



Isle of Man Department of Education

*"Learning is a journey, to be taken together, one step at a time"*



**Onchan Primary School**  
School Road, Onchan, Isle of Man IM3 4PD

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## Onchan Primary School Learning and Teaching Policy

### **Rationale:**

This whole school policy has been written to reflect the current practise and ethos within Onchan School. We work together as a team ensuring a whole school approach, which supports all aspects of pupil development.

### **Aims:**

1. To recognise and celebrate developing good practice and procedure.
2. To ensure all staff follow agreed practices in regards to learning and teaching at Onchan School
3. To review and revise aspects of continuing practice which challenge our beliefs.
4. To encourage creativity which promotes purposeful and positive learning
5. To promote high standards of learning, attainment and achievement.

### **How Children Learn:**

We expect children to be actively involved in their learning. No two children learn in the same way and as teachers we need to ensure that we create opportunities to learn in ways which are creative, imaginative, not trans missive (ie not didactic-teaching from the front), hands on, dynamic, take account of new ways of learning, are skills based and which come from the children's interests. Children learn best

- When they have high expectations which are promoted by the teacher
- When linked to a growth mind-set philosophy
- When they are constructively challenged
- When they are comfortable making mistakes and take risks
- From a wide range of first hand experiences
- From practical, lively, interactive or experimental activities
- Through activities which are differentiated to ensure challenge and success
- Through opportunities to reflect on their own learning and that of others
- In a variety of settings - whole class, individual, focus groups etc.
- When they know established classroom routines
- When they are having fun and are engaged in their learning
- Through relevant home: school learning
- When their learning is messy and it is memorable

### **Onchan Learning Powers**

All members of staff and stakeholders actively promote learning powers. These follow the DEC Essentials for Learning Curriculum promoting

- Reflectiveness
- Resilience
- Resourcefulness
- Remembering
- Relationships
- Readiness



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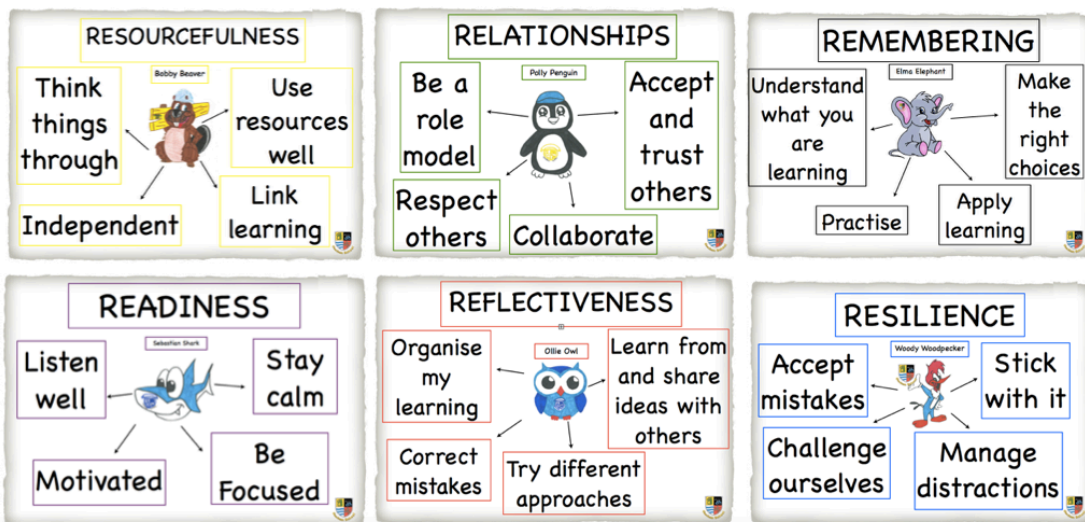
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The school's learning language is attributed to each of the 6Rs and are planned for through split screen thinking and metacognition, (reflective teaching practices), in all lessons. This ensures in each session a skill; Learning Power (what this will look like) and activity (way of practising this skill) are planned for. It is through reflective practice about learning that progress is assessed, reviewed and understood. Children are constantly encouraged to reflect on their learning process, identifying areas that they need to practise and areas that they need to improve upon. Learning Powers are used in order to promote independence, help our children to become better learners, develop portable learning power and to help prepare our children for a lifetime of learning. The Learning Powers are discussed during each learning opportunity, they are regularly referenced throughout the school taught day and they are displayed in each classroom. Weekly, children are given a chance to reflect on their use of the Learning Powers and to identify their next steps.

