



Hartlip Primary School

Teaching and Learning Policy

KEY PRINCIPLES

Teaching at Hartlip Primary School is 'Learning Centred', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.

Our Teaching and Learning Policy is centred, as all our policies on our identified and selected Christian Values: Trust, Forgiveness, Thankfulness, Peace and Friendship.

- ✓ All members of the school community are **trusted** by all those within the school community to deliver the very best for the children in all that they do
- ✓ Things will go wrong. There is a quiet acceptance of this deployed throughout the school and the opportunity to move on and learn from this, demonstrated through the value of **forgiveness**.
- ✓ All members are **thankful** for the community to which we belong and demonstrates this accordingly
- ✓ We learn in **peace**. We accept that we all learn in different ways and have different needs that require accommodation
- ✓ We learn in **friendship**; supporting each other to achieve to our very best potential at all times.

At Hartlip Primary School, we believe children learn best when the following key issues are applied:

1. Learning activities are well planned, ensuring progress in the short, medium and long term
2. Teaching and learning activities enthuse, engage and motivate children to learn and foster their curiosity and enthusiasm for learning
3. Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
4. The learning environment is ordered, the atmosphere is purposeful and children feel safe
5. There are strong links between home and school and the importance of parental involvement in their children's learning is recognised, valued and developed

In each key principle, there are implications for: The Learning Environment, Whole School and individual teacher

Key Principle 1:

Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- ❖ Effective exposition and focussed learning activities with clear objectives and outcomes
- ❖ A clear understanding by the children of the method and purpose of activities in which they engage

- ❖ Progress in the children's learning (in their books, on the walls, in conversation, in their learning behaviour)
- ❖ Each and every child learning at every available opportunity.

TEACHERS WILL ENSURE THAT:

- ❖ Work is planned, both **termly** and **weekly**. Electronic plans are filed each week for shared reference.
 1. **Termly:** an electronic folder should contain an outline of the term's plans. This should be produced to share with parents on circulation of the first newsletter of each term
 2. **Weekly:** It is an expectation that weekly plans are uploaded by **the end of each week: English, maths and** topic; with a clear indication of intention until at least Wednesday. Plans are annotated in terms of evaluation and should be printed and stored in a planning file in class.
- ❖ Planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the children's spiritual, moral, social and cultural development
- ❖ The children are explicitly aware of the learning intention for each lesson
- ❖ Clear success criteria are set with the children allowing each and every child the opportunity of success and furthered learning.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- ❖ There is a Skills Continuum in place that ensures continuity and progression
- ❖ There is a Curriculum Map in place that is broad and balanced
- ❖ Where there are agreed schemes of work in place, these are known to all and are detailed in subject specific curriculum policies
- ❖ Subject specific curriculum policies are in place
- ❖ A monitoring cycle is in place to support the progress of individuals and groups of learners: Pupil Progress Meetings, lesson observations, planning scrutiny, book-looks and learning walks

Key Principle 2:

Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- ❖ Creative teaching and creative learning
- ❖ Teaching that avails the construction of skill and knowledge structures, making learning accessible and motivating for children
- ❖ Learning-activities that enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more
- ❖ A pace of learning that is optimised for progress and high quality outcomes
- ❖ Children's home-learning being valued
- ❖ Children learning independently
- ❖ Children collaborating on projects
- ❖ Children enjoying their learning

TEACHERS WILL MAKE SURE THAT:

- ❖ Well judged and effective teaching strategies successfully engage pupils in their learning – a *hook*, *learning journey* and *high quality outcome* will be in evidence in each unit of learning

- ❖ They use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning
- ❖ Well framed questions, knowledgeable answers and the use of discussion, promotes deep learning
- ❖ They ensure an appropriate ratio of exposition to learning-activity in their teaching
- ❖ Appropriate home-learning is set to nurture children's enthusiasm and curiosity, and develop their understanding in areas under study

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- ❖ Learning and learning outcomes, both within school and at home, are celebrated regularly in public forums such as Achievement Assemblies, newsletters, notice boards and the school website
- ❖ Whole school themes provide points of shared discussion and motivate learners across the school

Key Principle 3:

Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- ❖ Children using frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning – *eg. redrafting writing in collaboration with the teacher. Please refer to marking policy.*
- ❖ Children who are motivated to learn through differentiated learning-activities that build on their prior attainment and issue challenge that is pitched at a level that is achievable when they work hard and try their very best
- ❖ **Children aware of and understand the one area that they are working towards and need to improve on in each lesson**
- ❖ Children with specific learning needs receiving support at the time and level that is required to optimise their learning
- ❖ Pupils supporting one another where appropriate
- ❖ Independent learning, where children use assessment information to direct their own learning activity

TEACHERS WILL MAKE SURE THAT:

- ❖ The pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils' feedback
- ❖ Marking is frequent and regular (all written outcomes are marked within one week of completion and at least three written outcomes are marked in-depth, each week), providing pupils with very clear guidance on how learning-outcomes can be improved and providing the opportunity for response. (refer to marking policy)
- ❖ **Target Tracker is regularly updated to inform planning and intervention**
- ❖ They have high expectations for all children, and plan, resource and direct differentiated learning activities that give support and issue challenge for all
- ❖ They keep agreed assessment records and submit data termly to enable Pupil Data Tracking

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- ❖ There is an Assessment policy in place that ensures consistency of practice
- ❖ There is an efficient system of Pupil Data Tracking in place; data is scrutinised rigorously in Pupil Progress Meetings involving members of the Senior Leadership Team; this data is utilised in the deployment of resources

- ❖ There is an Inclusion Team to support staff, children and parents in their teaching and learning, providing advice and intervention where necessary

Key Principle 4:

Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- ❖ An atmosphere of mutual respect between adults and children
- ❖ Children who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability
- ❖ Children's high self esteem, with all children feeling valued and secure
- ❖ Children taking risks in their learning and learning from their mistakes
- ❖ Children's learning outcomes displayed around the classroom and the school for others to appreciate and admire
- ❖ Organisation of classroom routines and resources to optimise learning

TEACHERS WILL MAKE SURE THAT:

- ❖ They teach children how to behave well
- ❖ They employ positive strategies for managing children's behaviour that help pupils understand the school's expectations, particularly the school Christian Values and that these strategies are underpinned by the clear range of rewards and sanctions set out in the schools behaviour policy, applied fairly and consistently
- ❖ Good behaviour is modelled by them at all times in their interaction with children and other adults with conflict dealt with in a calm and fair manner – they will not shout or lose their temper
- ❖ Children will be encouraged in their learning and their efforts will be praised both in the classroom and in assemblies
- ❖ Any criticism will be constructive and children's self esteem will always be maintained

IMPLICATIONS FOR THE WHOLE SCHOOL:

- ❖ A clear behaviour policy is in place and all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently across the whole school
- ❖ High expectations of behaviour, including children's attendance and punctuality at school, are communicated to, and shared by, all children, parents and staff
- ❖ Safe guarding procedures are in place and are adhered to

Key Principle 5:

Children learn best when there are strong links between home and school and the importance of parental involvement in their children's learning is recognised, valued and developed.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- ❖ Children's home-learning being valued, both that resulting from tasks and activities set by the teacher and that occurring independently of school

TEACHER'S WILL MAKE SURE THAT:

- ❖ Useful feedback about their children's learning is given regularly to parents, both

- ❖ Informally, when appropriate, and formally, through seasonal termly parent, teacher meetings and an annual written report
- ❖ Parents know how they can support their child's learning at home or in school
- ❖ Parents are informed weekly of the home learning activities that have been set (refer to homework policy) via an entry on newsletter weekly.
- ❖ They are approachable and available to parents (by appointment if necessary)
- ❖ information about class trips, class and school events, and other relevant topics are communicated efficiently to parents via text, letter or email
- ❖ Parents are welcomed to help in their classrooms and /or around school, demonstrating full support of school and adhering to policy and confidentiality.
- ❖ They set appropriate home-learning activities to develop children's understanding of topics covered in class

IMPLICATIONS FOR THE WHOLE SCHOOL:

- ❖ Ensure parents are informed about school events and relevant topics through regular newsletters, letters, text messaging, notice boards and the school website
- ❖ Facilitate parental involvement through the provision of dedicated space for formal and informal meetings and through support for a vibrant parent, teacher association (Hartlip PTFA)

All teaching staff are aware of the non negotiables which are reviewed each term and attached to this teaching and learning policy.