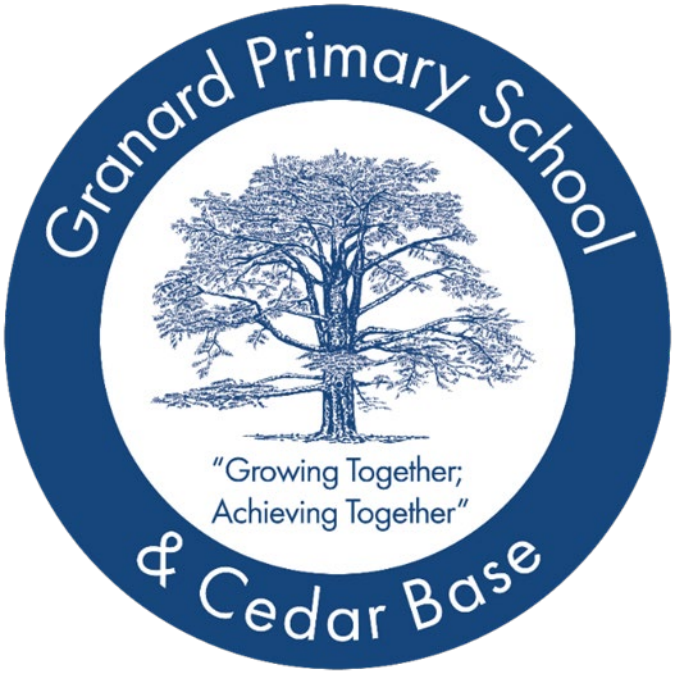
Granard Primary School



Teaching and Learning Policy

February 2025

Review Due: February 2028

Granard recognises the learning needs of all children and provides opportunities for all children, regardless of starting points, to make the best possible progress and maximise their achievement.

Aim

We aim to provide children with the characteristics, knowledge and skills that enable them to learn effectively, prepare them for the next stage in their education and equip them for life. To achieve this, we will:

- provide a nurturing environment which has high expectations for all members of the school community,
- develop effective learning characteristics which equip children to become motivated, reflective, confident and independent learners,
- ensure children can develop as literate and numerate individuals, and
- provide a broad and balanced curriculum which stimulates children and develops a love of learning.

These aims are achieved through consistent practice, implemented across the school, with all members of the school community taking individual and collective responsibility for learning. To enable this to be achieved, school improvement and staff development focuses on these aims. Time to support with the development of Teaching and Learning is prioritised, with leaders allocated time to monitor subjects and improve their subjects.

A Positive, Nurturing Learning Environment

- Calm, consistent adult behaviour, with an emphasis on positive language which encourages an independent and ambitious approach to learning.
- A culture which responds positively to 'mistakes', recognising them as part of the learning journey.
- Rewards. The use of star charts to acknowledge and encourage the revisiting, improving and redrafting of work. House points to recognise positive 6R learning characteristics and effort (Appendix 1).
- 'Zones of Regulation' to teach children strategies to change their emotional state so that they are in a positive place to learn (Appendix 2).
- Identification of children with negative attitudes to learning, with additional support given to their emotional needs.
- The physical environment is stimulating, engaging and celebratory.

Developing Effective Learning Characteristics

- Consistent use of Granard Metacognition – Pace, Learning Objective, Understanding, Granard Strategies, Self-Reflection (PLUGS) (Appendix 3).
- Teaching of and focus on 6Rs Behaviour – Ready, Responsible, Respectful, Resourceful, Resilient, Reflective (Appendix 1).
- School strategies to encourage active participation in learning – no hands up, talk partners, collaborative and group work.

Literate and Numerate Individuals

- Clear timetabling of English and Maths to ensure teaching time is secured.
- A curriculum that fulfils the requirements of the National Curriculum. All lessons have clear learning objectives and success criteria, which advance knowledge and develop conceptual understanding. New tasks and expectations are effectively modelled.

- Emphasis on the development of Language and Communication skills in Early Years, which continues as children progress through school.
- An understanding that reading underpins children's ability to access formal education and provides access to the wider society. As such, reading is prioritised through the systematic teaching of phonics, the use of Accelerated Reader to ensure children are reading challenging but accessible books, the specific teaching of reading comprehension and exposure to quality texts.
- Writing is taught in context, originating from a quality text. Grammar and spelling are systematically taught. The expectation is that writing is the same high standard in all subjects.
- Maths is taught using a mastery approach. White Rose ensures that the National Curriculum is covered and that learning systematically builds on previous knowledge. Numbots and Times Table Rock Stars ensures that children have good knowledge of number bonds and times tables.
- Assessment underpins all learning in English and maths. Non negotiables exist in each subject, with clear expectations of the fundamental knowledge each child should acquire in each unit of learning. Class teaching aims to ensure that children achieve these non-negotiables. Where gaps exist specific interventions are put in place.

A Stimulating, Broad and Balance Curriculum

- Clear timetabling of science and foundation subjects to ensure teaching time is secured.
- Thoroughly planned subjects with clear learning intentions, that are systematically implemented and assessed for impact. All subjects fulfil National Curriculum expectations, progressively building on previous learning, linking knowledge across individual subjects and broader topics.
- All lessons have clear learning objectives and success criteria, which advance knowledge and develop conceptual understanding.
- Teaching and Learning are dynamic and active, with links to 'real life' applications through relevant trips, wider curriculum opportunities, practical work and the contextualising of tasks.
- Where possible, topics link to children's interests. Assessments (e.g. knowledge harvests) ensure learning meets the child's needs. Tasks are purposeful and have meaning to the children.

Reviewed: February 2025

Review Due: February 2028

Approved by: Deputy Headteacher: ……

Name: ……..…….. Date: ……

Appendix 1


Ready
Reflective
Responsible
The
6Rs
Resilient
Respectful
Resourceful

Appendix 2



Get in the Zone Granard!

Green Zone: Ready!

- Looking & listening
- Sitting straight
- Collaborating
- Present



Yellow Zone: Unsteady

- Fidgety
- Distracted
- Irritable
- Lots of thoughts
- Making noise

Red Zone: Broken Down

- Frustrated
- Upset
- Tense
- Angry
- Disrupting learning

Blue Zone: Deflated

- Ill
- Tired
- Sad
- Bored
- Not in the mood

Appendix 3



Granard Metacognition

Plug in, switch on and learn!

P

Pace

How long will each part take?
Will I get my work done?
Am I checking the time enough?



L

Learning Objective

Before I start, do I know what I need to learn?
Do I know what the teacher expects me to do to meet the LO?
Am I meeting the LO?



U

Understanding

Do I understand the task?
What can I do if I don't understand or if I need help? (Read through work again, help myself to a resource, speak to talk partner.)



G

Granard Strategies

Which strategies should I use for which task?
Are the strategies working?
Which resources can I use to help me?

S

Self-Reflection

How well is it going?
I'm thinking / noticing / wondering / picturing / feeling...
Have I learned what I wanted to learn?
Was there an easier way to complete the task?
Was I motivated enough to make myself learn?
Which of the 6Rs were useful?

