

To inspire every child to recognise their full potential, believe they can make a difference and respect themselves, others and the world in which they live.

Teaching for Learning Policy 2026

Aim of the policy:

- To involve everyone in learning and develop a 'growth mindset'
- To ensure consistency and continuity in our approach
- To ensure the quality of learning and improvement of standards continues
- To set out our expectations of good practice
- To provide a tool for monitoring, evaluation, accountability and school improvement

What is learning?

Here at iCAN we have defined learning. Our definition is that:

Learning is an ongoing journey of discovery. We can gain new knowledge; practise and improve our skills and develop our understanding through making connections and learning from our experiences.

Each learning team has their own age appropriate definition (see appendix) which is displayed in the classrooms. We aim to ensure that all learners are developing and improving skills, knowledge and understanding across all lessons and activities both socially and academically.

What is knowledge, skills and understanding?

We believe that learning can be broken down into three areas.

Knowledge:

- knowing 'that'
- continually expanding - there is no end to the amount of new knowledge being discovered
- right or wrong - while our perceptions may change over time, we tend to believe something to be true or false at any given time
- easily accessible - Knowledge is the type of learning we can assess with quizzes and tests.

Skills:

- practical - knowing 'how'
- the essence of many disciplines - scientific skills are what make scientists behave as scientists; musical skills are what makes someone recognisably a musician
- relatively few in number and relatively consistent over time
- developmental rather than right or wrong - the reason concert pianists and golfers keep practising is that there is no finishing point to skills
- different to assess or evaluate than knowledge; skills have to be observed in context

Understanding:

- the steady incorporation of ideas and concepts into our overall scheme of how things are
- complex, multiple connections of neuronal pathways
- multi-dimensional
- uncertain, fluid
- personal
- developed within the relationship between acquired knowledge, developed skills and time for extended reflection around a theme
- Impossible to assess and difficult to evaluate.

Each learning team has their own age appropriate definition (See appendix 2) along with questions, strategies and examples. It is important that learners understand the different ways in which they learn and that our learning facilitators understand they are taught, learnt and assessed in different ways.

What kinds of learning?

There are three main types of learning goals. They are:

- Subject
- Personal
- International

Subject Goals:

Within the Learning Journey, the subject goals outline the knowledge, skills, and understanding that learners should develop in Science, History, Geography, Design Technology & Innovation, Health & Wellbeing, ICT & Computing, and International. These subjects are embedded into the thematic units of work, where they function both independently and interdependently. This approach enables children to make connections across disciplines and talk about their learning from multiple perspectives.

Subject goals are also used in Maths and Literacy to ensure a consistent, progressive development of core skills and understanding in these key areas.

Personal Goals:

Our personal goals are qualities that we would like to foster within our learners. Efforts to achieve these goals are reflected in our curriculums and all other aspects of school life. iCAN children are learning to be:

Adaptable
Communicators
Cooperative
Enquirers
Principled
Resilient
Respectful
Risk Takers
Thinkers

Each learning team created age-appropriate, achievable goals for each of these qualities. It is vital that we link these goals to learning experiences and practices in and out of the classroom so that learners can articulate and demonstrate our shared vision. (See appendix 3)

International Goals:

Here at iCAN we have defined international mindedness. We believe:

'Being internationally minded means having an awareness of self and our place and role in the local, national, international community and the wider world. It means being able to recognise and respect the similarities and differences across cultures and understand how they influence and affect each other.'

Each IPC unit has embedded within it, learning-focused activities that help learners gain an increasing sense of themselves, their community and the world around them, whilst developing the capacity to take action and make a difference. Our learners are also encouraged and supported to develop their international mindedness in all areas of school life.

As a learning team, we believe children learn best when:

- They are happy and feel safe
- They are given new and varied experiences
- They are supported and challenged
- They have time to think, work and reflect
- They have a 'growth mind-set' – they reflect on mistakes and view them as learning opportunities
- They are interested, curious and motivated
- They are able to celebrate their successes and improve their learning
- They experience high quality, purposeful learning
- They learn with other learners
- There are clear, consistent high expectations

Strategies used to promote effective learning:

To help learners feel happy and safe, we will:

- Treat them fairly and consistently
- Show them that we work closely with their families in support of their welfare and learning
- Value their ideas and opinions and make time to listen to what they have to say
- Act as positive role models
- Build on their confidence and self esteem
- Provide opportunities for relaxing/energising in and between activities
- Use our morning meetings to give learners the opportunity to share their feelings
- Implement a clear behaviour policy
- Implement a clear anti-bullying policy
- Implement an effective child protection policy

To help learners by providing new and varied experiences, we will:

- Create opportunities for working individually, in pairs, in groups and with the whole class
- Vary teaching and learning styles for pupils to exhibit learning in a range of styles
- Deliver a broad, engaging and varied curriculum
- Provide opportunities for child-led exploration and investigation

To help learners by ensuring they are challenged and supported, we will:

- Inform parents and carers about the curriculum and learning they will experience next
- Use target setting and assessment procedures to track their progress and identify their learning needs
- Use a range of resources appropriate to the children's needs
- Communicate to learners' families that we value their contribution
- Provide home learning tasks appropriate to their age and ability
- Differentiate tasks appropriate to the learner's needs

To help learners have time to think, work and reflect, we will:

- Plan time to think and to talk with learners about their learning
- Reflect on our learning and wellbeing during daily Reflection time
- Use cooperative learning structures that give learners time to share ideas
- Plan lessons effectively integrating cooperative learning with individual development
- Have clear guidelines of our expectation of a cooperative classroom

To help learners develop a 'growth mindset', we will:

- Model a growth mindset by encouraging all members of the iCAN team to be active, lifelong learners, who share their interest in learning with colleagues and the wider school community.
- Encourage parents and carers to be lifelong learners who are actively engaged with their children's learning both in and out of school
- Plan learning opportunities that are adapted to meet the needs of individual children
- Give learners opportunities to ask questions
- Show respect for them and their contributions through verbal feedback and marking
- Involve them in all areas of formative assessment and identification of new targets
- Involve them in collaborative learning

To ensure learners are interested, curious and motivated, we will:

- Deliver a broad and relevant curriculum
- Encourage all staff to be enthusiastic, inspiring and curious
- Use educational visits to enrich learning
- Provide opportunities for learners to apply their learning in practical contexts
- Give them opportunities to discuss their learning
- Provide a wide range of extra-curricular activities
- Ensure that a range of learning and teaching styles are used in lessons

To help learners celebrate their successes and improve their learning, we will:

- Focus feedback on learning objectives
- Use constructive comments
- Identify strengths and points for improvements
- Use a clear and concise marking policy
- Look for every opportunity to identify success

To ensure learners experience high quality, purposeful learning, we will:

- Have clear long-, medium-, and short-term plans that identify intended learning outcomes for learners
- Provide learning facilitators and learning support assistants with day-to-day support and a planned programme of continuous professional development
- Fully implement the Learning Support and EAL policies
- Monitor the effectiveness of our teaching through 'Looking for Learning'

To help children learn with other learners we will:

- Build in time to every lesson/day for individuals, pairs and groups to
    - Think, talk or write about learning experiences
    - Plan for improvement
- Follow the cooperative learning classroom guidelines

To help Learners by ensuring that there are clear, consistent high expectations we will:

- Implement the school behaviour policy consistently
- Give learners clear goals and time limits
- Have high and clearly communicated expectations that every adult on the school premises will set a good example as a member of the community
- Involve them in self-assessment and target setting

Intervention

As a result of ongoing formative assessment, we plan targeted interventions to support learners and help them make progress. Our Learning Support team works closely to identify children who may benefit from additional assistance and designs interventions tailored to their individual needs. (See the Learning Support Policy.)

Assessment and Feedback

Our assessment and feedback procedures and strategies are in place to help take children's learning forward. Our assessment procedures are carefully designed to help learners progress. Effective formative assessment consists of four elements:

1. Sharing learning goals
2. Effective questioning
3. Self and Peer evaluation
4. Effective feedback

Sharing learning goals

It is fundamental that at iCAN, learners have a clear understanding of what they are trying to learn, how they can recognise achievement, what 'good' looks like and why they are learning it in the first place.

Learning goals:

-
- Must be referred to throughout the learning session
- Should be clear, and not confused with context or outcomes

- Learners need time to understand and engage with the learning goal
- Learners should be given the bigger picture and the next steps to their learning

Success criteria:

- Must be shared with learners throughout their learning sessions
- Summarises the key steps learners need in order to fulfil the learning intention –the main things to do, include or focus on.
- Can be differentiated to meet the needs of the learners
- Used as rubrics in IPC to support the Key Learning Goals (skills)
- Use the *Looking for Learning* language – 'learning' to replace 'doing'.

Effective questioning

- Learning should be recognisable as knowledge based, skills centred or developing understanding, and questioning should be adapted to suit this. (See KSU prompts)
- A range of questioning styles are used to help learners understanding

Self and Peer evaluation

- Learners are encouraged to use a range of strategies to evaluate their own learning during learning sessions (see appendix)
- Learners rubrics are used so that they can assess their own learning
- Cooperative learning structures are used to support peer evaluation

Effective feedback

- Verbal feedback should be used throughout learning sessions to all learners
- Learners need to be given time to to reflect on their previous learning and respond to feedback

Our Feedback and Marking Policy sets out clear guidelines for expectations at iCAN. We have many strategies and procedures to support AfL. (See Appendix) Each curriculum has clear assessment formats which can be found in the curriculum policies.

Monitoring learning

As a learning focused school we believe that it is essential to monitor:

- The passion for learning of individual members of staff
- The passion for learning amongst the school community
- The systems and structures the school uses
- The amount and appropriateness of evidence gathered

This monitoring may take the form of:

- Reviewing the curriculum and planning
- Classroom visits that focus on learning, and then on what is contributing to this learning.
- Discussions with learners and learning facilitators
- Reviewing outcomes of learning (recorded learning in books or in assessment information) alongside visits and discussions.

Home Learning

Here at iCAN we believe that children who are motivated to learn will be covering their learning goals during the school day through a range of engaging and challenging activities. After school it is important that they have time to socialise, pursue other interests and relax. We think it is important for families to understand and join children with their learning so we have a number of strategies to support this.

Our website provides learners with additional learning opportunities through *Home Learning Challenges* that relate specifically to the personal goals and are designed to be enjoyed as a family. Learners in MP2 and MP3 have the opportunity to complete Enrichment Tasks. These tasks are linked to their Learning Journey units to consolidate and extend on learning developed throughout a unit. The learners create a project and are then awarded points for their effort. These points are collated and their successes are celebrated in a reward afternoon at the end of the school year.

Policy to be reviewed in May 2027