Hatton Hill Primary School
Teaching and Learning

Purpose of this policy

It is hoped that this policy will:
- Provide the over arching framework and principles of many other policies in school.
- Reflect current practice and be updated as changes occur to reflect 'best practice', new initiatives, government strategies etc.
- Through monitoring and review ensure consistent, whole school, high quality practice is followed by all staff.
- Embrace the views of all stakeholders ensuring ownership and a common vision
- Tie closely to the School Development Plan
- Help to bring about the stated aims of our school
- Provide the overarching aim of ensuring our children achieve the five 'Every Child Matters' outcomes of staying safe, staying healthy, enjoying and achieving, making a positive contribution and achieving economic well being

School Aims

- That each child should be encouraged to reach his/her potential and develop a good self image.
- That the relationships within the school enable each child to feel secure in the environment and have the confidence to move forward without fear of failure.
- That each child is able to develop the independent skills necessary for life.
- That the atmosphere be relaxed, warm, friendly within a disciplined framework.
- That everyone has and communicates high expectations of all pupils

- That concern for others is nurtured and tolerance and respect for different races and cultures be encouraged.
- That the moral, emotional, physical and spiritual development of each child is developed within the school curriculum, the extra curriculum and the hidden curriculum
- That competition should be against self for attainment of standards, rather than to overtake others.
- That the school environment be clean, safe, secure and stimulating.
- To consistently teach and review the effectiveness of a high quality, motivating and broad curriculum.
- To fully utilise the educational potential of all members of our school community and the wider community.

Accountability

All staff are accountable for the implementation of this policy, publicly to parents and Governors, professionally to colleagues, Governors and OFSTED, privately to themselves and ultimately to the pupils in their care.

All staff must inevitably demonstrate the extent, impact and nature of their work with pupils. Such demonstrations must rely on:
- Evidence of pupil's learning and work – showing progression and achievement.
- Evidence of pupil's progression and achievement through tracking and assessment
- Evidence of quality Teaching through observation – formal e.g. Performance Management, OFSTED, LA etc and informal e.g. drop ins
- Evidence of quality Teaching through monitoring e.g. subject co-ordinators, TLRs , SMT e.g. planning, pupil interviews, pupil's work etc
- Evidence of Professional growth, knowledge and application of pedagogy

High Quality Provision

Meeting the individual needs of *all* children through *high quality first Teaching and provision* lies at the heart of this policy.

High quality provision can be defined as:
- That which improves outcomes for every child through high aspirations and effective practice.
- Good planning that is effective, progressive, exciting, challenging, varied and flexible.
- Learning and teaching that is informed by ongoing assessment for learning, formative and Summative assessments
- That which provides personalised learning, development and support i.e. tailored to the needs of the individual with teaching taking account of pupils' cultural, religious background and linguistic needs and varying learning styles

- That which builds the foundations for future success
- That which involves parents in their child's learning and development

Principles for Learning and Teaching

- Set high expectations and give every learner confidence that they can succeed.
- Establish what learners already know and build on it. E.g. assessment for learning and of learning
- Structure and pace the learning experience to make it challenging and enjoyable. E.g. a good balance between whole class, paired, team and individual work and the use of practical/written activities, learning or applying, independent or supported etc
- Inspire learning through a passion for the subject e.g. bringing the subject alive through themed days, outside actors, educational visits etc
- Make individuals active partners in their learning e.g. helping learners assess their own work, set goals etc
- Develop learning skills and personal qualities e.g. through co-operative learning and team/buddy activities which require communication, leadership, thinking skills etc

Planning and designing opportunities for Learning

Learning can and does happen in a range of ways and a variety of contexts but teachers can do much to help children develop as learners both within and beyond the classroom. The curriculum we offer has been carefully planned and considered to take into account
- the content it offers
- how it is experienced, taught and assessed
- how it is adapted and amended to engage all children and personalised to meet their needs and abilities with connections between the curriculum and their own lives and experiences

