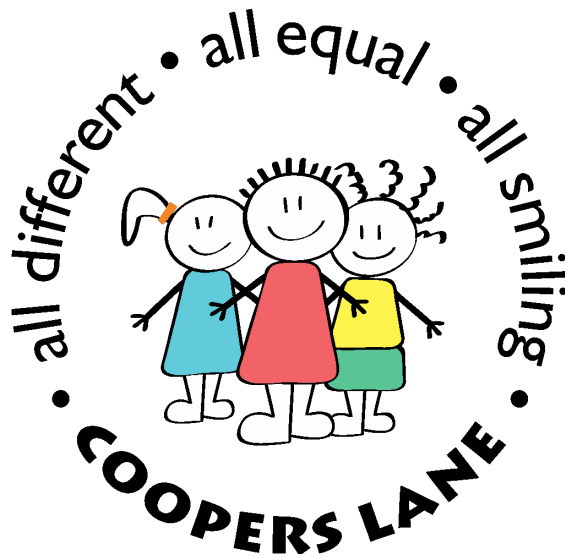


Coopers Lane Primary School



Teaching and Learning Policy

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A Coopers Lane Learner...



INTRODUCTION

At Coopers Lane Primary School, we ensure that all adults and children are given every opportunity **to achieve their best, to value their own worth and to play an important part in our vibrant, welcoming community.** We believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. Learning should be a rewarding and enjoyable experience for everyone; where engagement is high, learning is deep. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make an informed choice about the important things in their lives. We believe that **appropriate teaching and learning experiences help children to lead happy and rewarding lives.**

“The capacity to learn is a gift; the ability to learn is a skill; the willingness to learn is a choice.”

**Brian
Herbert**

We are a highly inclusive school and believe in a values based learning journey, where all children are encouraged, engaged and challenged to achieve their best and become active and responsible global citizens. Our school values are central to everything at Coopers Lane and are embedded throughout our rich curriculum:

Honesty Love Responsibility Respect
Perseverance Happiness Kindness

AIMS

We aim to provide the very best start to each and every child’s journey within education, by providing inspiring and challenging learning experiences, within a nurturing, friendly and safe environment. **This is true from when they start with us in early years right through to their final days in Year 6.**

We want our children to:

be **happy** and **confident**, with **high self-esteem**
make **meaningful friendships and relationships**
be **excellent communicators** who are able to express themselves effectively and listen to others
develop **an awareness of their emotional health** and the skills to self-regulate effectively
develop **a life-long love for learning** and a thirst for new knowledge
thrive within an environment that excites and inspires them.

EFFECTIVE LEARNING

At Coopers Lane, we **offer our children creative and stimulating learning spaces**, both in and outside the classroom, where they can learn by themselves, in a pair, in small groups, using technology, or supported by a variety of resources. We believe that providing children with a range of learning experiences and partners **supports them to discover how they learn best as individuals**, and enables them to fully develop their speaking and listening skills, thus helping them to become **empowered members of our school community**.

“Children are not things to be molded, but people to be unfolded.”

Jess Lair

We offer a range of opportunities for children to learn in different ways as we know, and value, the fact that every child is different. These include:



We encourage our children to **take responsibility for their own learning**; to be involved in **reviewing** the way in which they learn best, and to **reflect** on how they could improve their work in future lessons. They have the opportunity to reflect, either verbally or in writing, in every lesson.

EFFECTIVE TEACHING

Our teaching practice is based on what we know about how our brains learn most effectively. We know that **our children need to feel accepted, included and safe, in order to be able to take on new challenges**; with this in mind, we work hard to provide a happy and nurturing environment where our children can thrive.

“If children feel safe, they can take risks, ask questions, make mistakes, learn to trust, share their feelings, and grow.”

Alfie Kohn

We also promote the **growth mindset** philosophy across our school community. We believe in the creation of a classroom culture in which finding something difficult is seen not just as normal but as beneficial – where **mistakes are seen as valuable**. A mistake is simply yet **another opportunity to learn and our children know that their classrooms are safe places** to try new things.

