



Teaching and Learning Policy

(Updated November 2017)

Review date: April 2018

Rationale:

We believe that:

1. Learning should be a rewarding and enjoyable experience for everyone, i.e. learning should be fun and enable children to make expected or accelerated progress.
2. Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future.
3. High quality teaching and learning experiences support children to be able to lead happy, independent and rewarding lives, now and in the future.

Key principles for Teaching and Learning

Following, are the key principles which underline the Teaching and Learning at Highley Primary:

1. Teachers know exactly what it is they want the children to learn within the context of the learning experience.
2. Effective conditions for learning are in place - this will include the creation of a safe, purposeful, secure, enjoyable, exciting and well-resourced environment.
3. We use assessment and effective feedback through the use of AFL, which is embedded throughout the entirety of every lesson.
4. We make learning relevant to our children with many real-life experiences.
5. Children are actively involved in their learning with teachers considering the variety of learning styles and the need for differentiation/appropriate challenge/flexible learning - where children choose their own challenge. This ensures that children are not limited in what they can do and have high aspirations for themselves.
6. All learners are emotionally secure because of the positive environment and relationships established between all members of the school community.
7. Children are willing to experience new skills and take risks without the fear of making mistakes or failure
8. Time is given for learners, teachers and parents to have opportunities to reflect on and celebrate the learning that has taken place.

High expectations

All staff will have high expectations of themselves and all children within the school. These high expectations will be based upon the knowledge of the individual children and what constitutes their best. Therefore, expectations of the children will be realistic and achievable. High expectations in areas such as attendance, punctuality, appearance and presentation will be modelled by all staff and this will reflect in the pride that the children take in themselves and, consequently, their learning.

Quality First Teaching

At Highley Community Primary we believe that good teaching is when teachers (and all other stakeholders):

- form positive relationships with the children in their class and other members of the school community;
- plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children; lesson planning takes many different forms.
- insist on high expectations of learning and social behaviours;
- ensure that effective direction and support is given in order that the children make good progress;
- demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;
- develop and sustain good links and focused communication with parents/carers in order to support the children's learning;
- develop and maintain safe, secure and inspiring classroom and learning environments
- demonstrate effective lesson organisation;
- effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time;
- use resources effectively, including other adults, to support children's learning;
- use technology effectively in order to support children's learning;
- develop the range of reading skills required to access the whole curriculum effectively;
- use questioning effectively to gauge and extend children's skills, knowledge and understanding;
- flexible learning is used to ensure all children are aspirational.

Guiding Principles of quality first Teaching

Working with smaller groups of children leads to improved progress:

- children working independently are given quality skills based learning challenges that are well resourced
- key vocabulary is taught and used
- regular response marking (verbal and written) leads to more rapid progress (see Marking and Feedback Policy).
- learning is retained when delivered through meaningful contexts.
- reducing teacher talk increases pupil involvement.
- all learning groups are fluid to promote inclusion

Teaching strategies

At Highley Primary, a variety of teaching strategies are employed by teachers, as appropriate to the content of the lesson. These include:

- skilled questioning;
- exciting and imaginative lesson 'hooks and openers';
- modelled, shared and guided writing;

- guided group teaching;
- instructing, explaining and expanding;
- providing the opportunities and skills needed to use a range of high quality resources
- observing and listening;
- assessing and praising;
- probing, guiding and presenting interesting problems;
- using hands on and sensory experiences;
- whole-class, group and one-to-one discussion;
- mind-mapping ideas;
- providing open-ended tasks with little guidance to promote independence or problem-solving abilities;
- learning through playing or 'doing';
- displaying a sense of humour;
- child demonstration/ peer teaching;
- demonstrating and modelling skills and processes;
- including ICT opportunities wherever possible.
- a 'hands-down' approach to questioning in which teachers target specific children with questions or use a randomised approach such a lolly-sticks or name generator;
- mid-lesson learning stops to pause and consolidate learning;
- drama and role play.

Lesson structure

Teachers will appropriately match the structure of their lessons to the learning objective and learning outcomes. Lessons could consist of any of the following:

- an inspirational 'hook' or opener.
- a starter: a fast paced activity which aims to improve a specific skill which may or may not be linked to the learning objective;
- teacher input: the section of the lesson in which the learning is shared through teacherchild interaction ; □
- differentiated pupil activities: the task that the children are to undertake for the main body of the lesson, matched to their individual needs and abilities;
- guided group work: a group of children working with an adult within the room on a specific skill or target to move them forward in their learning;
- a plenary or consolidation: a summary of the learning that has taken place in which pupils reflect upon their learning and the achievement of the learning objective. New learning or next steps may be introduce here;
- 'mini-plenaries', also known as 'mid-lesson learning stops': a consolidation of learning midway through the lesson, where a teacher may want to consolidate a point made in the introduction.

