

Hollinhey Primary School

Teaching & Learning

Policy



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This Teaching & Learning Policy is a key document for all teaching Staff at Hollinhey. It should be read in conjunction with the Planning, Assessment, Recording & Reporting Policy, Curriculum Policies and Feedback Policy and Behaviour Codes.

Aims and Purposes

At Hollinhey Primary School, we are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

Any attempt to continue to raise standards in our school must be focused on the classroom. Continued and sustained improvement is dependent upon sustaining the high 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.

We expect every teacher to be at least a good teacher – no child deserves less.

By adopting a whole school approach to teaching and learning across our school, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust;
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society.

There is no single recipe for improving teaching and learning in a school. However, this policy outlines some of the **key elements** which are fundamental to raising standards in teaching and learning.

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In Hollinhey Primary school we have devised a curriculum that is creative and bespoke to the pupils of Hollinhey.

We believe that all our children can benefit from the methods and styles of teaching that stimulate and promote the development of higher order thinking skills. We apply the principles of our curriculum to all of our pupils in an individually tailored way.

The Hollinhey Curriculum takes the National Curriculum content and uses a “thematic” (topic or theme) approach to teach multiple learning objectives across different subject areas. In avoiding narrow subject based lessons, pupils have the opportunity to see links between subject areas and learning objectives. Themes include creative activities (e.g. art, DT, music etc.) We use problem solving and open ended tasks, drama and role play to help children see “the whole picture”.

Teaching Strategies and Styles

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. This will include:

- provision of an integrated curriculum;
- teacher observation;
- discussion and questioning (open and closed as appropriate);
- previewing and reviewing work;
- interactive teaching;
- conferencing;
- listening;
- brainstorming;
- providing opportunities for reflection by pupils;
- demonstrating high expectations;
- providing opportunities for repetition/reinforcement;
- providing encouragement, positive reinforcement and praise;
- making judgements and responding to individual need;
- intervening, as appropriate, in the learning process in order to encourage development;
- providing all children with opportunities for success;
- using a range of communication strategies – verbal and non-verbal.

Key Elements and Principles of Teaching and Learning across Our School – a Practical Guide

All lessons across our school include the following key elements to ensure high quality teaching and learning.

All lessons have a Key Learning Objective and specific Learning Goals

- Learning goals are shared orally and /or displayed in child friendly language.
- A lesson-specific title or Learning Goal should be visible within the children's work

For learning goals to be shared effectively, teaching staff must:

- Move away from saying 'Today we are doing...' and instead say, 'By the end of today's lesson you will all know/be able to/understand...'
- Make learning goals specific.
- Refer to them, as appropriate, during the lesson and during the plenary
- Ensure pupils know exactly what they are going to learn and what is expected of them by the end of the lesson.
- To ensure children know if the activity is structured or creative.

For children to be clear about how they will achieve the learning goal the following methods may be used:

- Planned success criteria
- Pupil devised success criteria
- Steps to Success
- Marking Ladders
- Check Lists

How do children know they have achieved the Learning Goal:

- Children use the success criteria or displayed examples to self-assess their own or other children's work.
- Children are reminded of the success criteria during the lesson – often children's work is used by the teacher to illustrate the success criteria in action.
- Verbal feedback from teachers.
- Written feedback from teachers.
- Verbal or written feedback from peers or other children in the school.

All lessons are clearly differentiated to enable all pupils to access learning

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- pace;
- content;
- task;

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- relevance;
- resources;
- extension;
- autonomy;
- outcome;
- teacher/adult support.
- All learners are challenged including, where appropriate, the Most Able (MA), Above Expected (AE), Expected (E), Below Expected (BE), SEND (who may fall within any of the aforementioned groups)
- Planning shows clear differentiation.
- There could be opportunities for children to select their own level of challenge
- A range of learning styles are catered for through a VAK approach (Visual, Audio, Kinaesthetic)

All pupils are actively engaged in learning and work co-operatively

- 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.
- Co-operative Learning Structures and music prompts are used when appropriate as energisers, time management and classroom management techniques as well as learning opportunities.
- Random Name or Colour selectors are used to ensure full pupil participation in learning e.g Digital name selectors/ lolly sticks etc
- Structured talk/focussed discussions are regular features in lessons. Pupils are encouraged to use appropriate body language when engaged in discussion.
- Resources, structures and prompts are used for short bursts of activity/energisers.
- Resources are used to develop and assess 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.
- Children help and encourage each other.
- Children are encouraged to explain their ideas and reasoning clearly and in full sentences.
- Elements of P4C (Philosophy for Children) can be used to promote higher order thinking skills; co-operative learning; clear thinking and verbal clarity.