Fundamental to our approach in this area is the use of **KAGAN** cooperative learning strategies. There are four elements for successful cooperative learning (**PIES**), which we thread through every aspect of teaching and learning:

- **Positive Interdependence:** Tasks are structured so that children work together to achieve a common goal. They feel like they are on the same side. This results in encouragement coaching, positive feedback and safety.
- **Individual Accountability:** Each child is accountable for their performance; there is nowhere to hide. This boosts motivation and effort.
- **Equal Participation:** Students participate equally. This results in active engagement by all students.
- **Simultaneous Interaction:** Interaction is going on in each pair or team at the same time. This maximises student engagement.

When we are teaching, we focus on motivating all of our children, and building on their skills, knowledge and understanding of the curriculum, so that they can fulfill their true potential. We use our **creative and carefully mapped out school curriculum overviews** to guide our teaching. The overviews set out objectives to be taught in each term for each year group. We plan our lessons with clear learning objectives. We take these objectives from the *National Curriculum*. Our lesson plans contain information about **how the children will learn in that lesson** and the way in which we assess the children’s work. We **evaluate and adapt our teaching** as we move through a sequence of lessons, using our assessment of the children’s understanding to guide us.

“Children must be taught how to think, not what to think.”

Margaret Mead

In our classrooms, you will see that our teaching:



Through our teaching, we **challenge and inspire** children through tasks that match their ability. We support children to become confident, resourceful, enquiring and **independent learners**; we know that the greatest gift that we can give our pupils is a love of learning, which will see them **thrive even after they have left our care**.

We foster children's self-esteem, and help them to build positive relationships with other people; we do this **by modeling kindness and respect at all times**. We know that we cannot ask our children to be more than we are willing to be ourselves. We encourage our children to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings. We **aim for our children to show respect for a diverse range of cultures instinctively**, and therefore promote positive attitudes towards all people of the world.

"I truly believe the only way we can create global peace is through not only educating our minds, but our hearts and our souls."

Malala Yousafzai

ADAPTIVE TEACHING

At Coopers Lane, we pride ourselves in **knowing our children very well**. We build on their individual starting points, with a shared understanding that each child's experience is a different one. It is our expectation that all Coopers Lane learners receive **high quality teaching every day**. And we believe that if the right strategies are in place at the right time, our children will have the **confidence, curiosity and motivation to achieve their best**. We see this as successful 'Adaptive Teaching'.

'Adaptive Teaching' is 'adapting planning prior to the lesson and adjusting practice during the lesson' (EEF, 2021). We are **reacting and responding to the children's needs 'in the moment'**. This is our 'superpower' as educators!

With Adaptive Teaching in mind, teachers and support staff will:

- Support the 'whole' child
- Confidently respond in the moment
- Create opportunities for all children to feel included and share learning
- Be flexible and open to new ideas
- Be proactive, reactive and reflective
- Support children to achieve their individual goals
- Adapt planning before, during and after the session
- Support, share, communicate, nurture
- Be flexible
- Work collaboratively
- Endeavour to build a love for learning that lasts a lifetime

The EEF suggests five evidence-based strategies to support high-quality teaching for pupils. These are, as follows:

1. Scaffolding
2. Cognitive and metacognitive strategies
3. Explicit instruction
4. Flexible grouping
5. Use of technology

Our teaching across all subject areas will be 'adapted' through the use of these strategies. Here are some examples of what they look like in the classroom:

- Pre-teaching of vocabulary
- Individualised resources e.g. privacy screens, timers and fidget toys
- Shared writing
- Mixed ability pairs
- Random selection of talk partners
- Using ipads and visualisers
- Concrete resources e.g. number lines, mind maps, flow charts, visuals
- Breaking down content into chunks
- Range of questioning

- Additional adult support
- Split carpet sessions
- Building memory e.g. “And you can remember this by...”
- interactive and kinaesthetic strategies e.g. Kagan

CONTINUOUS PROVISION IN KEY STAGE ONE

We believe that the National Curriculum is **just one element** in the education of our children. There is space in the school day and in each week, term and year to range beyond the specifications set out in the guidance. Continuous Provision is planned to connect with, and respond to, the **interests that children reveal through their play**. It offers an environment and a context for the many **fruitful encounters and interactions** that take place between children and children, and children and adults.

“Early childhood is an explosion of experience.”

Jennie Lindon

At Coopers Lane, we facilitate child-led learning through Continuous Provision in Year 1, building on the foundations that have been firmly established in our early years settings*. We want our pupils **to become detectives and investigators in their own learning**, with activities and resources that challenge them to overcome problems in a wide range of meaningful contexts; problems that are social and emotional, as well as intellectual. As they do this, children develop their confidence in their own abilities.