Teachers are given certain restraints and freedoms in planning. The subjects covered and the time allocated to each subject follows the New 2014 National Curriculum guidelines but there is flexibility to teach in blocks e.g. in DT and Art. There is the requirement that teachers cover the programmes of study but there is freedom to decide which aspects they wish to emphasise or study in depth and how they will be taught e.g. subjects may be taught through a cross curricular or topic approach or schemes may be used as recommended by subject co-ordinators. Teachers are encouraged to use the connected curriculum approach with an overarching theme or title and all year groups use one book only for all the work produced under this theme (except Maths) Teachers are expected to use the agreed planning format from years 1 to 6 i.e. long term, medium term and short term weekly plans. It is a professional responsibility and plans are regularly monitored by a variety of people e.g. SLT, TLR and subject co-ordinators. We have
- **Long term plans** All staff and subject co-ordinators have a lot of input planning which aspects or units of work are taught in each year group. This provides a whole school

perspective and ensures systematic development from year to year as shown on a *Curriculum Map*

- *Medium term plans* as written by teachers. A planned sequence of work for a given subject or topic usually lasting a half or full term outlining key objectives and outcomes in terms of knowledge, skills and understanding.
- *Short term plans*, covering a week a day or even a lesson. These contain detail such as key objectives and outcomes, activities, teaching strategies, key questions to ask, differentiation, pupil groupings, resources, use of adults and assessment opportunities.

Making cross curricular links

Making links between curriculum subjects and areas of learning can deepen children's understanding by providing opportunities to reinforce and enhance learning. It does this by providing opportunities for:

-Building concepts, when children meet the same or related information in different ways it adds to the richness of their experience.

- practising skills taught in a previous lesson or subject

- assisting memory, practicing and using the information gained in different contexts

- the application of knowledge, this involves children in higher order thinking skills such as reasoning and problem solving

- all learners to recognise and develop key aspects of learning.

Often there are links between Literacy and other subjects e.g. recounts in history, explanation in science, instructions in DT. Also links are made between foundation subjects e.g. History with art or DT or literacy. These have been carefully considered when deciding which term to place topics in so that teachers can make the best possible links as in the 'Connected Curriculum' described above.

Approach to learning and teaching

Our approach to learning is based on the principle that pupils have different needs and learn in different ways. If a broad, balanced curriculum and progression within it are regarded as entitlements then a flexible approach to learning must be adopted by the class teacher.

Good teaching will involve different aspects of learning. These include:

- Enquiry
- Problem solving
- Creative thinking
- Information processing
- Reasoning
- Evaluation
- Self awareness
- Managing feelings
- Motivation

- Empathy
- Social skills
- Communication

Good teaching actively involves pupils, enhancing their enjoyment, interest, confidence and self worth and consequently ensuring greater success.

We must ensure a balance between child initiated and adult led activities and provide different contexts for learning i.e. whole class, small groups, pairs, independent or with adult support.

Children learn best by doing. 'I listen, I see, I think, I investigate, I do, I understand' are most often the steps that lead to a child understanding a new concept.

The teacher then has to balance the meeting of new challenges with the reinforcement of past experiences while also matching tasks to the pupil's ability. Teachers must have high expectations of all pupils yet also set challenges with an achievable goal.

Good learning involves the heart not just the mind and this can be reached through high levels of pupil involvement. We aim to achieve this in the following ways:

- Cross curricular topics whereby learners meet concepts in a variety of different subjects e.g. Vikings in drama, art, literacy, DT
- Themed days e.g. Vikings, Victorian, Greeks where by the pupils dress up and take on a new role for the day, experiencing first hand what life would have been like e.g. to be a WWII evacuee.
- Block projects whereby learners can concentrate solely on one aspect for a considerable length of time thus producing a high quality end product or understanding e.g. clocks/moving toys in DT or our half termly book project or the role play corner in KS1
- Educational visits whereby learners get hands on experiences that could not be created in the classroom e.g. The Blitz at the Imperial war museum, The Roman soldier at Chester, the Victorians at Wigan Peer or the many scientific experiments set up at the science Museum or Eureka.
- Work with outside agencies who bring a degree of expertise and work alongside the teachers to deliver topic/projects that combine creative thinking, enquiry skills, the arts, science exploration etc e.g. Creative Partnerships, Aim Higher
- Co-operative Learning activities that involve learners working with partners, groups etc to discuss ideas, solve problems, recall and share information e.g. Think, pair, share, the doughnut, round robin etc
- Play, exploration and hands on practical activities allow pupils to be fully engaged as do role play, drama, discussion, research, experiments, problem solving etc. We actively promote these methods as good teaching strategies and encourage teachers to use and plan for them thus avoiding mundane worksheet, cut/paste, colour activities which require little thought, skill or writing from the child.
- Parents/grandparents invited in to talk about different cultures and/or religions e.g. the Jewish festival of Hannukah

What does good learning look like?