Speaking, Listening and Communicating

At our school we believe that **speaking, listening and communicating** are central to learning. Lessons include planned and unplanned opportunities to discuss questions and extend thinking. Pupils understand that their TALK is valued as much as their written work.

Learning is enhanced through effective use of questioning

It is adults who help pupils make sense of information. The frequency and nature of interactions between teacher and pupils is highly significant. We develop understanding by:

- Using open ended questions.
- Providing wait time: pupils need time to think through their answers before replying.

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- Providing thinking time by giving an advance warning, such as, *'In two minutes I am going to ask you.... '*; this could also be done individually at the start of a lesson in order for individual children to prepare their response.
- Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups.
- Ensuring pupils fully understand the question.

All pupils receive regular and clear feedback which enhances learning

- Assessment for learning is embedded in everyday practice and is used to inform teaching and learning.
- Feedback should be timely and have an impact. Verbal feedback is most effective.
- Any written feedback should be objective specific and appropriate to the age and ability of the pupils
- All pupils are clear about how they need to improve. ***Refer to marking key/code***
- Individual/group targets are set for Writing – these are displayed either in the front of pupil books or on target cards and the children refer to them during lessons.
- Individual Maths targets are set as appropriate and linked to the pupil's understanding of number skills
- Pupils are given "response time" to address issues raised in feedback using a purple response to feedback pen.

Learning is enhanced through the use of ICT

- ICT may be used throughout lessons to consolidate and enhance learning. This includes I-pads, Laptops, PCs, voice recorders and remote control devices.

Learning is enhanced through the use of effective behaviour management

Effective, positive behaviour management is used to foster a positive learning environment in the classroom. For further details, please refer to our Behaviour Management Policy.

Positive attitudes to learning are modelled and promoted throughout the school

Learning is enhanced through the effective use of additional adults

- All additional adults are clearly directed to support learning.
- Teaching Assistants are fully engaged with pupils during whole class teaching and during activities during lesson times.
- They are clear about *who* they are supporting and *why*.
- Planning is shared in advance with Teaching Assistants and additional adults as appropriate.
- They are involved in assessing pupil's understanding and feeding back to the teacher.
- Teaching assistants may annotate books to indicate support.

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Learning is enhanced through the effective use of a plenary and mini plenaries

At Hollinhey it is good practice to review what has been learned and reflect on how it has been learned. Reviewing learning is a key to memory and not confined to the end of the lesson. Teachers review throughout the lesson and refer pupils back to the Learning Goal and, if appropriate, the success criteria, of the lesson, reinforcing prior learning.

Encourage pupils to reflect on what they have learned and what has helped them to learn.

Use prompts like:

- What did you do today that you found most helpful when you were learning?
- What did you do today that you found less helpful?
- If you had to do the task again, how would you do it?
- If you had to give one piece of advice to someone tackling the same task, what would it be?

Learning/ classroom environment (See Learning Environment Expectations)

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, explore and celebrate.

All classes across the school should have:

Working/Learning Walls

Every class should have a working/learning wall for English and Mathematics.

This should reflect the work currently being studied in each of the subjects. It could include:

- Children's questions.
- Key vocabulary.
- Visuals and artefacts to stimulate thinking.
- Annotated examples.
- Children's work/working examples.
- Maths resources.
- Success criteria.

Well labelled and neatly organised resources

Classroom resources should be well organised and clearly labelled. Children should know where to find the resources they need for an activity. This will help to foster independent learning skills.

Teaching and Learning Practices in Reading and Writing

Some of these practices are specific to either Foundation and Key Stage One or Key Stage Two; others lend themselves to both Key Stages.

