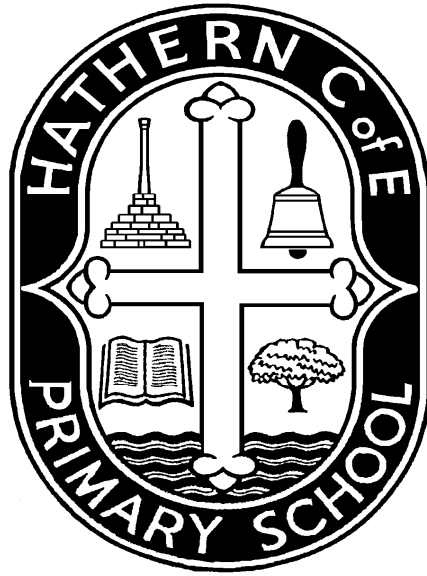


Hathern Church of England
Primary School



**Learning & Teaching
Policy**

At Hathern Church of England Primary School, we believe in
'Learning and Caring Together'

LEARNING and TEACHING POLICY

At Hathern C.E. Primary we believe that 'Learning and Teaching' is at the heart of school life; it is the means by which we offer, and put into practice, a curriculum which is broad and balanced, meeting the requirements of the National Curriculum, Religious Education and Collective Worship.

Teaching is fundamental to the quality of education provided by a school and the main avenue through which the school contributes to pupils' attainment, progress and attitudes.

The effectiveness of teaching and the consequent rate, breadth, depth and consolidation of pupils' learning are intrinsically connected.

We are committed to giving all our children every opportunity to fulfil their potential regardless of their age, gender, ethnicity, faith, physical ability or background.

Purpose and Aims:

'We must accept the fact that learning is a lifelong process of keeping abreast of change. And the most pressing task is to teach people how to learn.'

Learning:

Our aim is that the children at Hathern C.E. Primary

- acquire new knowledge and skills, develop and practise ideas and increase their understanding;
- apply intellectual, physical or creative effort in their work;
- are productive and work at a good pace;
- can work cooperatively and collaboratively
- experience a range of learning opportunities
- can operate as independent decision-makers;
- show interest in their work, are able to sustain concentration and think and learn for themselves;
- understand what they are doing, how well they have done and how they can improve

Teaching:

Our aim is that the teachers at Hathern C.E. Primary

- show good subject knowledge and understanding in the way that they present and discuss a subject;
- are technically competent in teaching basic skills, e.g. phonics;
- challenge and inspire pupils, expecting the most of them, so as to deepen their knowledge and understanding;
- use methods which enable all pupils to learn effectively;
- acknowledge the range of Preferred Learning Styles of pupils;
- encourage all pupils to participate fully, regardless of disabilities;
- manage pupils well and insist on high standards of behaviour; (ref: 'Discipline and Behaviour Policy');

- enrich children's lives with the joy of learning;
- use time, support staff, parents, governors and other resources, especially ICT, effectively;
- assess pupils' work thoroughly and use assessments to help and encourage pupils to overcome difficulties (ref: 'Assessment, Reporting and Recording Policy');
- use homework effectively to reinforce and/or extend what is learned in school (ref: 'Homework Policy').

Strategies:

Teaching Techniques:

- A good balance is struck between instruction, explanation, discussion, questioning, listening to answers, task setting, organising and assessing;
- Acknowledgment is made to the variety of different learning styles; teaching will endeavour to engage and excite learners of all kinds; (musical/rhythmical, interpersonal, intrapersonal, visual, kinaesthetic, verbal/linguistic, mathematical/logical)
- A range of questioning styles is used;
- Pupils are given 'thinking time' to consider responses to questions;
- Direct and indirect techniques are used – pupils receive instruction but also work on tasks that involve investigation and problem solving, demonstrating their understanding and their ability to reason and self-organise;
- Demonstrations are used and model answers and responses shared to reinforce various teaching points;
- The main lesson objective/learning outcome is shared with the children towards the beginning of the lesson (WALT), teaching points are emphasised throughout the lesson and a plenary session focuses the experiences and learning back to the main objective;
- Pupils are given clear instructions as to what is expected of them (WILF) and where possible are involved in agreeing these success criteria;
- Teachers actively encourage both self, and peer, assessment;
- Pupils are encouraged to be reflective learners;
- Pupils are required to work at a good pace with good productivity, with an understanding of the quality and quantity of work that is required of them by certain deadlines;
- Teachers systematically monitor the work that pupils are undertaking, knowing when to intervene and when to allow children to work on their own (AfL principles and protocols);
- Teachers make good use of Positive Behaviour Management strategies as well as eye contact, body language and voice to maintain control and stimulate learning.

'Teaching should be such that what is offered is perceived as a

valuable gift and not as a hard duty.' *Albert Einstein*

Organisational Strategies:

- Teachers use a variety of groupings: whole class, ability, friendship, interest groups, pairings, random pairings, individuals.
- Pupils have the opportunity to work independently and collaboratively.
- Teachers may give extended planned attention to groups or individuals.

- Other adults are well-briefed and supported by the class teacher. These include Learning Support Assistants, parents, other volunteer helpers, ITT students, child-care students and students on work experience placements.