Through **careful and creative design of the classroom environment**, we provide opportunities for the children to plan, monitor and evaluate their own activities. The children follow their own interests, drawing on their prior experiences, setting their own tasks and connecting the learning across the curriculum. A Continuous Provision environment **supports pupils’ wellbeing and establishes life-long learning skills**. Wellbeing is not just reliant upon positive, strong relationships, but is **dependent on a sense of satisfaction and a belief in one’s own competencies**.

OUTDOOR PROVISION

We recognise that **outdoor provision is essential**; indeed, it is equally as important as learning indoors for all aspects of a child’s development. When children play outside, **they are exercising their growing intellectual and emotional muscles, as well as their physical ones**. It provides them with experiences that enable them to develop socially and, in doing so, provides a rich context for the development of their language. It also encourages **a positive attitude to a healthy lifestyle**.

They develop their **powers to think, feel, do, see and understand**. They are **imagining, puzzling, wondering, exploring, befriending and sharing** - all of which are rooted in what makes a Coopers Lane Learner. Outdoor opportunities complement the indoor opportunities for learning but are different. Enhancement

“There is no such thing as bad weather, only different types of good weather.”

*John
Ruskin*

boxes are available to resource the outdoors for any weather. Most importantly, an **outside environment offers space and is particularly important to those children who learn best through active movement.**

* Please see our EYFS Teaching and Learning policy here: <https://www.cooperslane.lewisham.sch.uk/wp-content/uploads/2021/10/EYFS-TL-Policy-.pdf>

INCLUSION

At Coopers Lane, we are **deeply committed to inclusion** and the improvement of outcomes for all our pupils. We believe it is essential that we work towards **minimising the barriers to learning of all children within the school, enabling every individual to achieve their potential in order to lead full and happy lives.** Some children will have special educational needs/disabilities (SEND) and this will include those pupils who have “a significantly greater difficulty in learning than the majority of others of the same age, or a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.’ (The Code of Practice 2014).

We are **committed to equal opportunities and believe that all children are individuals who have their own specific needs;** some children will require additional support at some stage of their school life. We believe that it is important to identify those pupils who have SEND as early as we can, enabling us to provide the appropriate interventions as soon as possible.

For more on how we adapt our curriculum to meet the needs of all pupils, and support our families too, please see our SEND policy:

<https://www.cooperslane.lewisham.sch.uk/wp-content/uploads/2021/10/SEND-Policy-July-2021.pdf>

“A child is like a butterfly in the wind.
Some can fly higher than others, but each one flies the best it can. Why compare one against the other?
Each one is different, each one is special,
each one is beautiful.”

Anon

We are extremely lucky at Coopers Lane to have an incredible staff who work well together with the **sole purpose of supporting every child to achieve their full potential.** Alongside our talented teachers, we also have a large group of creative, focused and dedicated adults who work closely as a team to deliver high quality learning across classrooms. They actively contribute ideas and resources for both long and short-term planning and lead in areas of strength. **They know the children well, both in terms of their learning and their personal needs, and provide invaluable support for every child.** The classroom-based support staff contribute to maintaining our **attractive and celebratory learning environments,** and help to ensure that resources are of high quality and

are accessible to children throughout the day. They will also work with groups of children, or individuals, to further their learning, providing constructive and regular feedback to every child they work with.

“All kids need is a little help, a little hope and somebody who believes in them.”

Magic Johnson

LEARNING ENVIRONMENTS

Coopers Lane School is a **beautiful learning environment**. From our vibrant, tidy classrooms to our carefully maintained grounds, **every space is valued, respected and well used**. In many ways, **our school environment is the silent teacher**. It supports us all in giving messages about our ethos, values and celebrates learning of a high quality. It should entice children to learn and demonstrate our high expectations and standards at all times.

We **pride ourselves on creating displays that are aesthetically pleasing, celebratory and a useful resource to aid children’s learning**. We change displays at least once a term, so that the classroom reflects the topics being studied by the children at that time. In line with our school motto, we ensure that all children have the opportunity to display their best work at some time during the year – we **value their differences** in terms of their strengths, we ensure that they are **given equal opportunities** to showcase their talents and enjoy seeing them **smiling with pride** as they look upon their carefully displayed work.