Reading- including decoding & understanding and 'Reading for Pleasure'

- Listen carefully to children read on a regular basis (this may be in a guided reading session)
- Teacher making time to read to the children daily, choosing carefully from a wide range of stories, poetry and information sources
- Teachers' own enthusiasm for books – the way a teacher handles books and reads stories is really important
- Use of picture books for understanding of story and comprehension skills
- Children making their own books
- Reading nursery rhymes and reading material with recognisable patterns, rhymes and rhythms
- Development of phonics
- Reading class stories/novels
- Retelling stories – important for characterisation and plot
- The use of big books for shared or paired reading experiences
- Labelling of displays – making a reading environment
- Use of magnetic letters and boards
- Using parental support to develop enthusiasm for reading, for example by encouraging parents to read to their children and share books with them
- Buddy Reading
- Use of ICT resources – e.g. shared texts on Interactive whiteboard
- Finding the appropriate match of reading material
- Showing children how to obtain and record information from a text (e.g. Cracking Comprehension Scheme, Literacy Shed Plus, Testbase)
- Encouraging children to be discriminating readers
- Developing a language about literature which helps children to respond critically to texts and gain an understanding of authorial intent
- Provide time in which children can read silently and without interruption for pleasure and information
- Enabling a child's own writing to form part of the resources for reading
- Providing access to a range of sources of information, including books, maps, dictionaries, ICT resources, CD stories, television programmes and encyclopaedias

Writing- including spelling, handwriting, Grammar & Punctuation and text based content

We ensure a variety of writing opportunities are available for children and that activities are purposeful and linked to other curriculum areas which provide contexts for children to apply their skills.

A range of techniques are used to teach writing. Teachers plan for modelled writing activities (using the teacher as a model and a scribe for the pupils' ideas), guided writing groups (allowing staff to focus on particular objectives with different ability groups), and writing frameworks which provide structure for the children as they begin to write in a variety of genres as well as opportunities for independent writing.

- Children are encouraged to develop a vocabulary through speaking and listening which can be transferred to their written work.
- Encourage children to record their ideas in a variety of different ways which suit purpose and audience
- Encouraging children to be proof readers of their own and other's work
- Provide time in which children can write independently, with a partner or in a group.
- Allow children time to share their writing with others be it a partner from the same class, another child in the school or someone from outside the school
- Provide time for the children to analyse, edit and redraft their own work
- Big Write Pieces for Assessment: We recognise that children need to be given opportunities to write for a sustained amount of time to develop both speed and flow through their writing. Time is given time for children to evaluate, edit and polish their work before it is assessed by staff.
- Provide opportunities for the children to record their work using ICT
- Allow children opportunities to produce work for a display
- In key-stage one and The Foundation Stage children are involved in a daily phonics lesson to aid the development of spelling.
- In years 2-6 we follow the 'No Nonsense Spelling' scheme. The children have spelling journals where they complete spelling tasks.
- Hollinhey has adopted the cursive style of handwriting
- From the earliest stages, and throughout the school, correct cursive letter formation is modelled. Children have the opportunity to consolidate skills in letter formation.
- When children are ready, joined cursive style will be taught. Individualised learning will allow for children to be taught joined, cursive style when appropriate. This maybe in Year 1 for some children or in KS2 for children identified with specific needs. Throughout the school, high expectations for letter formation and handwriting will be established.
- By the end of Year 4, most children will be using pen to demonstrate a fluent, legible handwriting style in most work. This will continue to be practised into Upper Key Stage Two.
- Specific sentences structures are taught, practised and embedded in each year group. These are based upon the Alan Peat sentence structures.
- Grammar & Punctuation will be taught both implicitly and explicitly in each year group according to the National Curriculum. Each area should be returned to regularly and specific grammar and punctuation embedded into independent writing.

Teaching & Learning in Mathematics

The **Calculation Policy** gives a detailed overview of the Teaching & Learning Sequences at Hollinhey. Hollinhey has adopted the White Rose Maths Hub Scheme which combines the main areas of Fluency, Reasoning and Problem Solving to promote Maths Mastery.

Teaching & Learning Practices at Hollinhey:

- Use of concrete/physical equipment e.g. counters, blocks, place value rods, Numicon
- Pictorial diagrams e.g. bar modelling, part-part-whole diagrams, number lines
- Abstract understanding e.g. written calculations, algebraic equations
- Maths books with 1cm or 7mm squares
- Written calculations and practice
- Word problems to apply knowledge & understanding
- Reasoning puzzles where pupils are encouraged to explain concisely using mathematical vocabulary
- Problem Solving & puzzles which involve higher-level thinking, manipulation, listing outcomes, devising strategies and recording results.
- Use of ICT to help teach a concept, practise, revise and consolidate
- Number bond and Multiplication/Division recall are very important for Maths Mastery. The school uses TT Rockstars, Key Skills Challenges and Big Maths Beat That/This to facilitate this.
- Application of Key Skills across the curriculum e.g. Data Handling, Place Value and Shape work
- Practical Collaborative activities alongside independent work
- Mistakes will be recognised as being an important part of learning, and a positive view by children should be encouraged towards their mistakes

Teaching and Learning in the Early Year's Foundation Stage.