Support Staff

Teaching Assistants work alongside Class Teachers and play a vital role in the development of the children within the class. Teaching Assistants will be well-briefed of their role for each lesson and should play an active role in supporting the children in all phases of a lesson, including the input and plenary. Teachers will ensure that all support staff receive a copy of the weekly/daily lesson planning, so that Teaching Assistants are prepared for every lesson and their role within it. Teaching Assistants will use their knowledge of the children in their class along with the direction of the Class Teacher to support specific groups or individual children. They will provide feedback to the Class Teacher about the progress of the children with whom they have worked, including marking the work of these children for the consideration of the Class Teacher. Teaching Assistants will work sometimes with a range of abilities.

Classroom Environment

We aim to provide as immersive a learning experience as possible to engage pupils further in their learning. Pupils are involved in creating this. Displays will have explicit links to the curriculum. Where possible, they will include interactive displays, where pupils can pin-up notes and write on whiteboards. They should inspire learning and celebrate the achievement of all pupils. The classroom environments should be both language rich and numerate rich and organised in a way that promotes and encourages independent and further learning opportunities. Working walls in core subject areas will be updated regularly and provide good quality support prompts/ methods and guides that the children can access easily. Classroom charters will display clear rights and how to respect these.

Displays

Displays in classrooms and around the school reflect the high standards of presentation and effort that we expect from our children. Displays may serve a variety of purposes:

- displaying children's work: this gives the children a sense of ownership of their classroom and school. Displayed work will reflect the standard expected, for that individual, by the class teacher and will only be work which the children and teacher feel is their very best.
- working walls: these are used in the core subjects to show the process in which the children are learning. These displays are working areas which are updated regularly. They are used as a point of reference and information for the children while they are working.
- target walls: some displays are used to display the children's targets in reading, writing and numeracy.
- interactive displays: these encourage the children to write on, move or rearrange items on the display to show their understanding of the subject matter/questions used to prompt the children's thinking.
- celebration: some displays will celebrate the achievement of children such as those who are 'children of the week' or Sports Person. This reflects our school behaviour policy - Good to be Green.

We strive for displays which are visually attractive and reflect the pride that we take in our work. Backing paper and borders will be used to ensure that displays are well presented, most items will be backed in coloured card/paper and the text will be accessible and readable to the children.

Behaviour Management (Please refer to the school's behaviour policy)

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the classroom and in the wider School environment. Outstanding learning behaviours are encouraged, praised and rewarded with team points, Dojos, Good to be Green cards, prizes, stickers, certificates.

Curriculum Planning

1. Highley Primary School's planning is based on the following requirements:
 - The new Primary National Curriculum 2014
 - The Early Years Foundation Stage Framework

2) Long Term Planning

Our Whole School Topic Overviews plot the content covered from Foundation to year six for each individual year group and each curriculum area based on the skills and knowledge outlined in the 2014 National Curriculum.

It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.

3) Medium Term Planning.

This is based on a topic approach using the Programmes of Study given in the National Curriculum

In the Foundation Stage, our medium term plans are based on guidance within the Foundation Stage Profile.

A curriculum overview is provided for parents/carers.

4) Short Term Planning

Detailed weekly (or daily) plans for English and Maths are provided by each class teacher. These should show progression throughout the week, Learning Intentions, Success Criteria and differentiation, along with an outline of the lesson. Planning is given to teaching assistants at the beginning of each week (or each day).

Assessment (please refer to the School's Assessment Policy)

Marking and feedback is done throughout the lesson, and as soon as possible afterwards, to effectively support the child and ensure accelerated progress is made. Assessments are used to inform future planning by closely looking at which children need additional support or further challenge.

Inclusion

Inclusion is about every child's needs being met, regardless of whether or not these needs are special; the school has a duty to meet these diverse needs in order to ensure the active participation and progress of all children in their learning.

Successful inclusive provision at Highley Primary is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children.

In accordance with the school's Equality Policy, all children will be given full access to the National Curriculum, unless their statement of SEND indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age.

Children who receive additional or extra support, including those with an EHCP, have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.

Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play. (See Home-School Agreement)

Teachers will endeavour to:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;

- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;

Parents are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- providing support for the discipline within the school and for the teacher's role;
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- support the school's homework policy and give due importance to any homework;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;
- informing the school of reasons for their child's absence;
- actively supporting the Home-School Agreement.

Pupils are encouraged to support the school's aims by:

- attending school in good health, maintained by adequate diet, exercise and sleep;
- attending school regularly and punctually;
- being organised, bringing necessary equipment, taking letters home promptly, etc;
- conducting themselves in an orderly manner in line with the expected behaviour policy;
- taking increased responsibility for their own learning.

Homework

Homework is considered to be a valuable element of the learning process. (See Homework Policy)

At Highley, we use reading diaries/spelling books to encourage parents to work with their children at home. The Learning Logs provide the children with an opportunity to record their learning and home reading and share weekly learning and behaviour outcomes with parents. Children are expected to take pride in homework and keep their Learning Logs up to date. Additionally, more formal activities may be set by the teacher depending on the needs of the children.

The homework at Highley is kept simple so that children, with support from parents, can concentrate on the basic skills of learning spellings, times tables and reading. Additionally, the children are provided with ideas for a home-learning project based on their current topic. This is designed as a whole family project and can take any form, e.g. an information booklet, a model, a video and encourage home/school partnership.

Policy Approved by Governors

Governor: _____ Date: April 2018

Next Review Date: April 2019