

POLICY FOR TEACHING AND LEARNING



September 2014

Approved by governors November 2014



Rational

At Hartley we believe that children learn through their total experience. This policy guides what children do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does to create an effective and well-managed teaching and learning environment in which the individual children's needs are met.

The policy aims to provide benchmarks for monitoring our work and ways of working that can be evaluated for their effectiveness. It should be read in conjunction with other relevant policies in order to provide detail of policy suggestions. Hartley School aims to provide teaching and learning that supports the unique educational needs of each of its pupils. It wishes to foster a happy, purposeful and caring community. Hartley actively encourages partnerships between children, parents, governors, teachers, networked schools as well as the wider community. We promote high standards by encouraging children to work hard and persevere in all areas of the curriculum.

This teaching and learning policy has been approved by the staff and Governors of Hartley Primary School and will be reviewed annually. It aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

Aims and Objectives

- To promote active learning, which provides opportunities for children to pose their own questions, investigate issues and take increasing responsibility to become autonomous learners.
- To encourage dialogue between pupil and teachers about learning, expectations, expected targets.
- To ensure that there is continuity of learning so to ensure progression within a class, key stages and schools.
- To provide a variety of learning experiences using various teaching styles and appropriate assessment methods that the pupils can understand.
- To provide a range of working contexts that offer opportunities for participation as individuals and groups.
- To ensure that lessons are planned to support individual needs, abilities and allows for practical application.
- To encourage involvement from families and the wider community.
- To ensure that assessment and recording of attainment is an integral part of the learning process.
- To promote Imagination and creative expression through a wide range of media
- To establish consistent good practice in respect of teaching and learning in order to
 - Raise standards of achievement
 - Raise standards of teaching and learning
 - Evaluate effectiveness of practice

Effective learning

At Hartley School we believe that effective learning is achieved by creating an environment that is peaceful and calm. Teaching must challenge and stimulate children. The teacher should aim to keep a well organised accessible room that welcomes, encourages and appreciates learning. All teachers must plan lessons that provide equal opportunities for learning. The development of the growth mind-set is promoted across the school; we want our pupils to be resilient, assessment literate children who love learning and challenge themselves to do more.

At Hartley, the growth mind-set is developed through:

- Teachers being the facilitators of learning
- Children seeing their qualities as things that can be enhanced through their dedication and effort
- Children having access to differentiated activities (challenge 1, 2 and 3) and choosing their own starting point based on their understanding
- Pupils being trained to be successful learning partners
- Establishing a 'no hands up' policy to ensure engagement of all pupils (children raise their hands to ask questions and further their learning)
- Praising pupils on their achievement and effort and not ability

Effective teaching

Teachers should:

- Have good subject knowledge and understanding, which they can present clearly and effectively to children at an appropriate level
- Be technically competent in teaching phonics and other basic skills
- use a range of teaching styles and include methods of teaching and organisation, including collaborative work, which enable all pupils to learn effectively
- Plan lessons which have clear objectives and success criteria which are communicated effectively to pupils. These should be displayed in writing and clarified using language appropriate to their age and understanding.
- Plan activities through which our pupils will be enabled to achieve the desired learning outcomes, including focused group sessions where necessary.
- Assess pupils' work thoroughly and use assessments to inform planning, and to help and encourage pupils to overcome difficulties
- Regularly mark and annotate work, as part of the assessment process, giving feedback to pupils, in such a way that they understand what they have done well, and how they need to improve
- Regularly set targets for pupils, which challenge and inspire them, and which expect the most of them, so as to deepen their knowledge and understanding.

- Inform children of targets set for them
- Differentiate the work to meet the needs of all individuals and groups within the class.
- Particular attention should be given to EAL pupils, SEN pupils, new arrivals, and gifted and talented pupils. However, Hartley School requires that all work prepared for pupils is differentiated to meet their individual needs, including IEPs where necessary.
- Deploy effective questioning techniques
- Make effective use of time, support staff, volunteers, and other resources, especially ICT
- Maintain effective records in line with school policy
- Manage pupils well, developing high standards of behaviour, within an ethos of positive encouragement and mutual respect
- Use homework effectively to reinforce and/or extend what is learned in school in accordance with our homework policy
- Value and promote partnership between home and school
- Form positive, professional relationships, both within the school, and in the wider world of education, to the benefit of their own development, and that of the school and our pupils
- Partake in Pupil progress meetings to discuss the progress of the children in their class.