Characteristics of effective learning

- Playing and exploring
- Active learning
- Creating and thinking critically

Teaching and Learning Aims

- That teaching should recognise that early years is a distinctive phase of education requiring specialised teaching to a developmentally appropriate curriculum.
- To observe, support and extend the individual child's learning and to recognise that they are entitled to learn at their own pace and in their own way.
- To enlist parents and carers as teachers and learners in a partnership approach, for the benefit of all.
- To guide the development of children's capabilities with a view to ensuring children gain the knowledge, skills and understanding as summarised in the early learning goals.

How to achieve these aims:

The Reception curriculum is based on the seven areas of learning and development. All areas of learning and development are important and inter-connected.

The three prime areas are crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. These three areas are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical development

There are four specific areas of learning and development, through which the three prime areas are strengthened and applied:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child initiated activity, based around a half-termly topic.

Play is essential for children's development, building their confidence as they learn and explore; to think about problems and to relate to others. Children learn by leading their own play which is guided by adults.

As children progress through their Reception year the balance will gradually shift towards more activities led by adults to help children be ready for more "formal" learning in Year 1.

Assessment

In the EYFS we follow the "observe, assess and plan cycle": daily, weekly and half termly. Via the Tapestry App and workbooks, every child has an individual learning journey which includes observations and information from both staff and parents that record the child's journey and progress through the foundation stage.

Learning journeys within Tapestry contain:

1. Short Observations
2. Pieces of work and photographs
3. Comments from children and families
4. Reviews, assessments and next steps.

They form an evidence base for planning children's next steps and sharing learning with families.

Planning:

Planning takes place half termly, weekly and daily and takes account of information from observations, feedback from the Tapestry App and documented evidence. This may include children's interests, preferred ways of working, and identified schematic behaviour.

Evaluation: Monitoring and evaluation form the basis of informed planning. Verbal or written evaluations take place constantly and planning is flexible to take account of this information.

The important role of all adults:

We recognise the importance of the role that all early years educators play in the care and education of our youngest children. These roles include:

- Building relationships. Getting to know all of our children and families
- Observing children to identify their wellbeing and involvement, their needs, strengths, schemes and interests
- Planning for next steps in learning
- Supporting and extending child initiated activity
- Engaging children in focussed activity
- Maintaining and developing a stimulating, welcoming safe and challenging learning environment
- Working as a team to ensure that all children reach their full potential

The Learning Environment:

We recognise the importance of providing a stimulating, interesting, welcoming, safe and challenging learning environment. Children are taught how to access the equipment in each area of provision independently from the moment they are able, to enable them to follow their own ideas and interests. There are also planned age appropriate 'focused activities' for specific children, or groups of children providing a balance of child and adult initiated activity.

Suitably differentiated activities are organised to meet the learning needs of each child.

In the reception class, children have access to daily phonics sessions, mathematics, story-time and shared writing.

Outdoor Provision

All children in the EYFS have access to the outdoor learning environment for the majority of each session. In classroom learning is extended outside to continue the theme/area of learning.

Partnership with Parents

We recognise the importance of parents as children's first educators and the important role the home learning environment plays in the development and education of the young child. We develop our partnership through:

- Nursery visits prior to starting in Reception
- Transition opportunities, sessions and activities during the summer term before enrolment
- Parent and family sessions (related to curriculum)
- Parent workshops focussed on learning in the EYFS
- Regular parents meetings
- Whole school celebrations

We regularly monitor our provision to ensure every child's learning is well supported and builds on children's own home, cultural and linguistic backgrounds. We use materials, equipment and displays which reflect the home languages, cultural and ethnic diversity of the children, the local community and wider world.

REVIEW

This policy will be reviewed bi-annually, or sooner, if curriculum changes or research on how children learn, necessitate a review.