Good learning should reflect a rich and personalised experience. We should see pupils who are portraying all or some of the following:

- Applying previously learnt knowledge and skills in a variety of contexts
- Sustained attentive listening whereby they respond to what they have heard with relevant comments, questions or actions.
- Interaction with others e.g. negotiating, taking turns, leading, debating, discussing, reflecting, playing, talking, laughing etc
- Sustained focus and application on a task because they are engaged, motivated, challenged etc
- Writing for different purposes and audiences, engrossed because the purpose is meaningful, inspirational, creative, fun, challenging, appropriate etc
- Enquiring, exploring, experimenting, trying to solve problems
- Using higher order thinking skills to question outcomes, problems etc e.g. creative thinking, reasoning, prediction, information processing, evaluating.
- Making connections between knowledge, subjects etc e.g. use of phonics to read and write.
- Self assessment and awareness of strengths and areas for improvement and the setting of own goals.
- Moving on, developing, gaining new knowledge and skills
- Demonstrating confidence, good self esteem, emotional awareness, empathy etc
- Using technology with confidence e.g. the internet, microphones, tape recorders, spread sheets etc
- Initiating their own learning, showing independence, being self motivated
- Talking confidently, thoughtfully, communicating clearly
- Using different learning styles i.e. visual, auditory, kinaesthetic
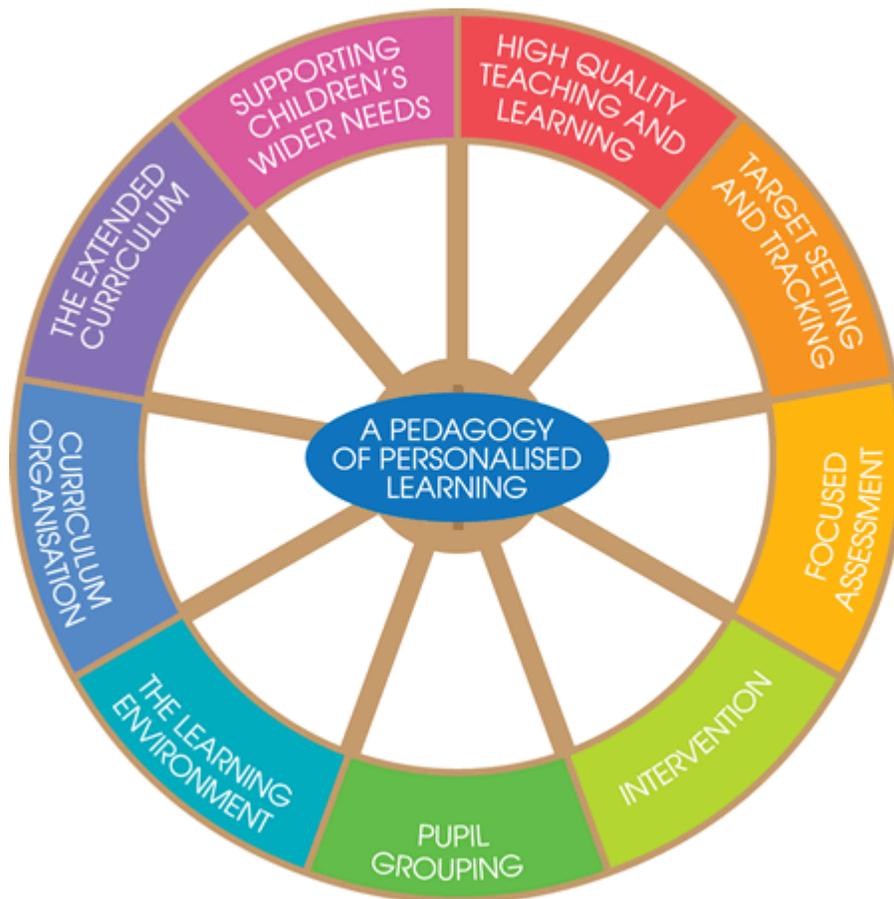
Personalised Learning

The National Curriculum safeguards every child's entitlement to a number of areas of learning. However, whilst there is a core of prescribed knowledge, skills and understanding, organised by subject, it is not a 'one size fits all' model and staff have freedom to personalise the curriculum which they offer. In essence, personalising the curriculum means finding the right challenges for pupils and addressing their particular needs so all have an equal opportunity to succeed.

