesting topics which cover the learning goals from the IPC units of work. Where this is not possible, teachers will plan and teach discrete lessons to ensure that the children will acquire the necessary knowledge and skills for their age and ability.

(b) The aims of primary science are:

- to stimulate pupils' curiosity in the world around them
- to encourage critical and creative thinking;
- to hypothesise, predict, design and carry out investigations.
- to create a foundation for science on which to build.

- (c) To fulfil these aims, children will acquire both factual knowledge and the skills of scientific enquiry: identifying questions which can be addressed scientifically; planning and carrying out experiments; evaluating data; and recognising the limitations of their own, and others', work.

6.3 Information Communication Technology (ICT)

- (a) ICT is an integral part of the children's education and life experience. As a part of modern life, we aim to integrate ICT into all curriculum areas, whilst ensuring children learn key skills. Both schools aim for all children to be equipped to participate in a world of rapidly-changing technology. An approach of direct teaching in basic core skills, is combined with use of ICT to support progress in whatever they are studying. The children will have regular and planned access to ICT resources as well as the use of Interactive White Board (IWB) technology in daily lessons.
- (b) Lessons and activities are taught through IPC, although discrete skills are also taught. Both schools aim to build learners into independent, confident users of a wide variety of devices.
- (c) Through our teaching of ICT we aim to:
- to help children use ICT with purpose and enjoyment.
 - to help children to develop the necessary skills to exploit ICT
 - to help children to become autonomous users of ICT
 - to help children to evaluate the benefits of ICT and its impact on society
 - to meet the requirements of the National Curriculum for Information Technology at Key Stage 1 and Key Stage 2 and the Early Years Foundation Stage Curriculum
 - to promote learning through ICT in all curriculum areas
 - to deliver lessons via interactive whiteboards
- (d) The teaching of ICT is supported by the E-Safety Policy and Data Protection Policy.

6.4 History

- (a) In History sessions pupils will:
- use a range of sources such as people, the local environment, sites, photographs, portraits, artefacts, written materials, ICT based materials, data, and multimedia
 - investigate significant issues about the past
 - work in a variety of contexts - individually, in groups, as a whole class
 - present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles / genre, collage, timelines, sketches, maps
- (b) Through our teaching of history we aim to:
- inspire children's curiosity about the past in Britain and the wider world
 - encourage thinking about how the past influences the present
 - help students develop a chronological framework for their knowledge of significant events and people
 - foster a sense of identity and an increased understanding of pupils' own position in their own community and the wider world
 - develop a range of skills and abilities - particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.

6.5 Geography

- (a) In Geography children learn to draw, read and interpret maps as well as develop their skills of research, investigation and analysis.
- (b) Through our teaching of geography we aim to:
- stimulate pupils' interest in and curiosity about their surroundings
 - increase their knowledge and understanding of the changing world
 - encourage pupils to ask questions and propose solutions to environmental problems
 - develop pupils' competence in specific geographical skills
 - foster a sense of responsibility for the earth and its resources

6.6 Music

- (a) Music is taught as an integral part of the children's topic based learning through the IPC and as a discrete subject in both Key Stage One and Two. All the learning goals are covered by:
- controlling music through singing and playing – performing

- creating and developing musical ideas – composing skills
 - responding and reviewing – appraising skills
 - listening and applying knowledge and understanding
- (b) Through the teaching of music we aim to:
- use music as a way of communicating and personal expression which can inspire and motivate children,
 - reflect the culture and society we live in, creating a community,
 - provide opportunities for all children to create, play, perform and enjoy music
 - appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.
 - understand and enjoy music from a range of different cultures and countries
 - give every child the opportunity to learn a musical instrument by the end of Key Stage 2
- (c) Outside of the normal curriculum lessons, music is given a high priority in the schools through musical productions, Key Stage appropriate events both in and outside of school, extracurricular activities and instrumental tuition.

6.7 Art

- (a) Art is taught through the IPC, although discrete skills or lessons take place when necessary. Art skills are taught using a range of mediums including:
- Drawing – charcoal, chalks, pens, ink, pastels
 - Painting – large scale, small scale
 - Textiles – sewing, weaving, dying
 - Construction materials and equipment – wood, card, wire, paper, wool and clay
 - Use of ICT as a visual medium.
- (b) Through the teaching of art we aim to:
- develop an appreciation of history of art
 - enable pupils to respond to stimulus and record that response in a visual way
 - develop a considered, thinking, imaginative approach to artwork
 - encourage awareness of art in everyday experience and in the broader context
 - encourage confidence through independent learning
 - develop a range of art skills through a variety of mediums.
- (c) Children will develop skills such as, careful observation, making marks, mixing colours, originality, awareness of shape, independence, use of texture, creativity, use of tone, exploring and appraising ideas, and managing resources.

