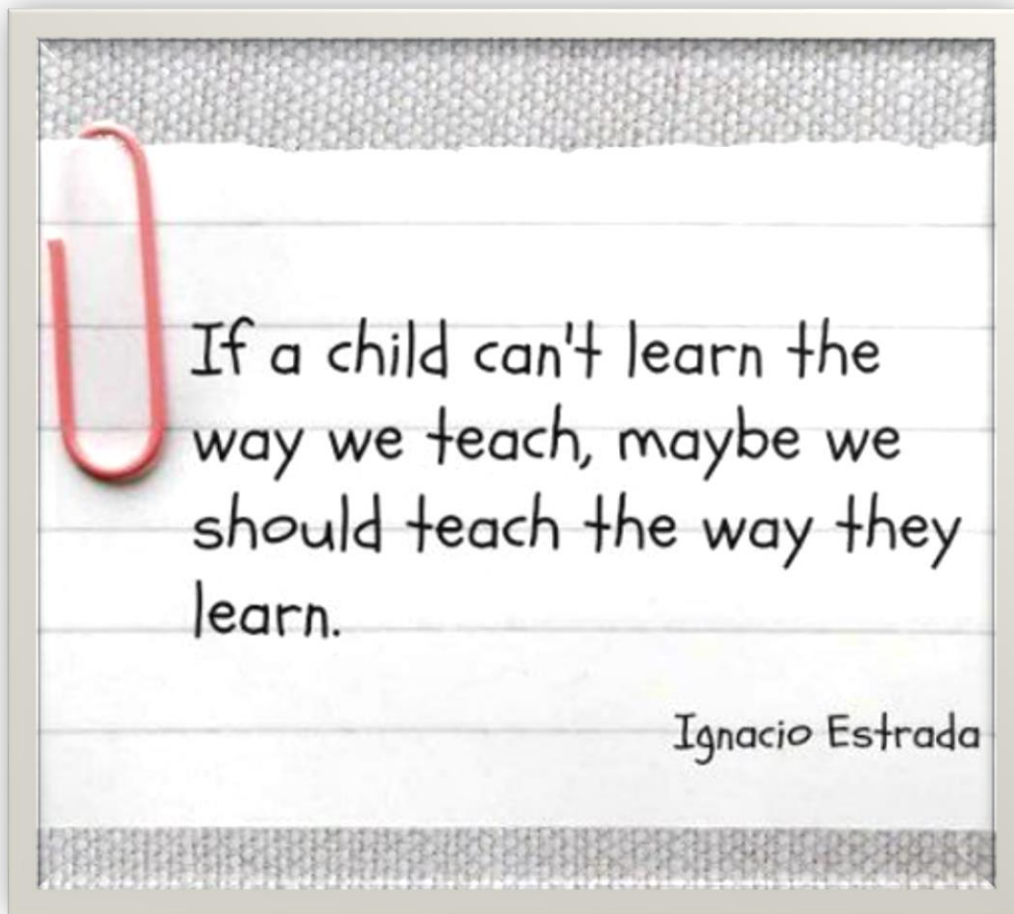


Altrincham C.E Primary School



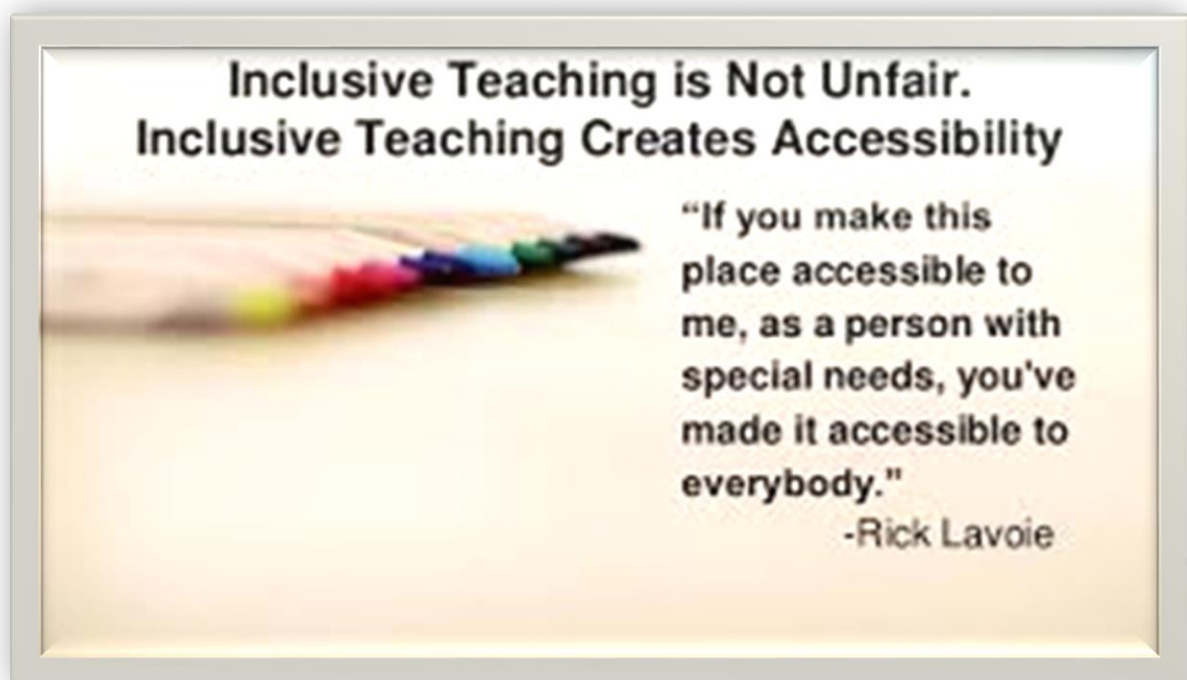
Great Learning Policy

Date of Policy	January 2022
Ratified by Governors	
Signature of Chair of Governors	
Reviewed	
Date of next review	January 2024



If a child can't learn the way we teach, maybe we should teach the way they learn.

Ignacio Estrada



**Inclusive Teaching is Not Unfair.
Inclusive Teaching Creates Accessibility**

"If you make this place accessible to me, as a person with special needs, you've made it accessible to everybody."

-Rick Lavoie

1. Aims of this policy:

- To promote great learning through great teaching
- To embed principles of great learning
- Ensure high quality curriculum delivery
- Ensure outcomes for learners across the school

2. Overview

We believe that great learning happens when a great curriculum is brought to life in the classroom through great teaching.

This policy explains how we achieve this at Altrincham CE Primary School.

3. Introduction

Our approach is informed by the current research and our evidence based understanding of how children learn best. This approach is summarised by the Great Teaching Toolkit Evidence Review (*Evidence Based Education 2020 greatteaching.com*)

Great teaching must be defined by its impact: a great teacher is one whose students learn more. It cannot be defined by compliance to a particular set of practices, however soundly based, nor by the demonstration of specific skills – nor, even, by the possession of particular teacher mindsets or understandings. Teaching is complex.

And our commitment and devotion to our Christian faith.

Timothy 4:10-11 This is why we work hard and continue to struggle, for our hope is in the living God, who is the Saviour of all people and particularly of all believers. Teach these things and insist that everyone learn them.