Personalised learning, tailoring teaching and learning to individual need, is essential in helping children to achieve the best possible progress and outcomes. It is critical in raising standards and narrowing the attainment gaps that exist between different groups of pupils.
The nine key aspects of personalised learning, summarised here, naturally link and overlap. At every stage, children and young people need opportunities to grow and develop, with their

individual needs met, where necessary, through additional learning support, extended opportunities or by wider children's services.

High quality first teaching and learning

The day-to-day interactions between teacher and pupil in the classroom provide the bedrock for the effective development of personalised learning. 'Quality first' teaching seeks to engage and support the learning of all children. It builds on the pupils' prior learning and responds appropriately to the 'pupil voice'. The key challenge for personalisation in the classroom is how to cater simultaneously for all the different needs in one class.

The key characteristics of quality first teaching can be summarised as:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modeling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups

- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

Pre-teaching children who might struggle with the key ideas through effective use of TA,s can ensure lesser able pupils start the lesson more prepared and more able to contribute.

Classroom organisation, preparation and resources

We have a policy in place called '*Creating a positive learning environment'.* The criteria within it for classroom practice and organisation reflect and support this 'Teaching and Learning' Policy' and helps to bring about the stated aims of our school. It supports highly motivated quality learning through a consistent whole school approach.

At its best a favourable learning environment can:
- Encourage a positive relationship between pupils and the subject matter
- Create rapport between the Teacher and the pupil.
- Stimulate thought, creativity and curiosity.
- Build self esteem, confidence and self worth.
- Inform, influence, persuade and excite.
- Add to the pupil's level of responsibility, independence and security.
- Evoke positive feelings in pupils about school.
- Engage pupils at different levels enabling all to participate at a level suited to their individual needs.

And of course impact on pupil's learning

This document contains systems of good practice. Those which are **starred** * requests **all staff** to incorporate them into their classroom, others are there to be used at the teacher's discretion but all have been tried and tested as effective models

Some examples include:

- * All daily resources e.g. pens, rulers etc readily available and labelled.
- *All books clearly labelled **by the teacher. *** Refer to marking/ presentation policy for consistent layout in each subject
- * All equipment and resources should be clean, neatly stored and clearly labelled, accessible for effective use and return by the pupils e.g. crayons, scissors, glues, etc
- *Arrange furniture safely, in a way suitable to the age group, to create as spacious an environment as possible and in a way conducive to co-operative learning styles.
- *Ensure the room is neat, clean and organised
- *Literacy/Numeracy display boards with 'Teacher made' or published resources that inform, engage and contribute to learning

- * Displays that reflect current work, the different subjects, the pupil's best efforts etc. They should assist in creating a stimulating, interactive, print rich learning environment
- *School rules displayed and referred to e.g. when a cross on the board is given and to tie into Goldentime
- *A class charter (SEAL) of agreed class rules
- *An Active Listening Display
- * Feelings registration display
- Wet play rules
- *Spanish signs/labels etc
- *Star of the day/ week with certificates/ badges/rewards
- Question /Discussion / challenge corner
- Team point/raffle ticket/Reward systems
- Good work of the week
- Special mentions/teacher praise
- *Self Assessment systems e.g. Traffic lights, thumbs up, marks out of five, smiley faces etc
- *WALT and steps to success criteria
- Inspirational posters/banners/quotes etc that affirm positive messages
- Brain Gym display
- * Golden time

We must always have high expectations of ourselves, our pupils and our environment.
See also our '*Positive Behaviour policy*'

Assessment of Learning and for learning

See Assessment and Recording Policy
See also Marking and Presentation Policy

Assessment for Learning
Formative Assessment

AFL is the process of seeking and interpreting evidence for use by learners and their teachers to decide:
- where the learners are in their learning
- where they need to go
- how best to get there

AFL depends crucially on actually using the information gained
AFL focuses on:
- day to day assessment strategies
- ***Using questions and sharing comments with children.*** *This includes probing questions that assess children's understanding. They may be used throughout the lesson and in the plenary.*

