THE HASELWORTH WAY PO12

GOSPORT

HASELWORTH PRIMARY SCHOOL
TEACHING AND LEARNING POLICY

Policy approved:	25th September 2023	FGB
Signed:	N Jones	Headteacher
Signed:	Dr C Roast	Chair of Governors
Review	Three Yearly	All Staff

Teaching and Learning Policy: A baseline for outstanding practice

Vision

At Haselworth Primary School, the children are at the heart of everything we do. We are a happy, caring and inclusive school where each child's individuality is recognised and valued. All children are encouraged to be independent thinkers, to develop self-belief and resilience. Through a high-quality education, which broadens the children's horizons, they will learn to flourish in a constantly changing world.

Values



Aims of teaching and learning:

- for all pupils to experience both success and challenge
- for all pupils to receive an effective, exciting and engaging broad education;
- for all pupils to receive excellent teaching and be given the opportunity to learn in ways that maximise their success;
- for all children to be set appropriate learning challenges;
- to develop positive and sustainable learning behaviours
- to promote pupils' spiritual, moral, social and cultural development;
- to prepare all pupils for the opportunities, responsibilities and experiences of life

Our Principles for Learning and Teaching

Principle 1: Set high expectations and encourage every learner to be confident that they can succeed.

- Staff demonstrate a commitment to every learner's success, making them feel included, valued and secure;
- Staff raise learners' aspirations and the effort they put into learning, engaging the active support of parents or carers
- build respectful adult/ learner relationships that take learners' views and experience into account
- use assessment for learning to help learners assess their work, reflect on how they learn, and inform subsequent planning and practice.
- Staff establish what learners already know and build on it
- Staff set clear and appropriate learning goals, explaining them, and making every moment count;
- Staff create secure foundations for subsequent learning
- Staff planning is holistic, recognising connections between areas of learning and considering the role teaching has in promoting the children's spiritual, moral, social and cultural development
- Staff plan for the social, emotional and mental health & wellbeing of children. This includes considering the needs of all leaners and their relevant starting points

Principle 2: Structure and pace the learning experience to make it challenging and enjoyable.

- Learning tasks are well planned, ensuring progress in the short, medium and long term
- Teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
- Staff establish a clear thread of learning through each unit of work, matching the maturity of the learners and promoting positive learning behaviours, and establish high levels of engagement;
- Staff make creative use of a range of learning opportunities available, within and beyond the classroom.
- Adults to be positive role models for subjects and for the power of learning;
- Staff make all learning relevant to learners' wider goals and concerns.

Principle 3: Develop learning skills and personal qualities.

- Children develop the ability to think systematically, manage information, learn from others and help others learn;
- Children develop self-awareness, thinking skills, independence, resilience, collaboration and positive relationships.
- Children develop spiritual, moral, social and cultural awareness and skills.

Principle 4: Teaching staff take an active role in their own professional development.

- Staff engage with planned CPD sessions both externally and within the school
- Staff keep their professional development log up to date and relevant
- Staff undertake their own reading and research in areas of interest that are relevant to their role

Key elements of teaching and learning

All lessons have clear learning objectives

- Learning objectives pinpoint the drive of every lesson.
- Learning objectives are separated from context of the lesson.
- The learning objective is written into the child's book.
- Children must know exactly what they are going to learn and what is expected of them by the end of the lesson.

All lessons have well planned success criteria

- Success criteria provide an anchor for each lesson alongside the learning objective. They are displayed during lessons and referred to during the lesson.
- Success criteria are process driven and identify the learning progression or 'keys' to success within the lesson. All pupils are clear about how they will achieve the learning objective.
- Children may use the success criteria to self-assess their own or other children's work.
- Teachers will use the success criteria for marking purposes (see marking policy).

All lessons provide challenge for all children

- All learners are challenged appropriately.
- Planning clearly shows how this is to be achieved.

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

- Pupils are actively engaged during all parts of the lesson – teachers consider the children's concentration span and ensure pupils are not passive.
- Opportunities to Think/Pair/Share and discussions with a Talk Partner may be deployed in lessons.
- Visuals, artefacts and auditory input are all used creatively to enhance learning.
- Children help and encourage each other.
- Everyone participates.
- Children explain their ideas clearly and in full sentences.
- Children's contributions are valued and used to shape planning.

We believe it is important for pupils to talk during lessons.

When we talk we do more than articulate our current level of understanding. The very act of talking forces us to organise our thoughts and so deepens understanding. It is partly the reason why we remember so much of what we teach to others. At our school we believe that talking is central to learning.

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- (3-5 seconds), so that children can think through their answers before replying.
- Providing thinking time by giving an advance warning, such as 'In two minutes I am going to ask you.'

- 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. children using frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning – e.g. redrafting writing in collaboration with the teacher
- All pupils are clear about how they need to improve.
- When marking children's work, the main focus is on meeting the learning objective, success criteria and/or targets. (See marking policy).
- SEND children's targets will be catered for, where appropriate, in the learning and Provision Maps will be reviewed every half term
- Marking identifies next step prompts and pupils are given time to respond to marking.
- Teachers provide opportunities for children to recall, review and build upon existing learning through low stake quizzes, AFL and a range of formative and summative assessments throughout the year
- Children who are motivated to learn through 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 with specific learning needs receiving support at the time and level it is required to optimise their learning
- Independent learning, where children use assessment information to direct their own learning activity

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 Policy.

Learning is enhanced through the effective use of Learning Support Assistants (LSAs)

- LSAs are clearly directed to support learning.
- LSAs are fully engaged with pupils during lesson times.
- They are clear about who they are supporting and why.
- Planning is shared in advance with teaching assistants.
- They are involved in assessing pupil's understanding and feeding back to the teacher.
- LSAs provide high quality feedback to pupils (see feedback & marking policy).

Learning is enhanced through a great classroom environment

We aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use to learn and be proud of. The culture of the classroom should ensure:

- An atmosphere of mutual respect between adults and children
- Derogatory language is not acceptable from children or adults and will be challenged by all staff and stakeholders

- 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

Working walls

Every class has a working wall for English and Maths. This should reflect the work currently being studied in each of the subjects. It should include:

- Outcomes of lessons i.e. modelled writing, story plans, mathematical methods.
- A clear and coherent learning journey.
- Children's questions.
- Key vocabulary.
- Visual work and artefacts to stimulate thinking.
- Static information such as spelling rules and grammar conventions.

Children's work on display

Displaying children's work, both finished and draft versions, fosters a sense of achievement and pride and act as a reminder of success as well as a standard for which to strive.

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.