Therefore, our policy is not a prescriptive set of classroom teacher actions, but is instead a summary of key principles and expectations which inform our practice.

4. Curriculum

At Altrincham CE Primary School, high quality, inclusive teaching is an essential component of our curriculum framework model so that our 'irresistible' curriculum intent translates into outstanding teaching at the point of implementation. Our irresistible curriculum is the entire planned learning experience we offer every child at our school. It is a rich, ambitious and relevant curriculum which ensures our children are truly loving, learning and growing together in the footsteps of Jesus.

At Altrincham CE Primary School, the overarching purpose of our curriculum is to:

- Enable our children to develop a **lifelong love of learning**
- Develop learning and thinking in order to secure **deep knowledge** and **understanding**
- Foster and build **self-confidence, independence** and **resilience**
- Promote personal and social skills which will ensure a strong sense of **self-worth and esteem** as well as a strong sense of **justice, fairness** and **respect for others**
- Instil a **deep understanding of the Christian faith** and **respect for other faiths**
- Encourage **a love of nature**; establish a strong shared set of **moral values**

This commitment is founded on our core values of **CARE**, **COLLABORATE**, **GROW** and **ACHIEVE**

Our curriculum is a knowledge based curriculum rooted in the National Curriculum for England with the highest aspirations for all. Our Curriculum Drivers have been carefully identified and defined as we challenged ourselves to consider the following questions:

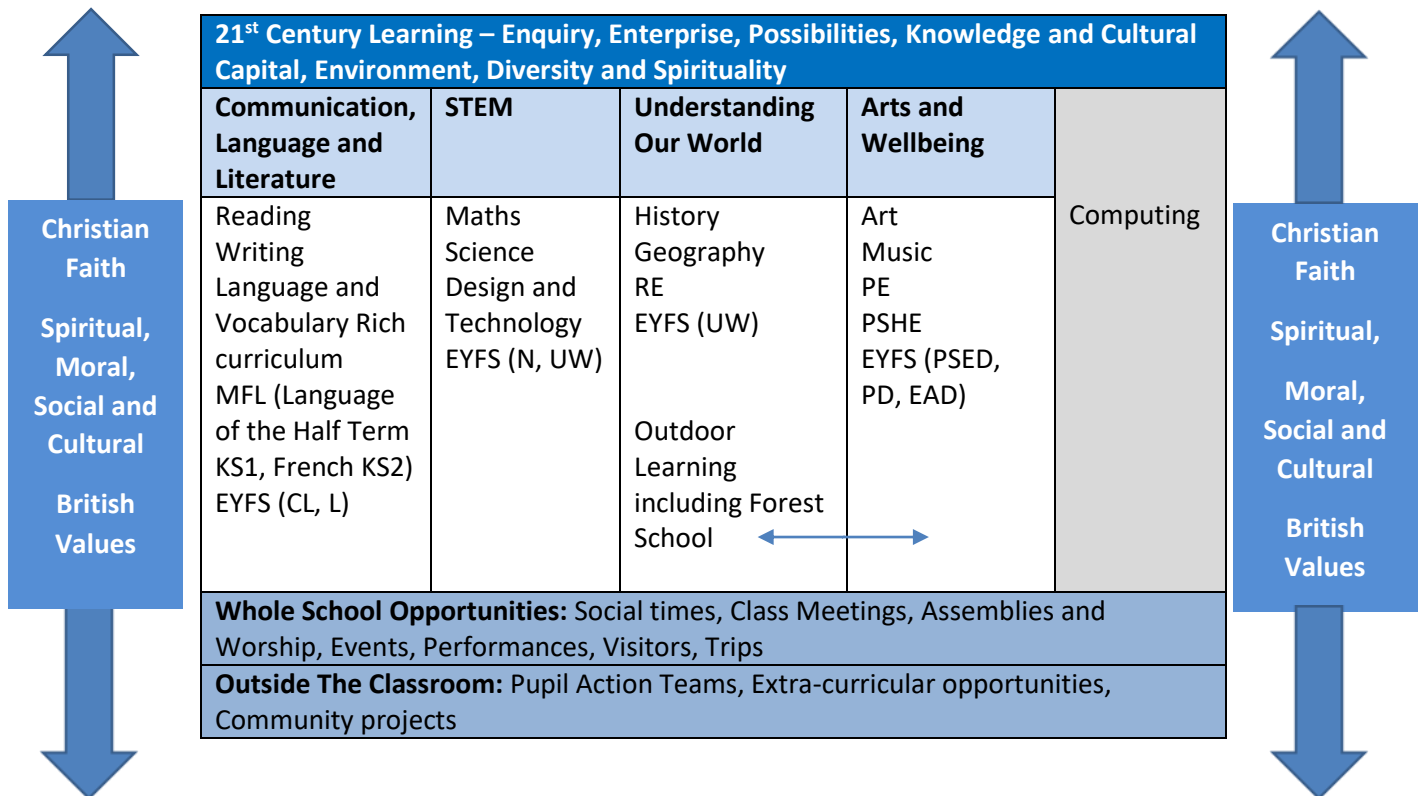
- What traits would we like to see in our pupils?
- What challenges and advantages do pupils' backgrounds present?
- What are our values and how do we fulfil our mission as a church school?
- Where is our school located?

This has ensured that our curriculum is carefully designed and tailored for our pupils and the bespoke needs of our community. To help achieve this, we have the following 6 golden threads:

Enquiry	<i>We provide our children with a wealth of first hand learning experiences</i>
Enterprise	<i>Children learn to thrive on challenge here and see challenge as the way to further their knowledge and deepen their understanding.</i>
Possibilities	<i>We place all aspects of language development at the heart of our learning and ensure our children are immersed in a vocabulary rich curriculum and help every child to find their voice.</i>
Knowledge of the World	<i>Children develop a deep understanding and appreciation of quality texts literature spanning all areas of the curriculum, beyond the reading scheme.</i>
Environment	<i>We ensure our children take full advantage of the school's geographical location both locally and nationally and have a true sense of their place in the world.</i>
Diversity and Spirituality	<i>Celebrating the diversity of our school community and our strong links with our churches; being fully prepared for the 21st century and growing a healthy body and mind.</i>

These threads weave through all subjects within our irresistible curriculum, alongside the Whole-school and 'Beyond the classroom' opportunities we offer.