We encourage all teachers to make use of learning breaks used effectively to recap on learning and remind children of the success criteria for the lesson, regular links back to the skill and the learning powers that children are using.

We encourage children to develop inter transferable skills which they can carry with them throughout life. These skills will help them to become the emotionally intelligent learners that they will need to be for the 21<sup>st</sup> century. The Learning Powers are below:



### Teaching Environment

We recognise that the teaching environment is important. A well-organised, tidy, creative environment should include the following:

- Learning walls
- Work walls
- Links to the class theme
- Promotion of independence
- Be labelled and accessible
- ICT
- Reflection of the children's learning and not be mass produced
- Examples of the learning process, including first draft pieces of learning
- Reflection of different areas of learning
- Growth mindset and E4L displays
- Support for the school's behaviour policy





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### **Continuous Provision**

This is developing across the school with some examples of best practice existing in Foundation Stage and Key Stage One which staff are encouraged to visit. Continuous provision allows for small focus groups being taught which challenge and promote effective, high quality learning. On going activities should equally challenge, enhance and encourage reinforcement of skills, which are being developed. Children should be encouraged to articulate the skills that are being developed and their learning outcomes.

### **Challenging Learning**

All teachers are expected to ensure that their teaching is challenging and up to date. Full use should be made of ICT to support and enhance learning. The school's ICT Subject Leader or Phase Leaders are able to offer guidance on best practice. Chilli challenges are used regularly to ensure that all pupils can access learning that is relevant and extends their learning. Pupil interviews are used as a monitoring and evaluation tool to discuss with pupils the standards of their learning. School assemblies reflect Learning hero's to ensure that learning is central to all we do.

### **Parents as partners in the learning process**

We recognise that learning, for it to be effective, needs to cross between home and school. All pupils have a Home Learning book, which is used to facilitate learning dialogue between the classroom and parents. Learning should be open ended to support the themes which learning is being developed through, or the skills that are being developed. Each Home Learning book has a set pro forma, which contains an area for parent and teacher comment, thus creating and encouraging a learning dialogue between home and school. Worksheets and closed questions, which do not promote discussion, problem solving nor engage learning by developing the 6Rs's are not considered best practice. INSPIRE sessions are promoted twice a year by each year group (terms 1 and 3) to encourage parents and carers to become more aware of the way in which learning has developed.

### **Our Developing Curriculum**

Our curriculum is skills based, it is not prescriptive therefore it increases flexibility for personalisation. We have a key skills document, which should be used to plan against. This is supported by curricular policies, which share best practice. Our curriculum is taught through cross-curricular themes, which are formed through pupil voice. Essential literacy, numeracy, ICT and learning and thinking skills are taught explicitly and regular tracking of pupil progress ensures rigour. P4C and PSE encourage our children to have a voice, to develop emotional intelligence and to become reflective learners.

### **Brave teaching**

We encourage teachers to take risks, to try new ideas, to reflect on their practice, to team teach, to research pedagogies and to share examples of learning that has worked well. We do not work in silos. We recognise that trying new ways of teaching may create new ways of learning.

### **Assessment for learning**

This is covered in greater detail within the Assessment and marking policies, however whilst teaching communication between teachers and pupils should be encouraged to

- Discuss targets and give ownership
- Provide frequent and relevant feed back, whether in the verbal or written form
- Praise and celebrate achievements
- Foster positive attitudes and understanding pupils to promote social skills , provide peer support, discussion and evaluation



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Learning and teaching are enhanced by many of the school's rewards systems eg Class Dojo's. Teachers and support staff should ensure that examples of learning which are positive should be rewarded and children made aware of what "good" or beyond looks like. Teachers will have their own systems to support positive behaviour which are explicit in the behaviour policy but at all times they will seek to ensure that this policy is followed to endorse a whole school ethos.

### **Safeguarding**

Onchan School promotes the safeguarding of pupils in all aspects of school and home life. In teaching and learning the school will promote how to keep safe, what action to take, whom to talk to and strategies to promote health and wellbeing.

This policy relates to many other policies for Onchan School, such as marking, assessment, safeguarding etc. It reflects established and emerging practice, which embodies the teaching and learning philosophies of the Isle of Man DEC/ Essentials for Learning Framework.

July 2017

