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**Coton-in-the-Elms C of E Primary School**

# Learning & Teaching Policy

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**Reviewed by: Emma Weston**

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## 1. Ethos & Aims

At Coton in the Elms Primary School, everything that we do and every decision that we take is driven by 5 simple words: **P**erseverance, **E**njoyment, **A**we & Wonder, **C**ompassion, **E**xcellence.

- We **persevere** to offer our very best and work closely with every family
- We foster a sense of **enjoyment** for all who are involved with our school
- We provide plenty of **awe & wonder** moments to make school memorable and learning exciting
- We encourage and promote acts of kindness and **compassion**
- We strive to deliver **excellence** in all that we do by making continual improvements and never 'standing still' for the good of all children

## 2. The Supportive Learning Environment

Teachers are responsible for providing a caring, supportive and stimulating learning environment in which all children are helped to reach their emotional and academic potential. Children learn best when they feel safe to take on challenges, are interested and motivated and feel valued. We recognise the importance of building positive self-esteem in children. The essentials of positive self-esteem:

- **Belonging**: each child has a contribution to make, we value and encourage these
- **Aspirations**: every pupil is encouraged to work towards their achievable goal. Teachers express high aspirations for themselves and the children they teach
- **Safety**: consistency in expectations and standards help pupils feel safe. Clear boundaries are set and good behaviour recognised and rewarded
- **Identity**: a sense of self knowledge is supported by the belief that individuality is not threatened by undue pressure to conform. We respect difference and encourage children to learn from and thrive within our diverse community
- **Challenge**: acquiring coping strategies are an important part of development and learning. Children are taught to take risks and learn through mistakes, mastering a greater depth of understanding
- **Success**: teachers reinforce success and build an environment where risks can be taken. Success is celebrated as part of our learning culture

## 3. The Physical Environment

There are positive effects on standards and motivation of pupils associated with the physical environment. Teachers are responsible for ensuring classrooms are an exciting, stimulating, organised and welcoming place to be by:

- Arranging furniture and space to create a safe, flexible learning environment
- Creating a topic focussed environment which stimulates interest in the theme of study e.g. wall display, themed book corner or role play area
- Making sure the equipment is accessible to promote independent learning



- Creating a reflective area for children to contemplate and connect with our Christian values
- Teaching, and expecting, children to respect and care for their environment
- Ensuring classrooms are tidy and free from clutter to promote a calm, productive learning environment

#### **4. Display**

The aim of display is to enhance and accelerate learning and to build self-esteem and belonging. We use display to support and reinforce learning. Display should aid recall, stimulate further thinking, give new information, make connections, celebrate achievement, remind children of rules and targets and motivate children towards further learning. Each child should have the opportunity to have work displayed in school.

Each class should have:

- English and Maths working walls
- Topic displays
- Golden Time board
- Learning tools in the form of key words and stem sentences
- Prompts such as number lines, spelling aids, punctuation and grammar tips, word banks etc.
- The school prayer and the Lord's prayer
- A signed anti-bullying charter
- Our school marking system
- Esteem raising well-presented displays of high quality and named children's work that reflects their achievements
- Positive inspirational slogans
- Interactive displays reflecting current topic to promote investigation and curiosity including artefacts
- Visual timetable on display at all times during the day using symbols where appropriate

#### **5. Wow Days and Learning Lens**

Throughout the year we hold a series of focus days or weeks; these range from specific curriculum areas e.g. Science Week or RE Week, to health or community based events e.g. Mental Health Day or Our World of Work Week. We have at least two Learning Lens Weeks, where we focus on a particular subjects and invite parents in to participate in a lesson alongside their child. We also plan for a Wow Day once a term as a means of an awe and wonder experience for our children. This is always topic linked and can take the form of a school trip, visitors into school or a completely themed day planned by the teacher. The aim of this approach is to raise the profile and enthusiasm for an area and to provide children with the opportunity to practise their skills and develop new interests.

#### **6. Pupil Outcomes**

Educating children to ensure they grow up to lead safe, happy, healthy and successful lives is at the heart of what we do. Through direct teaching and extended schools provision we aim to integrate and promote these ideals through the curriculum so that all pupils can learn how to:



- manage risk and peer influences
- recognise and manage feelings and emotions
- recognise the importance of looking after our mental health
- ask for help
- enjoy and achieve
- make a positive contribution
- achieve economic well being

We provide opportunities for learning in these areas through the PSHE and wider curriculum.

## **7. The Learning Journey**

Teachers are responsible for the planning, preparation and delivery of opportunities which enable learners, in relation to their starting points, to achieve very high standards. This requires a thorough knowledge of each individual in the class (prior attainment, targets, learning needs- SEND passports, language stage, cultural backgrounds and interests) it also requires very good subject knowledge with effective planning and stimulating use of strategies, resources and personnel to enable all pupils to learn effectively. Teachers are expected to create a secure and friendly environment in which high levels of good behaviour are maintained. Our aim as teachers is to enable learners to thrive, enjoy and develop the skills and capacity to work independently and collaboratively making good progress in all aspects of their learning. Our SENDCo coordinates support for those with special educational needs. As a staff, we constantly consider teaching style, environment, rules and expectations of behaviour to ensure that every child is feeling confident, happy and secure. Recognising and celebrating success through assemblies, displays and performances is very important at Cotton School. We ensure that there is a broad range of opportunities for everyone to shine.

## **8. Learning Styles**

We recognise children learn in different ways and therefore plan and deliver a multi-sensory, differentiated approach to engage all learners using auditory, kinaesthetic and visual stimuli. A wide range of resources, including those available on interactive whiteboards are available. We recognise differing learning styles by providing a range of opportunities for pupils to demonstrate their understanding. These include opportunities for pupils to communicate ideas through speaking and listening, writing, story mapping, music, drama, ICT, art, investigation and problem solving, research and finding out, asking and answering questions, creative activities, debates, role-plays, oral presentations and designing and making things. Throughout the day, pupils engage in whole-class work, group work, paired work and independent work.

## **9. Assessment**

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements.

Using our processes of assessment, we aim to:



- monitor progress and support learning
- recognise the achievements of pupils
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- provide transition information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements

A Learning Objective is shared at the beginning of each lesson so children understand the purpose of the lesson and they can judge their own progress alongside it by the end of the lesson

Teachers are constantly assessing; they observe, ask questions and work with groups and individuals throughout the day. Work where possible is marked alongside the child and verbal or written feedback will either ask the children a 'Please' question in order to correct or misconception or a 'Now' comment to give them a further challenge.

We also value summative assessments of learning, where the children are assessed against national standards. We use formal testing per term to give a reading and maths age in order to add to our overall picture of track pupil progress on our ALPS system.

Teachers meet with parents individually to discuss progress, mid-Autumn Term and mid-Spring Term. A twice yearly report card is issued prior to parents evening in the Spring Term and then at the end of the Summer Term.

## 10. Equal Opportunities

The delivery and content of lessons will ensure that all pupils can access and achieve within the curriculum. Teachers must take account of SEND, greater depth, when planning and teaching lessons to ensure learning opportunities are provided which match pupils' ability and potential. We encourage and respect pupil voice. We have a School Parliament which meets regularly and makes recommendations and undertakes work to improve our school. All classes use circle time to make sure children have opportunities to raise concerns and voice opinions. Children's opinions are regularly sought through questionnaires, discussions and suggestion boxes.

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