This is how we ensure our children thrive and develop a lifelong love of learning. We hope you will agree that if every child leaves our school with these achievements we will be sending excellent 'citizens' to secondary school, fully ready for their journey through to further education and life in general.



5. What is GREAT Learning at Altrincham CE Primary School

We know that learning:

- Is a change in long term memory
- Is remembered after a significant amount of time has elapsed
- Is applied and transferred to a different context

6. How do we enable GREAT Learning?

Our mission statement and values underpin our Christian ethos and are demonstrated in the learning, behaviours and attitudes of everyone at our school. Children and adults try their best at all times and strive towards our mission statement, 'Loving, learning and growing together in the footsteps of Jesus.'

Our dedicated staff nurture and protect our pupils and, from the basis of these strong and positive relationships, our children feel safe and secure to take risks and as a result blossom and thrive by enjoying learning from and with each other.

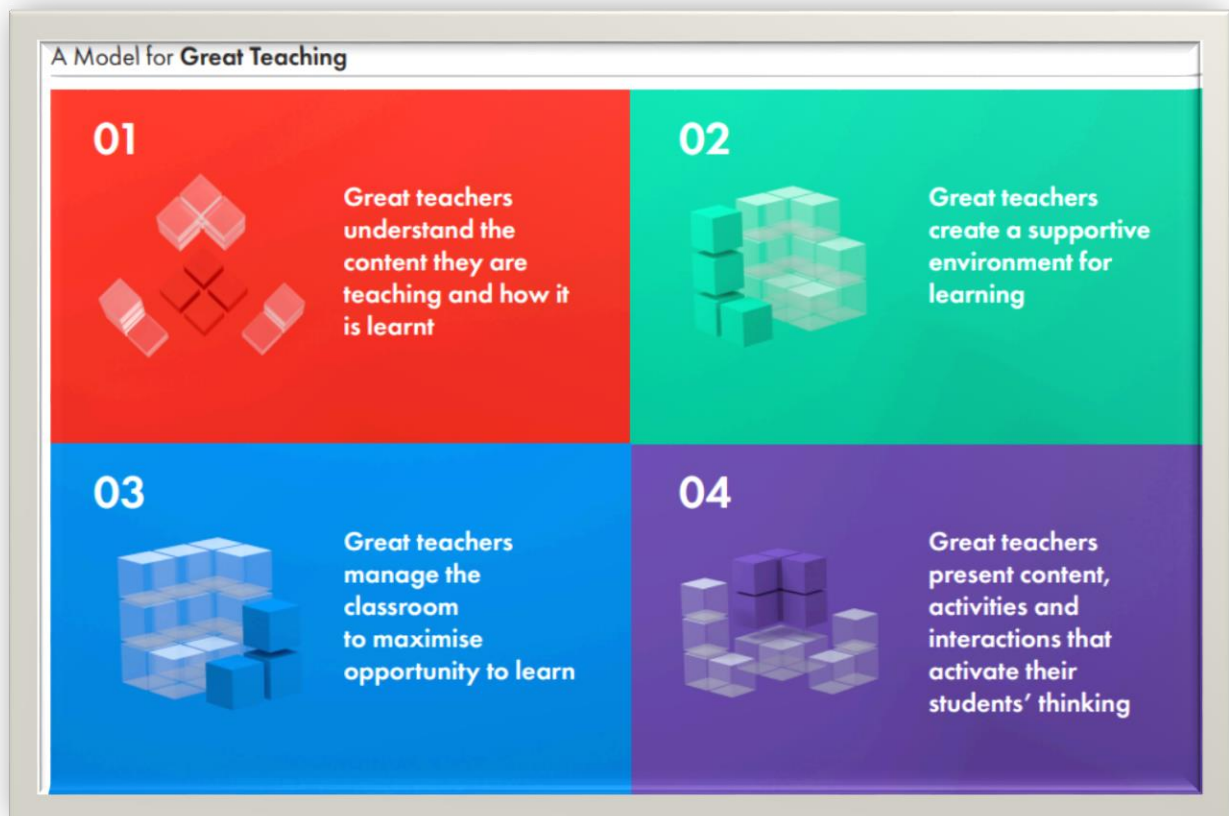
Relationships between staff and pupils are strong with a focus on the use of praise and positive reinforcement. This ensures our children feel valued and inspired to achieve their best. Pupils trust

and respect their teachers and know that they can go to them for support and as a result, children feel safe at school.