Resources

Resources used are integral to teaching and learning and so should be well planned for and organised. They need to be effectively stored, identified and displayed. Resources should be utilised to:

- Ensure adults and children work in a safe and secure environment.
- Enable children to work individually, in groups and as a class.
- Stimulate pupils' interest and extend learning.
- Reflect the range of cultures represented in our school.
- To minimise unnecessary movement during activities.

Display

At Hartley we value display as an important resource that stimulates pupils' interest and extends learning. Displays should reflect individual children's efforts and abilities. In addition they should reflect the range of backgrounds, languages, and abilities represented in our school, promoting the spiritual, moral, social and cultural development of all pupils. Children should be continually encouraged to take increasing responsibility for the care of their work and the displays. Therefore it is important that:

- The class teacher aims to ensure that the classroom displays children's work from all areas of the curriculum.
- Displays are labelled in a range of languages.
- Displays celebrate achievements and reflect current curriculum topics.
- Where ever possible they should be interactive
- To enable pupils to engage in work on entering the classroom
- Displays are changed regularly

Learning Environment/Classroom layout/classroom management

The section sets out guidelines for how classrooms should be organised. Whilst we do not want to be wholly prescriptive, it is important that we maintain continuity across the school, and teachers are asked to consider this, when setting up their rooms, and planning their teaching. The following resourced / display areas need to be set up in each classroom and clearly labelled:

- Reading / Book Corner
- Maths Area
- Art Area
- Investigative Area (interactive display that links into the current topic /class work e.g. science, technology, history or geography)
- Computing Area
- Writing Area
- Achievement Area
- Imaginative play/Themed/role play area (foundation to Y1)

The learning environment /classroom set up should be organised in a way that promotes paired learning (learning partners) however, some lessons may lend themselves to collaborative group /individual work (see appendix for suggested classroom layout plans) A more comprehensive description, outlining how these areas should be organised and resourced, is given on subsequent pages of this document, and staff will need to refer to this, when setting up their classrooms. (staff handbook)

Planning

Teachers must ensure that planning reflects the diversity of our school and that our children are given equal access to the curriculum, regardless of race, gender, class or disability.

Teachers are expected to produce long, medium and weekly plans, copies of which are filed online for regular monitoring. Weekly planning needs to be annotated where necessary and be available for monitoring where appropriate.

At Hartley planning is supported by the following documents.

- The National Curriculum 2014
- RE scheme of work (Newham Agreed Syllabus)
- Foundation Stage planning
- RWI phonics scheme

Weekly planning must indicate:

- Learning objectives and success criteria
- Differentiated tasks which are referred to as challenge 1, challenge 2 and challenge 3 and include tasks for children with additional and different needs (SEND/EAL/G&T)
- What Teaching Assistant will do
- Show how ICT/computing will be undertaken in different subject areas
- Which groups/individuals the class teacher will focus on
- Show Foundation Stage planning based on Foundation Stage Profile Objectives

The planning should always be accessible and obvious. i.e. on the desk/displayed on walls

Target Setting

Personalised individual targets are set and are based on teacher assessments (derived from the Classroom monitor assessment tool), SENCO assessments, and Assessment for Learning. Children need to be made aware of targets and how to achieve them and progress through them. To support this all core subject targets must be displayed in the children's books. In the Foundation stage targets are set by the Early Learning Goals and Stepping Stones.

Assessment for learning

At Hartley we believe that Assessment for Learning is central to classroom practice helping the teacher to focus on how to enable children to learn and attain. It ensures more effective teaching and learning by providing the evidence for closer matching of tasks to the child's needs. In addition, it supports future planning and teaching strategies. It also helps us to recognise and move on from success. It helps to motivate children and provides them with an indication of what stage they have reached in the learning process and how to move on from their success. This in turn supports their self assessment skills and supports them in becoming independent learners.