6.8 Design Technology (DT)

- (a) Design Technology enables pupils to explore inventive and creative thinking through a range of IPC linked themes as well as enterprise initiatives. Lessons help develop children's problem solving skills through practical and real life experiences and provides many opportunities for children to work collaboratively with others. Children have the opportunity to explore and develop their skills in textiles, food, construction and control systems.
- (b) Through the teaching of Design Technology we aim to:
- develop inventive thinking and creative activity, solving problems and meeting design requirements.
 - encourage collaboration and communication of ideas
 - enable children to learn appropriate use of tools and materials, organising time and resources effectively
 - encourage confidence through independent learning
 - enable children to review and evaluate their work and the work of others
 - develop a questioning, investigative approach to problem solving
 - encourage awareness of technology in their everyday experience and in the broader context.

6.9 Personal, Social and Health Education (PSHE)

- (a) The personal, social and health education curriculum is taught using a combination of the "SEAL" programme of study (Social and Emotional Aspects of Learning), the SRE programme of study (sex and relationships education) and IPC personal goals.
- (b) Through the teaching of PSHE we aim to:
- promote an holistic approach to PSHE and ensure that it is implicit in all aspects of the curriculum, and life both in school and outside:
 - plan for and make use of opportunities to develop pupils' self-esteem.
 - develop children's self-awareness.
 - encourage children to develop a range of personal and social skills, which will help them relate well to others and form stable relationships both now and in the future.
 - enable children to understand and respect other people in terms of gender, race, religion and other differences.
 - help children understand that we are all different but equal
 - inform children about healthy attitudes and lifestyles, leading to a sense of well-being.

- teach children the practical skills required to keep them safe in a range of situations.
 - To inform children appropriately about the positive and negative aspects of drugs (see Drugs Policy)
 - encourage children to see themselves as active, valued members of their class, their school, their community and the wider world.
- (c) PSHE is taught through a planned curriculum and an integrated approach with a strong a commitment to a whole-school ethos.
- (d) ALL members of the school community are respected and valued; this means that staff will be effective role models by:
- maintaining good relationships with each other, with parents and with children, as well as with other members of the community by:-
 - encouraging a positive working atmosphere
 - having high expectations of all children
 - expecting respect from all children
 - showing respect to all children
 - showing respect for the environment.
- (e) PSHE and personal goals are at the heart of the IPC curriculum. In addition, regular activities that form part of Moorlands Schools Federation's routine will help promote many of the strands of PSHE mentioned above. These include:
- celebration assemblies, where achievement and effort is recognised
 - displays of work
 - taking part in class assemblies, concerts and school performances
 - collective assemblies, encouraging reflection and awareness of wider issues
 - clubs, visits outside school and school residential visits, encouraging independence and responsibility
 - the School Councils, fostering self-esteem and giving children the opportunity to actively contribute to school life and their own learning
 - the management of day to day incidents, giving opportunities for children to reflect on and adapt their behaviour
 - fund raising, local issues, recycling, visits to and from people and services in the community help to provide links with the community and develop community involvement
 - nurture Groups for vulnerable children.

7. Personal Goals are not age-specific. They apply to children – and adults – of all ages.

7.1 Enquiry

The vast majority of children will, through their study of The International Primary Curriculum:

1. be able to ask and consider searching questions related to the area of study
2. be able to plan and carry out investigations related to these questions
3. be able to collect reliable evidence from their investigations
4. be able to use the evidence to draw sustainable conclusions
5. be able to relate the conclusions to wider issues

7.2 Adaptability

The vast majority of children will, through their study of the IPC:

1. know about a range of views, cultures and traditions
2. be able to consider and respect the views, cultures and traditions of other people
3. be able to cope with unfamiliar situations
4. be able to approach tasks with confidence
5. be able to suggest and explore new roles, ideas, and strategies
6. be able to move between conventional and more fluid forms of thinking
7. be able to be at ease with themselves in a variety of situations

7.3 Resilience

The vast majority of children will, through their study of the IPC:

1. be able to stick with a task until it is completed
2. be able to cope with the disappointment they face when they are not successful in their activities
3. be able to try again when they are not successful in their activities

7.4 Morality

The vast majority of children will, through their study of the IPC:

1. know about the moral issues associated with the subjects they study

2. know about and respect alternative moral standpoints
3. be able to develop their own moral standpoints
4. be able to act on their own moral standpoints
5. be able to explain reasons for their actions

7.5 Communication

The vast majority of children will, through their study of the IPC:

1. be able to make their meaning plain using appropriate verbal and non-verbal forms
2. be able to use a variety of tools and technologies to aid their communication
3. be able to communicate in more than one spoken language
4. be able to communicate in a range of different contexts and with a range of different audiences

7.6 Thoughtfulness

The vast majority of children will, through their study of the IPC:

1. be able to identify and consider issues raised in their studies
2. be able to use a range of thinking skills in solving problems
3. be able to consider and respect alternative points of view
4. be able to draw conclusions and develop their own reasoned point of view
5. be able to reflect on what they have learned and its implications for their own lives and the lives of other people
6. be able to identify their own strengths and weaknesses
7. be able to identify and act on ways of developing their strengths and overcoming their weaknesses

7.7 Cooperation

The vast majority of children will, through their study of the IPC:

1. understand that different people have different roles to play in groups
2. be able to adopt different roles dependent on the needs of the group and on the activity
3. be able to work alongside and in cooperation with others to undertake activities and achieve targets

7.8 Respect

The vast majority of children will, through their study of IPC:

1. know about the varying needs of other people, other living things and the environment
2. be able to show respect for the needs of other people, other living things and the environment
3. be able to act in accordance with the needs of other people, other living things and the environment

8. The role of subject leaders

- (a) The core purpose of the subject leader is to ensure that all children make good progress in their subject or subject area. In order to achieve this, subject leaders develop whole school assessment and record keeping systems to ensure progression and continuity.
- (b) Subject leaders take a leading role in supporting colleagues to ensure high quality teaching across the schools. This role will include using assessment data, co-planning, team teaching, observing/giving feedback and coaching/mentoring others. “Learning Walks” are a key aspect of this role which allows the subject leader to monitor their subject in each class e.g. scrutinise work in books, talk to children about the subject and evaluate the learning environment. Lesson observations may also form part of the learning walk.
- (c) Subject leaders feedback their monitoring and evaluation to the Senior Leadership Team and Curriculum Leader. Subject leaders ensure that appropriate good quality resources are made available to deliver the curriculum, that resources are well organised and accessible. All subject leaders are given a curriculum budget to support their subject and given release time as well as their directed time to carry out their leadership responsibilities.
- (d) All subject leaders are part of a curriculum team. Curriculum teams are made up of the following subject areas:

English - Speaking Listening, Reading & Writing

Mathematical Development – Number & Calculation, Shape, Space, Data Handling & Problem Solving

Creative Development – Art, Design Technology and Music

Knowledge and

Understanding of the World –	History, Geography, RE, & French
Science and IT	- Science & Information, Communication, Technology
Physical Development	- PE, Health & Outdoor Learning
Personal, Social and Health Development	- PSHE

- (e) The purpose of the team is to:-
- provide support for colleagues
 - share and develop skills & subject knowledge
 - build on prior attainment
 - share and develop leadership skills
 - develop inter subject links
 - develop continuity and progression
 - ensure consistency within and across the schools
 - ensure succession planning
 - encourage team work
 - aid transition

9. The role of governors

- (a) Governors have a responsibility to ensure the delivery of a broad and balanced curriculum in line with the National Curriculum, which takes account of individual needs, and report on achievement and attainment to all stakeholders.
- (b) In undertaking this role governors approve, support, monitor and review the school policies on teaching and learning. In particular they:
- support the use of appropriate teaching strategies by allocating resources effectively;
 - ensure that the school buildings and premises are best used to support successful teaching and learning;
 - monitor teaching strategies in the light of health and safety regulations (see Health and Safety Policy);
 - monitor how effective teaching and learning strategies are in terms of raising pupil attainment;

- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes.

10. The role of parents

- (a) We believe that parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:
- holding parents' consultation evenings
 - holding curriculum development meetings
 - sending information to parents at the start of each new topic in which we outline the areas of learning that the children will be studying
 - sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further
 - explaining to parents how they can support their children at home and with homework, (see Homework Policy)
 - inviting them in to school for events and celebrations e.g. assemblies, open days etc
- (b) We believe that parents have the responsibility to support their children and the school in implementing school policies. We expect parents to:
- ensure that their child attends school – aiming for good or better attendance (see Attendance Policy);
 - ensure that their child is equipped for school with the correct uniform and PE kit;
 - do their best to keep their child healthy and fit to attend school – children should arrive at school having eaten a healthy breakfast and having had enough rest;
 - provide their child with the time, space and support needed to complete home learning tasks;
 - inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
 - promote a positive attitude towards school and learning in general;

11. Monitoring and review

The Teaching for Learning Policy will be discussed with all new teachers as part of the induction arrangements and schools handbook. It will be formally reviewed by staff and governors every two years to take account of new initiatives and changes in the curriculum.