Our amazing teaching staff are skillful and knowledgeable about:

- Our children as learners
- Metacognitive strategies
- Oracy and opportunities for metacognitive talk
- Explicit instructions and modelling
- Scaffolding tasks
- Appropriate challenge
- Effective feedback

Our understanding of enabling great learning is informed by evidence. The four aspects of great teaching underpin the approach and guide our practice (*Evidence Based Education 2020 greatteaching.com*)



1. Understanding the content

- 1 Having deep and fluent knowledge and flexible understanding of the content you are teaching
- 2 Knowledge of the requirements of curriculum sequencing and dependencies in relation to the content and ideas you are teaching
- 3 Knowledge of relevant curriculum tasks, assessments and activities, their diagnostic and didactic potential, being able to generate varied explanations and multiple representations/analogies/examples for the ideas you are teaching
- 4 Knowledge of common student strategies, misconceptions and sticking points in relation to the content you are teaching

2. Creating a supportive environment

- 1 Promoting interactions and relationships with all students that are based on mutual respect, care, empathy and warmth; avoiding negative emotions in interactions with students; being sensitive to the individual needs, emotions, culture and beliefs of students
- 2 Promoting a positive climate of student-student relationships, characterised by respect, trust, cooperation and care
- 3 Promoting learner motivation through feelings of competence, autonomy and relatedness
- 4 Creating a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change

3. Maximising opportunity to learn

- 1 Managing time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g., starts, transitions); giving clear instructions so students understand what they should be doing; using (and explicitly teaching) routines to make transitions smooth
- 2 Ensuring that rules, expectations and consequences for behaviour are explicit, clear and consistently applied
- 3 Preventing, anticipating & responding to potentially disruptive incidents; reinforcing positive student behaviours; signalling awareness of what is happening in the classroom and responding appropriately

4. Activating hard thinking

- 1 Structuring: giving students an appropriate sequence of learning tasks; signalling learning objectives, rationale, overview, key ideas and stages of progress; matching tasks to learners' needs and readiness; scaffolding and supporting to make tasks accessible to all, but gradually removed so that all students succeed at the required level
- 2 Explaining: presenting and communicating new ideas clearly, with concise, appropriate, engaging explanations; connecting new ideas to what has previously been learnt (and re-activating/checking that prior knowledge); using examples (and non-examples) appropriately to help learners understand and build connections; modelling/demonstrating new skills or procedures with appropriate scaffolding and challenge; using worked/part-worked examples
- 3 Questioning: using questions and dialogue to promote elaboration and connected, flexible thinking among learners (e.g., 'Why?', 'Compare', etc.); using questions to elicit student thinking; getting responses from all students; using high-quality assessment to evidence learning; interpreting, communicating and responding to assessment evidence appropriately
- 4 Interacting: responding appropriately to feedback from students about their thinking/knowledge/understanding; giving students actionable feedback to guide their learning
- 5 Embedding: giving students tasks that embed and reinforce learning; requiring them to practise until learning is fluent and secure; ensuring that once-learnt material is reviewed/revisited to prevent forgetting
- 6 Activating: helping students to plan, regulate and monitor their own learning; progressing appropriately from structured to more independent learning as students develop knowledge and expertise

As a result, our children develop as 21st Century GREAT Learners:

- Understanding how they learn
- Having positive learning behaviours and attitudes of resilience, curiosity and independent thinking, positive response to feedback, active listening, motivation, collaboration and application of mental and physical effort
- Engaging in metacognitive talk about learning processes
- Using our language of learning – wobble, power of yet, learning pit, growth mindset, effort, challenge, progress, conscious connections, remembering, memory, understanding, applying
- Striving for high expectations of themselves and taking a real pride in their learning.

This policy should be read in conjunction with our Curriculum Model, Curriculum Frameworks and plans.