- ***Making observations of children during teaching and while they work.*** *These involve consciously watching children and listening to their responses and discussion. They may be planned for based on earlier assessments to gather additional information or to confirm a child's attainment or progress.*
- ***Holding discussions with children.*** *This may involve impromptu discussions to follow up any surprise responses or holding illustrative discussions to diagnose any misconceptions and resolve them or holding informed discussions with pupils to discuss progress, targets and any peer or self assessments made by pupils.*
- the use of curricular targets *as above*
- feedback on learning e.g. marking, recognising next steps
- ***Analysing work, reporting to children and guiding their improvements.*** *This may involve marking and assessing written   work without the pupils to identify common errors and to guide pupils on how they can improve and progress. Or it may involve oral feedback to pupils discussing achievement against learning objectives and ensuring they understand what they need to do next to improve.*
- Engaging children through peer and self assessment
- *This may involve self or peer review where the children identify their own and each others achievements and think about and discuss what they need to do next to improve or plug any gaps. Or it may involve sustained review with individuals or groups to set targets and plan to address future learning needs.*
- involving parents/carers *through informal feedback, home /school diaries ,formal parents evenings and written reports.*
- formative use of summative data use
- ***Conducting tests with children and giving quick feedback.*** *This could be short, sharp recall tests to assess immediately their knowledge and speed of recall e.g. multiplication facts or spellings. Or it may involve brief review tests on what has been taught previously. This would guide future planning. Finally it may involve summative tests at the end of a topic or term to assess how well pupils can use and apply what they have been taught and to guide the setting of new targets.*

For assessment to be genuinely personalised, all pupils need to understand how they are doing, including what they are doing well, and what they need to do to make progress. However, it is rarely enough to simply set a pupil a numeric or curricular target and expect that to fix their problem. They need to understand not just what to improve but how to improve, and that is where tailored teaching, delivered by a teacher who has accurately assessed their learning needs, makes the difference. Displays such as 'punctuation pyramids' and 'Times tables challenge' 'VCOP' and 'How hot is your writing?' help pupils have an understanding of what is required in each level and what is needed to achieve the next one.

There are three linked aspects of assessment that can be consistently applied across curriculum areas and phases.

Aspect	Key features
Day to day	Learning objectives are made explicit and shared with pupils Peer and self-assessment are used Pupils are engaged in their learning and receive immediate feedback on their progress (both orally and through constructive marking)
Periodic Termly	A broader view of progress is provided across a subject for teacher and learner National standards are used in the classroom Improvements are made in medium-term curriculum planning and short term plans are altered or intervention programmes introduced as necessary.
Transitional	Pupils receive formal recognition of their achievements Achievement is reported to parents/carers and the next teacher(s) External tests or tasks may be used

Inclusive Teaching and Learning

For disabled pupils and pupils with special educational needs, consideration of how well barriers to their learning have been identified and removed and what further adjustments can be made to promote progress, can be especially important.

All children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability should have the opportunity to experience a challenging and enjoyable programme of learning and development.

Planning for Inclusion
- setting suitable learning challenges e.g. for a more able child it may mean accelerating their progress through objectives whereas for a child with SEND it may involve tracking back to an earlier level of objective
- responding to a pupil's diverse learning needs e.g. teaching styles
- overcoming potential barriers (real or perceived) e.g. racism, gender, home backgrounds, dyslexia, behaviour etc

Inclusion in practice

- Learning Styles -Teachers must continually update their own knowledge of the multiple intelligences and learning styles i.e. VAK visual, auditory and Kinaesthetic. Through personal research and In- service training Teachers can recognise these in their pupils and match their teaching styles thus offering a variety of approaches to activities which cater for the different needs of pupils over a period of time.
- Higher order questioning and thinking skills – Teachers should plan for this to ensure learners are stretched where appropriate and are given opportunities to use and apply.
- More Able- these pupils should be identified and catered for in a variety of ways e.g. use of the above plus extension activities, clubs, projects ,different starting points etc
- Pupils with SEND – These pupils should be identified on the graduated response form and should have Support plans written if they are on the SEND register. Work, resources, teaching styles, groupings, adult support etc should be altered and planned for in order that they can access their curriculum entitlement while at the same time receive additional focussed support in basic skills if required. This may involve setting specific bespoke programmes to be delivered by trained TAs.
- Pupils with other perceived barriers e.g. behaviour, low self esteem etc should have a Graduated response form and support plans written where necessary. As above their work, teaching styles, groupings, adult support etc should be altered and planned for in order that they can access the curriculum. They may also need time with the learning mentor or support from outside agencies. This would be arranged through the SEND Co
- Groupings – all pupils need to receive a balance of working as individuals, in pairs, small groups and as a whole class. They equally need a balance of supported and independent activities and opportunities to work in mixed and same ability groups.
- SEAL – the pupil's social and emotional aspects of learning should equally be addressed through such avenues as feelings registration, circle time or our learning mentor as issues in these areas can be huge barriers to learning and as a school we place a high value on catering for our pupil's social and emotional needs.
- Tracking and monitoring vulnerable groups – Members of the Senior Leadership Team are given responsibilities to track the progress of pupils such as More able, SEN, Ethnic Minorities, Looked after children, those on Free school meals, Pupil Premium etc. Underachievers are identified, teachers are informed, intervention is planned for and progress is monitored. Intervention may take many forms e.g. parental involvement, learning mentor input, specific programmes, additional support, differentiated work etc.