It is the responsibility of all class teachers to:

- Evaluate planning so that it informs following lesson and/ or following weeks' planning, using information derived from Classroom monitor
- Use data from formal assessment to inform planning and setting.
- Conduct assessment tasks in line with assessment policy and guidelines.
- Give individual feedback to children (see marking policy)

- Ensure through planning, monitoring and assessment, that our pupils will have the best opportunities to practise and develop their skills and knowledge, to enable them to realise their individual potential and make the best possible progress in their learning
- Improvement time: children are given back work with suggestions as to how part of it might be improved, then allowed 10 minutes planned improvement time/ time to respond to feedback
- Allow time for children to self-assess against the success criteria/learning objective and assess their learning against individual targets.

Monitoring

To support the implementation of this policy and to ensure its effectiveness monitoring of the following needs to be conducted;

The Policy

Senior members of staff and subject leaders will monitor the implementation of the policy and its associated policies and appendices, through regular visits to classrooms, monitoring planning, and discussions with staff and pupils. Staff will be encouraged to use the policy to evaluate their own work or to undertake peer evaluation. For purposes of consistency, staff will use specific proformas to carry out formal monitoring (see appendices.)

The policy will be reviewed in summer 2014. During this review consideration will be given to:

- Its usefulness to staff as a clear statement of expected (good or better) practice
- Its impact upon standards of teaching and learning

Teaching

Teaching can be monitored in the following ways:

- Classroom observations
- Monitoring of planning
- Analysis of class data
- External monitoring by LEA advisers/Network schools, NLE (linked to School Improvement Priorities)
- Book scrutiny

Learning

Learning can be monitored in the following ways:

- Classroom observations
- Collecting samples of work
- Discussion with children during classroom observations
- Observation of learning environment
- Data analysis
- Observation of Assessment and recordkeeping and planning
- Book scrutiny

- Pupil progress meetings

Findings from book scrutinies, lesson observations and data analysis are triangulated when forming judgements on the quality of teaching.

Role of Governors

We believe the governors play an important role in helping to support teaching and learning. In particular governors support teaching and learning by:

- Supporting, monitoring and reviewing the school's policies on teaching and learning.
- Developing the role of link governors
- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are effective in supporting successful teaching and learning;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensure that staff development and performance management policies promote good quality teaching.
- Monitor teaching strategies in the light of health and safety regulations.
- Monitor the effectiveness of teaching and learning policies through the school self-review processes. These include the head teacher's reports to governors and the work of the curriculum committee.

Role of parents

We believe that parents have a fundamental role to play in helping their children to learn. Parents can support children in all areas of the curriculum the following are suggestions as to how to support children in the core subjects of English and maths. Parents can support teaching and learning in the following ways:

Literacy

- Ensure that children complete homework tasks on a weekly basis.
- Discuss work undertaken in school with children
- Listen to children read and complete the home-school reading booklet

- In Key Stage One children are taught phonics using the 'RWI' materials, and word building skills. Children in the early stages of RWI will not take a reading book home. As they go through later stages they will take reading materials home to support development. Due to this it is therefore strongly advised that parents assist with their child's reading on a daily basis.

- In KS2 the older children are taught to develop wider reading competency through topic research and library reference skills. Additionally, the children are introduced to many forms of literature and poetry and are encouraged to develop speaking and listening

skills through discussion, debate and drama. Parents are strongly advised to encourage children to undertake independent reading to read a range of literature on a daily basis.

- Parents are responsible for ensuring that children attend school regularly. Holidays during term time should be avoided as these interrupt the child's progress and they miss important work and may fall behind. Parents are asked to inform the school of any absence on the first day (telephone answer phone available) so that we know that they are safe at home.
- Many parents volunteer their time to help in school. These offers are always welcome and parents undertake a variety of tasks, working with individuals and groups of all ages. All school helpers are required to undertake a DBS clearance before starting work.

Maths

- During the foundation stage much of the work involves practical tasks, games and activities. The aim is that children understand that Mathematics is involved in the real world. Encourage children to count and play with real objects around them and to look at numbers within their environment.
- To encourage understanding of shape and positions encourage them to look at any range of sequences, patterns and shape found in their environment.
- As they move on through the foundation stage it is important for them to begin to know their times tables and addition facts. Again this can be related to real life contexts.
- As children progress through the school they will be given more demanding challenges according to their level of ability. Here it is important to discuss with your child their understanding of the skills learned and how they can apply them to a range of contexts.
- Mathematics is also one of the areas in which children will be expected to carry out regular homework tasks focusing on enhancing basic skills in maths and again parental support and encouragement with the completion of these tasks will be very beneficial.