The Teaching Environment:

- Resources are tidily, stored, clearly labelled and offer easy access for teachers and pupils;
- Care is taken to ensure that equipment is cared for and that pupils take responsibility for obtaining and clearing away resources under adult guidance;
- Practical equipment is provided where necessary to promote concrete understanding and to accommodate kinaesthetic learning and kinaesthetic learners;
- Visual and auditory stimuli are incorporated to stimulate learning;
- Displays are changed on a regular basis to either enhance and stimulate work in progress or to record and celebrate completed work;
- Class Teachers may choose to maintain a Class Diary reflecting a range of teaching and learning opportunities experienced by a particular year group and/or class;
- Classes have clearly understood routines and procedures;
- Relationships are good and there are high expectations of classroom behaviour (*ref: 'Discipline and Behaviour Policy'*); the children are encouraged to take responsibility for allowing themselves to be taught and for others to be taught uninterrupted, ensuring equality of access and opportunity for teaching and learning;
- The school is committed to providing an internal and external environment that allows all children to have full access to all areas of learning;
- Children should feel secure and know that their contributions are valued;
- Children should appreciate and value the differences they see in others;
- Children are able to make choices for themselves within limits prescribed by the adult working with them;
- Additional teachers are employed when possible, working within budget allocations and restraints, to reduce the size of teaching groups;
- The ethos and culture of the school reflects the school's Vision Statement, 'Learning and Caring Together';
- To enhance the pupils working environment, access to water is available at all times;
- To promote a calm working environment, teachers may wish to play background music, having regard to other classes working;
- Staff are encouraged to actively initiate short periods of physical activity, brain gym or activities to reduce pupil and staff stress.

Planning:

(ref: 'Assessment, Reporting and Recording Policy')

- Planning is a process in which all teachers at Hathern C.E. Primary are involved. Medium Term Plans are written by all class teachers;
- Lesson Plans are written from these Medium Term plans and should have clearly identified learning objectives (WALT), teaching activities and resource requirements, including the use of Learning Support Assistants and volunteer helpers. They should also reflect the diverse range of learning abilities within the class / group and activities / strategies planned to meet their needs (Inclusion through planned Differentiation);

- Where the attainment of a child, or group of children, falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with the child's individual needs. Where the attainment of a child, or group of children, exceeds the expected level of attainment, teachers may plan and teach to the higher level objectives and use materials from the next Year Group or from a later Key Stage, or extend the breadth of work within the area or areas for which the child(ren) show(s) particular aptitude;
- Planning (and teaching) should reflect the requirement for additional time and / or resources that may be needed by children with special educational needs including disabilities.
- In their planning teachers must ensure that they give children with SEN/disabilities the opportunity to develop skills in practical aspects of the curriculum.
- Planning should detail the use of materials that, where possible, reflect the range of social and cultural backgrounds, without stereotyping.
- The foundation of curricular planning and development within the school is the annual School Development Plan and the 3-year Strategic Plan both of which are written collaboratively through meetings and consultation with all staff and governors.

'All of us do not have equal talent, but all of us should have an equal

opportunity to develop our talent. ' John F. Kennedy

The Role of the Subject Managers:

- To provide leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils:
- To have, and apply, professional knowledge, understanding, skills and attributes to the four key areas of subject leadership as defined in the National Standards for Subject Leaders:
 - *Strategic Direction and Development of the Subject;*
 - *Teaching and Learning;*
 - *Learning and Managing Staff;*
 - *Efficient and Effective Deployment of Staff and Resources.*

Assessment, Reporting and Recording:

(x-ref: 'Assessment, Reporting and Recording Policy')

At Hathern C.E. Primary we assess children's work in order to:

- plan and manage the learning experiences of the child (Formative Assessment);
- identify difficulties which are impeding learning (Diagnostic Assessment);
- identify the stage that learning has reached (Summative Assessment).

We believe that the children at Hathern C.E. have an entitlement to an assessment process which:

- provides reliable and credible information to support progression in learning;
- accurately identifies and tracks their progress;
- highlights strengths and difficulties together with strategies to manage them;
- raises the expectations of success and celebrates a broad range of achievements;
- is motivating and actively involves them in review and target setting.

Parents have an entitlement to an assessment and reporting practice which:

- involves them in helping their child to meet learning targets;
- highlights their child's success and progress;
- identifies weaknesses and how they will be addressed;
- provides them with opportunities to review and discuss their child's achievements;
- ensures that information about their child is detailed, specific and easy to understand.

Staff Training:

- Competence and effectiveness is enhanced through In-Service Training and the advice and support of various agencies.
- Teachers should share experience and expertise in a climate of mutual support; meeting time is allocated to promote this and to allow for feedback from training sessions.
- Coaching and mentoring is undertaken to support and guide professional development
- Training and Professional Development is an integral part of the annual SDP and the 3-year Strategic Plan.
- INSET is planned, within the structures of the staff budget, to reflect:
 - individual staff development needs;
 - whole staff development needs and requirements
 - training to aid implementation of DCSF / LA initiatives;

Monitoring and Evaluation of Classroom Practice:

ref: Monitoring and Evaluation Policy

At Hathern C.E. Primary we utilise a range of strategies to monitor the quality and effectiveness of teaching and learning. These include:

- Analysis of Assessment Data and Value-Added Data
- Asking pupils questions (questionnaires and interviews including the LA Pupil Attitude Survey for pupils from Y2 – Y6
- Classroom observation; HT, Subject Manager, SLT, LA, OfSTED...
- HT 'drop ins'
- Curriculum Manager 'management time'
- Focused Governor Visits
- Focused SiP Visits (including Learning Walks)
- Focused observations
- Focused reviews
- Moderation activities
- Monitoring of teacher planning
- Pupil Work Scrutiny
- Outcomes from OFSTED Inspection
- Parental questionnaires
- Pupil tracking
- Review of IEPs and SEN statements
- Teacher self-evaluation

- Timetable and resource analysis

'The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.'