Working with Parents and Supporting children's wider needs.

The Children's Plan brought the commitment that every child would have the support they need to achieve. Practically, this means that the organisations involved with providing services to

children team up, share information and work together to protect children and young people from harm and help them achieve what they want in life.

What is happening in a child's home or personal life can have a profound impact on how well they perform at school and it is important that schools and extended services know when, and under what circumstances, to offer help to the pupil or their family. While some children and young people will regain their momentum with little or no assistance from the support services, for other pupils there can be defining moments where disengagement sets in and a sense of purpose is lost.

Best practice is to establish good relationships with all families; identify young people's individual barriers to learning early on; and refer swiftly those who need more specialised support. Often, schools are in a position to address any identified barriers to learning through their own services, working with the full range of extended services already on offer to children and families.

Where a more formal assessment is required to identify the barriers, or where multi-agency services are likely to be required, schools are able to complete a wider assessment using the Common Assessment Framework (CAF). Building a local multi-agency 'team around the child' and agreeing a lead professional (LP) with the pupils and their parents can be a very successful approach. Such teams bring together, or provide ready access to, for example: professionals from child health services; Child and Adolescent Mental Health Services (CAMHS); behavioural support and education psychology services; speech and language therapy; family support (including parenting); educational welfare and social care.

New initiatives - Moving with the times

It is vital that as a school working in the 21st century we are able to be flexible, versatile and adapt quickly to demands and changes. We need to be open minded and forward thinking. We need to consistently ask ourselves 'Are we preparing our pupils to play a vital role in an ever changing technological world in which they can be communicating with countries all over the world at the touch of a button?' We need to embrace new initiatives and help our pupils to see the real purpose of them and understand how they will impact on their future lives as young adults e.g.

- The need for International links projects that help us have empathy with other countries and cultures.
- The need for learning a modern foreign language such as Spanish or French in order to communicate with a larger circle of people
- The need to be technologically and computer literate in an ever growing and changing society e.g. coding
- The need for good basic numeracy, reading and writing skills as essential requirements of future employees hence 'Big Write' projects that inspire and motivate, or our ' Book worm' challenge.
- The need for co-operative learning skills i.e. working as part of a team

- The need for higher order thinking skills, information processing, enquiry, problem solving that can be adapted to numerous jobs.
- The need for and understanding of community cohesion and our role in wider society. E.g. 'Pupil council projects' 'Eco party' 'Fund raising' activities, ' Mini Police' project etc
- The need to be able to express and manage emotions and show empathy with others.
- The need for good health, drugs and sex/relationship and safety awareness (e.g. Internet use) as pupils are faced with more choices and risks at earlier ages.
- The need to understand 'radicalisation' and to have a greater awareness of the growing impact this is having on our daily lives.

With so many demands on us we need to think 'outside the box' and embrace a 'Creative curriculum' tailored to our pupil's diverse needs.

Monitoring and review of policy and practice

This policy will be reviewed and monitored regularly in five key areas
1 Through attainment and progress results
2. Review of all stake holder's views
3. Staff training and development
4. Whole school practice, i.e. Teacher observations (Informal and PM)
5. Whole school practice, i.e. every day ethos and procedures

Consultation process
1. With pupils
2. With parents
3. Governors
4. All staff

Other related Policies/ documents
1. Creating a Positive Learning Environment Policy
2. Positive Behaviour Policy
3. Assessment, Recording and Reporting Policy
4. Marking and Presentation Policy
5. SEND code of practice Policy