ASSESSMENT

At Coopers Lane School, we believe that no child is ‘good’ at division or ‘not good’ at decoding: they simply have or haven’t been taught it effectively yet. **Assessment is a crucial part of the teaching and learning process**. We use formative assessment (assessment for learning) and summative assessment (assessment of learning) to track and support children’s achievement.

As a school, we believe that **formative assessment goes to the very heart of good quality teaching and learning**. This is the ongoing, day-to-day assessment, which is carried out by teachers and is key to effective classroom practice. Learning outcomes are shared with pupils and they play an important role through self-assessment of their own learning. Formative assessment is used by teachers to inform planning, resources and support, in order for all children to make good progress.

Summative assessment is another **significant contributor** to our understanding of children’s learning. Children in KS1 and KS2 are assessed periodically through the year with progress and attainment data recorded on our assessment system Target Tracker. Test materials are used to support teachers with making accurate teacher assessment judgements. These assessments are carried out towards the end of every term and are **used to monitor the performance of our pupils** as well as identifying gaps and next steps for planning.

“A child’s mind is not a container to be filled but rather a fire to be kindled.”

Dorothea Brande

For more detail on how assessment is used at Coopers Lane, please see our Assessment policy:

<https://www.cooperslane.lewisham.sch.uk/wp-content/uploads/2021/10/Assessment-Policy-2021-1.pdf>

OUR GOVERNING BODY

Governors are one of the **largest volunteer forces in the country** and the role of the Governing Body is absolutely key to the effectiveness of a school.

We **value hugely the support, input and challenge** from the governors at Coopers Lane School. As stated on our website, our governors see that it is their job to:

- Hold the head teacher to account for the educational performance of the school and its pupils, as well as the performance management of staff.
- Work together with the head teacher to create a vision, and strategic direction for the school.
- Leverage the skills and knowledge of our governors to ensure our curriculum maintains the highest standards.
- Ensure that the school environment is safe for all.
- Oversee the financial performance of the school and ensure the budget is well spent.

Our governors also deal with complaints and grievances, assist in appointing and dismissing staff, make sure the buildings are safe and welcoming, and help to formulate all school policies. To meet our school governors and to read more about what they do in school, visit our school website:

<https://www.cooperslane.lewisham.sch.uk/about-us/the-governing-body/>

OUR PARENTS AND CARERS

“If parents want to give their children a gift, the best thing they can do is to teach children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning. That way, their children don’t have to be slaves of praise. They will have a lifelong way to build and repair their own confidence.”

Carol Dweck

Parents and carers are **fundamental in their child’s development and learning** and we therefore **actively seek to learn from them**, as well as share with them in all aspects of their child’s learning; after all, they are **the children’s first teachers** and can clearly influence their child’s attitude to learning. We do all we can to inform parents and carers about what and how their children are learning:

- by holding parent/carer workshops to explain our school teaching strategies;
- by sending information to parents and carers, at the start of each term, which outlines the topics that the children will be studying during the term;
- by sending parents and carers regular reports in which we explain the progress made by each child, and indicate how the child can improve further;

- by explaining to parents and carers how they can support their children with homework, and encouraging regular shared reading with very young children, and support for older children with their projects and investigative work.

We believe that parents and carers have **the responsibility to support their children and the school** in implementing the school policies. We would therefore like parents and carers to:



PUPIL PREMIUM

The Pupil Premium Grant (PPG) is Government funding allocated to schools for the **benefit of children** from low-income families who are known to be eligible for Free School Meals (FSM) or have been eligible for free school meals at any point in the last six years. This funding is also given for children who have been looked after continuously for more than six months and children whose parents are currently serving in the armed forces. The **extra funding is made available to support narrowing the gap that still exists** between pupils from disadvantaged and more affluent backgrounds and **for pupils to reach their full potential, both academically and socially, by overcoming barriers to learning**. How we use this funding at Coopers Lane is detailed in a separate policy that can be found on our website:

<https://www.cooperslane.lewisham.sch.uk/further-information/pupil-premium-2/>

“As schools, we need to do all that we can to refill or at least top up the tanks of those children and families who need it the most, in order for them to have enough fuel to get through the part of the journey they are on.”

Stuart Guest