

At Heather Garth Primary, we believe that every learner should benefit from high-quality, inspiring, innovative learning and teaching strategies. We provide a caring, supportive and stimulating environment with high quality teaching. We aim to:

- * enable children to become confident, resourceful, enquiring and independent learners;
- * encourage pride in achievement and a desire to succeed;
- * enable families to effectively support their children with their learning;
- * develop high levels of literacy and mathematical skills;
- * develop enquiring minds which want to learn and explore;
- * develop resilience and an understanding of the complexity of the learning process;
- * foster children's self-esteem and help them build positive relationships with others;
- * develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- * show respect for all cultures and promote positive attitudes towards other people;
- * ensure the quality and consistency of learning experiences for all children;
- * enable children to understand their community and help them feel valued as part of that community;
- * enable children to grow into reliable, independent and positive citizens.

Our Core Teaching and Learning Expectations

Planning

High quality outcomes are planned for. Planning weaves across curriculum area, ensuring learning contexts are rich and purposeful. Assessment informs new learning.

Clear Learning Intentions

Our teachers interpret the curriculum objectives into meaningful, purposeful sequences of learning. The learning is shared with the pupils and links to prior and future learning are clear.

Learning Environment

Subjects are language rich. Pupils are immersed in the learning environment, provoking curiosity and a vigour to learn. Pupils are proud of and have ownership of the school environment.

Metacognition (Growth Mindset)

Learning always has a clear purpose, encouraging pupils to be independent thinkers and problem solvers. Pupils are encouraged to see problems as an opportunity to grow through resilience and perseverance.

Collaboration and Development

Learning is designed to be a collaboration between peers, where adult coaching and supporting scaffolds challenge and success. Discussion and exploration prompt further learning.

Modelling Excellence

Teaching identifies examples of excellence and deconstructs the steps to reach it. Models of quality outcomes are provided and referred to. Adults model best practice and share examples of excellence.

Marking and Feedback

Feedback and marking is ongoing, timely and proactive, enabling children to make progress. Adult feedback and marking supports children to identify their next steps and areas for development as well as their personal achievements. Adults encourage reflection and respond to this.

Evaluation

Opportunities to reflect upon learning is built into lessons, feedback and marking. Pupils are given the opportunity to review their work and that of their peers, reflecting on their learning. Reflection on learning deepens the children's ability to become confident, resourceful, enquiring and independent learners

Challenge

Learning is challenging through a progression of skills and knowledge, providing pupils with the opportunity to apply them in new contexts. We aspire to have learners who are resilient and understand that being challenged and making mistakes are part of the learning journey.

Some examples of our core teaching and learning expectations seen throughout school include:

(Specific examples are seen in brackets, but are not exhaustive)

A strong emphasis on vocabulary across the curriculum (Maths Star Words, Subject Vocabulary, Class Book)

A well thought out curriculum with cross curricular links

Long, medium and short term planning that is sequenced to build upon knowledge and understanding (Subject Long Term Plans, Medium term plans, S-Plans, Literacy - Genre Specific Success Criteria, Continuous Provision)

AFL which informs planning (Knowledge Harvests, Pre Maths Assessment, Traffic Lights and Reflective Comments, Observations)

Differentiation without glass ceilings (Manipulatives, Guided Practice - Adult Support, Post and Pre-taught lessons, Literacy Toolkits)

Self-directed learning (Research Tasks, Reasoning and Problem Solving, Investigations, Learning Questions)

Proactive feedback to support/develop learning (Verbal Feedback/Peer Pupil discussions)

Positive feedback to build self-esteem, resilience and perseverance (Well done, Celebration assembly, Stickers, Merits)

Immersive environment (Classrooms linked to the topic, visitors and trips to enhance the learning experience)