# Teaching and Learning Policy

**This policy was reviewed in Term 3 2018-2019
and will be reviewed in line with the policy review timetable.**

# **Contents**

# TEACHING AND LEARNING POLICY

**Key Principles**

Teaching and learning are at the heart of school life. It is the means by which we offer and put into practice a curriculum that is broad, balanced, relevant and enriching and, therefore, meeting the requirements of the National Curriculum.

**Our school's aims and values guide daily life at Heron Primary School. Our drivers are the key motivators for all we do:**

**H**ealthy School

**E**xpress Yourself

**R**espect

**O**ur World

**N**ever Give Up

Through these we aim to:

- Provide a happy, safe and healthy experience

- Recognise the potential of each child

- Equip children with life-long learning skills

- Enable children to make a positive contribution to the community

- Encourage children to acquire a set of moral values and attitudes including honesty, respect, perseverance, trust and personal responsibility

- Foster a strong home↔school partnership

These key principles underpin education at our school and are reflected in the practice described in this policy.

The aim of this policy is to ensure that the children at our school receive consistent, high quality teaching to enable them to learn effectively. It will provide a framework for monitoring the quality of teaching and learning; it will help teachers and other adults to evaluate their practice. It will promote a calm, safe learning environment where everyone feels valued. It will ensure that our children become independent learners.

All staff have been involved in the formulation of this policy. It identifies our beliefs about what constitutes quality teaching that will promote learning and raise standards throughout the school.

**We believe that children learn best when they:**

- Are interested and motivated
- Achieve success and gain approval
- Are given tasks which match their ability including support and challenge
- Clearly understand the task through the use of clear objectives and success criteria
- Are confident, feel secure and are aware of boundaries
- Are challenged and stimulated
- Feel valued and respected
- Are happy

**Approaches to Teaching**

We believe that there must be a good balance of individual, group and whole-class teaching. Teachers carefully match the style of teaching which is the most appropriate and effective for the teaching activity and groups will differ in composition and size for different activities. We believe that good teachers use dialogue and assessment to match teaching and learning closely so that children are appropriately challenged without fear of failure or making mistakes.

**The following criteria are used to judge good teaching:**

- Teaching is well planned and organised, but is flexible and adaptable
- There is good behaviour management
- The teacher is enthusiastic and stimulating
- A variety of teaching strategies may be used, including effective modelling and use of ICT
- The teacher makes effective use of resources, including other adults in the room
- Lessons are appropriately paced with appropriate challenge for all
- Clear objectives and success criteria are used
- A range of questioning is used to encourage 'thinking'
- Children are made to feel safe and actively encouraged to participate in lessons
- There is good subject knowledge by the teacher
- There are opportunities for peer and self evaluation where appropriate
- There are opportunities for feedback between the teacher and pupils
- Children know or understand more at the end than at the beginning

**We have drawn up the following criteria to identify what learning should look like in our classrooms.**

- Children are actively engaged and motivated to learn
- Children ask and answer relevant and appropriate questions
- Children use resources appropriately to develop their learning, including use of working walls and ICT
- Children can talk about and explain why and what they are doing

- Children are thinking for themselves both independently and collaboratively i.e. showing resilience and  not always asking for help
- Children understand the learning objective and use success criteria to evaluate their work

## Curriculum Focus

We agree a whole school overview of each curriculum area, thus creating a long-term plan for each year group.  This indicates what topics are to be taught during the year and is used as a guide for delivery of foundation subjects. We follow the National frameworks for Numeracy and Literacy as our longer term plans in these areas and review our long-term plan on an annual basis.

## Medium Term Plans

We give clear guidance on the objectives and teaching strategies that we use when teaching each subject area.  These may be in sufficient details to make short-term plans in foundation subjects unnecessary.

## Short Term Plans

Our short-term plans are those that our teachers write on a weekly or daily basis.  These are mainly used for Literacy and Numeracy planning, using them to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. These are adapted/revised based on the outcomes of the previous lesson.

In the Early Years Foundation Stage, we adopt a continuous provision approach to curriculum planning.  We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the early learning goals, and there is planned progression in all six areas. Planning is based on provision both inside and outside the classroom.

At Key Stages 1 and 2 we place a great emphasis on creativity and achieving a broad and balanced curriculum over the year.  We teach some subjects separately, which means that, for example, a child may concentrate in one term on a history topic, and then switch to a greater emphasis on geography in the next term.  Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects. However, wherever possible we make links and connections between subject areas under broader headings (topics) to provide greater coherence and sense for children.

## The Learning Environment
We believe that the learning environment should be organised to ensure that children have the opportunity to work individually, in groups and as a class. It should encourage children to work co-operatively, be creative, develop

independence as well as develop social skills within a purposeful working atmosphere.

Learning takes place in an environment which:
- Is challenging and stimulating
- Is calm and productive
- Is happy and caring
- Is organised
- Is well resourced
- Makes learning accessible
- Is encouraging and appreciative
- Is welcoming
- Provides equal opportunities

**Display**
Display in the school should be used to create an attractive and stimulating environment. The work displayed should be of a high standard and use both 2D and 3D in a variety of media and be changed frequently. It should include work on different aspects of the curriculum and reflect the individual child's efforts as well as ability. Ideally, displays should stimulate discussion and be accompanied by children's questions and answers. More permanent displays will also be included in the classroom providing a rich source of academic mentoring. These can be 'interactive', for example learning walls.

