

Hamsey Green Primary School

Teaching and Learning Policy



Policy Reviewed: June 2018

Next Review Date: June 2019

Reviewer: Miss A Elstob- Head teacher

Purpose

This policy for teaching and learning is a core policy for Hamsey Green Primary School. It will be used by all staff to ensure that the highest quality learning experiences are planned for all pupils, enabling them to make progress in every lesson, resulting in the highest standards of attainment. Staff are expected to refer to this policy frequently and to use it to help evaluate and develop their practice and to ensure the best provision for our pupils. It should also be referred to in conjunction with the core subject policies, the curriculum policy, the policy for assessment and other key policies that have a bearing on teaching and learning.

Our values in practice:

- Our school values, '**Aspirational**', '**Collaborative**', '**Optimistic**', '**Resilient**' and '**Nurturing**' are expected to be demonstrated by all pupils, staff and school community.
- High expectations for everyone enable the development of individual gifts and talents.
- Strategies, planning and assessment ensure each child receives tailored provision and makes the best possible progress.
- Individual and collaborative successes are shared, celebrated and rewarded.
- Enjoyable, meaningful, proactive and investigative activities are the number one choice for all ages.
- Discussion, enquiry and debate are encouraged; personal contributions are valued.
- Every day, hour, minute, second and subject count.
- Taking action, leading learning, offering guidance, imparting wisdom and acquiring expertise are shared responsibilities.
- Opportunities are provided that encourage and support harmony within our community.

We expect every teacher to aim high, be reflective and act upon advice and feedback in order to improve their practice- no child deserves less.

Any attempt to continually raise standards in our school must be focused on the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis.

Across our school the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement. By adopting a whole school approach to teaching and learning across our school, we aim:

1. To provide consistency of teaching and learning across our school.
2. To enable teachers to teach as effectively as possible.
3. To enable children to learn as efficiently as possible.
4. To give children the skills they require to become effective lifelong learners.
5. To provide an inclusive education for all children.
6. To learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared.

There is no single recipe for improving teaching and learning in a school. However, this policy outlines some of the elements which are key to the continual raising of standards in teaching and learning. It also sets out a broad structure for lessons, based on best practice and research linked to how we best learn. When reading this policy it is important to remember that adopting a broad template for structuring lessons does not preclude spontaneity, creativity, originality and individuality.

Key elements and principles of teaching and learning across Hamsey Green Primary School

All lessons across our school should include the following key elements to ensure high quality teaching and learning. New teachers to our schools will receive training to ensure they fully understand these elements and to enable them to embed them in their everyday practice.

All teachers must have...

- A shared view of teaching and learning, with our 'Teaching and Learning Policy' being the foundation.
- High standards in terms of teaching and learning throughout the school.
- The opportunity to continue and develop their pedagogy, through monitoring and feedback; CPD courses, INSETs, shared practice, team teaching and observation.

All lessons have...Clear Learning Objectives

- Learning objectives are shared orally and displayed at some point in the lesson.
- All learning objectives are questions that begin with 'Can I...'
- Learning objectives have a skills focus and encourage higher order thinking.

All lessons have... Well planned success criteria

- All pupils are clear about how they will achieve the learning objective.
- Success criteria are displayed for the children to follow during the lesson or drawn up with the children.
- Weekly planning includes success criteria for each learning objective.
- Children use the success criteria to assess their own or their partner's work.
- Children are reminded of the success criteria during the lesson – often children's work is used to illustrate the success criteria in action.

All lessons are...Well planned

- All lessons are planned for showing continuation of learning across the term.
- Planning contains open and higher order questions.
- Planning should be a working document, used to inform assessment.
- All planning follows the school planning formats.

All lessons are ...Clearly differentiated to enable all pupils to access learning

- All learners are challenged appropriately.
- Planning, the delivery of teaching and resourcing of learning shows clear differentiation.

All pupils are...Actively engaged in learning

- Pupils are actively engaged during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are not sitting passively for long periods.
- Opportunities to Think/Pair/Share and discussions with a Talk Partner are regular features in all lessons. Pupils are trained to use appropriate body language when engaged in discussion with a partner.
- Mini whiteboards are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
- Visuals, artefacts, auditory input are all used creatively as a way to enhance learning.

All pupils receive...Regular and clear feedback and marking which enhances learning

- Assessment outcomes are embedded in everyday practice and is used to inform teaching and learning.

- All pupils are clear about how they need to improve.
- Individual/group targets are set each term for Reading, Writing and Maths.
- Feedback, including marking, is linked to the learning objective and identifies next steps as developmental questions or challenges.
- Pupils are given time to respond to developmental marking (green for growth questions/challenges) in line with the 'Effective Marking and Feedback Policy'.

Learning is enhanced through ...The use of ICT.

- ICT is used to enhance learning where appropriate. The use of ICT is highly visible and effective in all teaching and learning contexts across our school and teachers are continually searching for ways to use technology as a learning tool.

Learning is enhanced through the use of... Consistent classroom management

- see 'Behaviour for Learning Policy' for more details.

Learning is enhanced through the ...Effective use of additional adults

- Additional adults are clearly directed to support and extend learning across the ability range.
- They are clear about whom they are supporting and why.
- Planning is shared in advance with teaching assistants and LSAs.
- They sit next to the pupil/pupils they are working with, quietly engaging the pupils, explaining the task or using other resources, e.g. number line to facilitate learning.
- They are involved in assessing pupil's understanding, recording observations and feeding assessments back to the class teacher.

Approaches to Teaching and Learning

Pupils make the best progress when appropriate behaviour for learning is made explicit.

Pupils should be taught to:

- listen to each other
- adopt various roles in groups
- be prepared to volunteer their thoughts and opinions
- respect the values, ideas, contributions and beliefs of others
- give honest and positive feedback to each other

Thinking time allows students to make higher quality responses

- When asking questions to the class, teachers should pause or give pupils a specific time to consider their responses
- A 'no-hands-up' strategy can help to develop a culture where all pupils are expected to contribute and can avoid discussions being dominated by a minority

Exploratory talk allows students to think

- Teachers should plan time in the lesson for students to discuss their learning with a partner/group before committing themselves to a response. Exploratory talk involves answering the questions "why?" and "how?"

Classroom environment

The surroundings in which children learn can greatly influence their academic performance and well-being in school. The better the school looks, the more it inspires the people inside it - a well-cared for classroom can make pupils feel that what they achieve and how they themselves are perceived is important. Across our school we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use to learn and be proud of.

See the Learning Environment Checklist for more details