INCLUSIVE QUALITY FIRST TEACHING AUDIT

1. Consistently in place to benefit EVERY child

	1 Not in place	2	3	4	5 Fully in place
Tidy, well organised classroom that promotes high standards:					
<ul style="list-style-type: none"> • well labelled classroom with information placed where children can see it 					
<ul style="list-style-type: none"> • information in a font size large enough to read from the furthest seat 					
<ul style="list-style-type: none"> • consistent use of font through school in line with handwriting policy 					
<ul style="list-style-type: none"> • no clutter 					
<ul style="list-style-type: none"> • high quality displays that celebrate the learning of every child 					
<ul style="list-style-type: none"> • high quality displays that support / scaffold learning with relevant, age-appropriate learning aids including working walls 					
<ul style="list-style-type: none"> • Word banks on wall 					
<ul style="list-style-type: none"> • clearly distinguished areas (e.g. Maths, English, Reading) 					
Displays are dyslexia friendly - no black on white text					
Seating					
<ul style="list-style-type: none"> - every child can see the board and every child can see the teacher when they are teaching 					
<ul style="list-style-type: none"> - when children are copying from the board (e.g. date, title), they can see the board easily 					
<ul style="list-style-type: none"> - every child can access the learning aids from where they are sitting. (they can read them as the font is large enough) 					
Visual timetable in every classroom, that all children can see, and that is ready at the start of each day					
Consistently implemented and predictable routines (adults don't have to continually remind) that encourage independence:					
<ul style="list-style-type: none"> - children know what to do when they come in, in the morning 					
<ul style="list-style-type: none"> - children know what to do when they come in from playtime/lunchtime 					

- children know what to do when they've completed a task					
Give instructions in small chunks (support, if necessary with visual cues).					
Check children have understood instructions by asking a child to say what it is they have to do					
Introduce new vocabulary visually (large enough font) AND orally					

	1 Not in place	2	3	4	5 Fully in place
Spend time talking with the children about new vocabulary so that they understand its meaning					
Pupils have the opportunity to demonstrate their knowledge in a variety of ways e.g. written, oral, film, mind maps, post its, drawing, flowcharts					
Chunk the lesson - lesson broken in chunks to promote appropriate levels of concentration					
Provide high quality relevant resources accessible on each table for ALL pupils to access if they choose: - Pens / pencils (as appropriate). - Colouring pencils - Topic word mats (e.g. science, theme) - Learning aids e.g. number lines, age-appropriate dictionaries, word books, prompt sheets for layout. All copied on non-white paper and laminated, finger space cards/sticks					
Resource boxes tidied at the end of every lesson					
Support memory by revisiting learning during every lesson (reviewing - making it memorable - talking about it - doing it - seeing it)					
Thinking Time - allow children time to think after asking EVERY question? (count to at least 5 in head).					
Allow every child the opportunity to answer a question (do not just rely on lolly sticks/hands up) - write on a whiteboard and show - THINK, PAIR SHARE					
Expectations for every lesson are clear - learning objective on the board every lesson - visually and orally - task is made clear with an explicit work target					

- timer used for every task so pupils are clear about the time given					
- Success Criteria ALWAYS given every lesson. Visual and oral reminders of expectations/success criteria.					
Never have 'black text on white background':					
- use pastel coloured background on IWB slides					
- children use non-black wipe board pens on white wipe boards OR black pens on pastel coloured wipe boards					
Greet every child with genuine and sincere enthusiasm as they enter the classroom					
Take time to listen to every child and make eye contact, every day					
Remember special pieces of information about each child and talk to every child about it regularly					
Smile, talk to children positively as you see them around school.					
Take an interest in what all children around school are doing - I stop and talk					
I liaise closely with any teacher / TA who is working with a child to ensure my provision is integrally linked to other provision at Wave 1/2/3 - joined up approach					
Share achievements with parents, other staff members - for EVERY child					

2. Consistently in place to benefit an INDIVIDUAL child

	1 Not in place	2	3	4	5 Fully in place
Provide 'brain break' up activities (e.g. brain gym, finger exercises)					
Each child has the right tools and I regularly check on these (e.g. size of pencil, pencil grip, LHS scissors, sloping board, easy grip ruler, apps on Ipad, programs on laptop)					
Each child is writing on the correct sized lines?					
Use of different length timers to maintain focus, where appropriate (e.g. egg timers, digital timers)					
A child (if needed) has <ul style="list-style-type: none"> - the correct size chair - is sitting in the best position to promote good learning behaviour - has a seat pad if needed - has a mat on the carpet to identify their personal space 					
I have considered the layout of furniture and the organisation of the classroom to promote learning for EVERY CHILD					

I have a time out area / quiet area (if needed) that is resourced to meet the needs of an individual child					
I allow a child a fiddle toy/squeeze blutack, if appropriate					
Photocopy onto specifically coloured paper for children with dyslexia					
Individual Behaviour Plans (IBP) in place where the Behaviour Policy does not meet a child's individual needs, this has been discussed and agreed with the SENCO / headteacher and parents					