**Differentiated Curriculum Provision**

At Heron, in order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, success criteria, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

**Admission Arrangements**

At Heron, children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

Children identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity. Parents of the children will be invited to discuss the provision that can be made to meet their identified needs.

**Inclusive Provision**

We offer a continuum of provision to meet the diversity of pupils' needs. Although all pastoral classes are mixed ability, the school and individual teachers have the flexibility to set smaller ability groups, within their classes, for specific aspects of the curriculum.

Additional in-class support is available in all classes provided by Teaching Assistants.

A wide range of intervention programmes are available to all pupils who require additional support in specific curriculum areas but also with social, emotional, behaviour needs and also sensory/physical needs. Intervention programmes are organised through a termly provision map, which details who will be delivering the programmes and to which children. Children are carefully assigned to programmes following detailed progress meetings between key members of staff.

There are some organised extra-curricular clubs and activities which all children have access to. Additional provision or adjustments may need to be organised for particular pupils in order to ensure their inclusion.

Our teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. To ensure we meet the full range of pupils' needs, staff are aware of the requirements of the equal opportunities legislation that covers race, gender and disability. We take specific action to respond to pupils' diverse needs by:

- Creating effective learning environments.

- Securing pupils' motivation and concentration.

- Providing equality of opportunities through teaching approaches.

- Using appropriate assessment approaches.

- Setting suitable targets for learning.

- Being aware of pupils on the Pupil Premium register who are disadvantaged in comparison to their peers.

At Heron, the teachers take specific action to provide access to learning for pupils with special educational needs by:

- Adopting a social model approach
- Planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences.
- Planning for pupils' full participation in learning activities.

- Helping pupils to manage their behaviour and to take part effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.

**External Support**

Sometimes the school involves the support for external agencies when they are able to contribute to removing barriers to learning and participation. The Inclusion Manager coordinates liaison with these agencies and plans for how advice will be implemented in school.

**Partnerships to Support Inclusion**

Heron is committed to a partnership between school, parents and children. This partnership is vital in planning and making provision for those children with Special Educational Needs.

We understand that many parents are anxious when considering areas of SEND. Parents are encouraged to discuss their concerns with members of staff whenever the need arises. The Headteacher, Assistant Heads and SENDCO are available to discuss any concerns and the teachers are able to meet parents at the end of the day by appointment.

Parents have the right to be consulted about any issues regarding their child's progress and needs and any support offered. They should be invited to attend meetings with visiting outside agencies whenever possible.

Staff at Heron work closely with outside agencies including (but not limited to):

- Children's Services

- Re-integration Service

- Speech and Language Therapy Service

- Advisory Teaching Service

- Educational Psychologist Service

- Early Intervention Family Support Service

- Inclusion Outreach Learning Mentors

- Pastoral Support Team

- Inclusion Team

- Attendance Advisory Service

- Visual and Hearing Impaired Service

- ASD Outreach Service

- CYPS (Children and Young person's Service)


## Monitoring of Teaching and Learning

This policy will provide the framework for monitoring the quality of teaching and learning at Heron Primary School.

The Headteacher, SMT and subject leaders will regularly monitor the teaching and learning through:

- Lesson observations
- Scrutinising planning
- Work sampling
- Curriculum reviews
- Discussions with pupils
- Learning walks

4.
We may also use other professionals to help us evaluate our teaching and learning practice, for example Local Authority Advisors. Governors, as part of their monitoring role, will undertake learning walks, book scrutiny, pupil conferencing and parent questionnaires.

The Headteacher and SMT may undertake 'drop ins' in the form of learning walks to monitor aspects of Teaching and Learning. Scheduled observations will also be used to inform the SMT about SDP priorities and performance management objectives (see Performance Management Policy).

Teachers also see themselves as learners, and have high expectations of themselves; they reflect on how they can improve and develop their teaching. Peer observation and team teaching is actively encouraged within school.

Monitoring will provide all stakeholders with appropriate information about the quality of teaching and learning in the school. Through this process, strengths and areas for development will be identified and addressed as part of the School Development (SDP) process, linked to the school's overall drive to raise the achievement and standards of the learners. A programme of Continual Professional Development (CPD) is arranged to address those priorities identified in the SDP and individual teacher development needs.

5.

## Appendix A – Learning Walk Feedback

Date:...................................................   Observer:................................

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**Teaching:**
- Teaching is well planned and organised, but is flexible and adaptable
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- Clear objectives and success criteria are used
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- There is good subject knowledge by the teacher
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**Comments:**




**Learning:**
- Children are actively engaged and motivated to learn
- Children ask and answer relevant and appropriate questions
- Children use resources appropriately to develop their learning, including use of working walls and ICT
- Children can talk about and explain why and what they are doing
- Children are thinking for themselves both independently and collaboratively i.e., showing resilience and not always asking for help
- Children understand the learning objective and use success criteria to evaluate their work

**Comments:**




6.

**Name:**          **Date:**

**Observer:**       **Lesson:**

## <u>Lesson Observation Form - Reviewing the Quality of Learning</u>

| | Comments |
|---|---|
| **Progress** | |
| **Planning** | |
| **Conditions for learning** <br> **Ethos, Attitudes, Learning Environment** <br> **Routines & behaviours** | |
| **Prior learning** | |
| **Learning objectives and success criteria** | |
| **Talk for learning** | |
| **Questioning** | |

| | |
|---|---|
| **Working together, engagement, application and concentration** | |
| **Support for learning** | |
| **Feedback** | |
| **Targets** | |
| **General Comments** | |