



Teaching and Learning Policy 2022

Context

School Vision

Our primary aim is to ensure that, across the curriculum, all children do better than they ever thought they could. We will do this through:

- Our leadership
- Our curriculum
- Our teaching
- Our environment
- Our community

Our Leadership *"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."* Margaret Mead

All members of the school community will be leaders. We will lead our own behaviour, learning and relationships. We will be trustworthy. We will support others to be the best they can be and we will be proud of our joint achievements.

Our Curriculum *"Let the questions be the curriculum."* Socrates

We will refer to what has gone before and we will build hope for the future but the main aim of our curriculum will be to teach children what they can achieve in the here and now. What we teach will include the National Curriculum but will not be limited to it.

Our Teaching *“The greatest sign of success for a teacher is to be able to say, “The children are now working as if I did not exist””. Maria Montessori*

We will set the highest expectations. We believe that children can learn more than we can teach them. We will support them, empower them and trust them. We will not aim to give children all the answers, but we will help them to ask the best questions.

Our Environment *‘The need for imagination, a sense of truth and a feeling of responsibility – these are the three forces which are the very nerve of education.’ Rudolf Steiner*

We will provide an environment where children can be themselves and can express their curiosity, imagination and individuality. Children will not be confined by their environment. The environment will be adapted to meet the needs of the children rather than the other way round.

Our community *‘It takes a village to raise a child’ African Proverb*

Our community is everyone who connects with the school in any way, including online. We see parents, carers and wider families as partners. Sometimes they need our support and sometimes we need theirs. We expect our relationships to be founded on trust and mutual respect. The welfare of each and every child will be at the centre of all our interactions with our community.

School Values

- Kindness
- Learning Together
- Enquiring Minds
- Generosity
- Excitement
- Courage

Aims

1. To ensure a consistent approach to high quality teaching and learning across the school;
2. To improve children’s outcomes across the curriculum;
3. To make explicit the best practice to which the school aspires;
4. To clarify expectations
5. To support the realisation of the school’s vision

Principles of Teaching and Learning

Ensuring that our children become the most effective learners possible through the best quality teaching possible is the core function of our school. Whatever other pressures come our way, we will always keep this core function at the heart of everything that we do.

We work in partnership with parents, carers, the local community, other schools and businesses to secure the best possible outcomes for our children. Within all the partnerships that we build, 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 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;
- Develop individuals with lively, enquiring minds, effective thinking skills, self-respect, self-discipline and positive attitudes;
- Encourage all children to be enthusiastic and committed learners
- Promote children's self-esteem, self-worth, and emotional well-being;
- Develop children's confidence and capacity to learn and work independently and collaboratively;
- Teach children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- Teach children to value the diversity in our society and the environment in which they live;
- Increase children's cultural capital by teaching them to become active and responsible citizens, contributing positively to the community and society and to live our school values during, and beyond their time at Hollybush.

Roles and Responsibilities

All members of the school community are responsible for:

- Respecting the right of every child to a full time education regardless of race, religion, sexuality, neurodiversity, disability or any other protected characteristic
- Understanding that conditions for optimal learning may be different for different children
- Valuing all members of the school community and respecting each other in person and online
- Creating, and maintaining a positive ethos and learning environment through adhering to all relevant school policies including, but not limited to: Behaviour, Staff Code of Conduct, Child Protection and Safeguarding, Social Media, Complaints, Staff Wellbeing and Visitor Code of Conduct

The Governing Body is responsible for:

- Monitoring the effective implementation of this policy
- Ensuring that this policy complies with current legislation and DfE guidance

The Headteacher and Senior Leadership Team are responsible for:

- Ensuring that all members of the school community have access to this policy
- Monitoring teaching and learning across the school to ensure that it is of the best quality possible
- Following up on any incidences where this policy is not followed and providing support and training where it is needed
- Leading by example in setting a positive, calm environment where success is celebrated and where mistakes, made by anyone at any level, are seen as learning opportunities
- Recognising and championing teaching and learning wherever it occurs, not just where it is part of our formal curriculum
- Continuing with their own learning and professional development and being very explicit about their own role as learners
- Ensuring that learning is prioritised for every member of the school community

Subject Leaders are responsible for:

- Knowing and understanding the Subject Leader job description
- Showing passion and excitement about their subject and advocating for it relentlessly
- Ensuring consistently high outcomes across the school including in the Early Years Foundation Stage
- Talking with confidence and authority about their subject, its strengths and weaknesses and next steps for developing it across school

Teachers and support staff are responsible for:

- Ensuring that every child is able to access the curriculum in a way that allows them to make clear progress

- Being good role models for learning: organised, well prepared, enthusiastic and curious
- Understanding and implementing all school policies fully and consistently
- Having a positive attitude to their own learning and professional development and being excited to embrace change and trial new approaches
- Establishing links with the local community
- Supporting parents' learning
- Being generous with resources, time, ideas, strategies and approaches
- Taking responsibility for the outcomes of every child across the school, sharing joy in their successes and always striving for better
- Creating an enabling environment where children do not have to be controlled or managed but can be taught to be self-regulated learners
- Understanding meta-cognition and developing it explicitly within sequences of learning

Children are responsible for:

- Following the Behaviour Policy and working with staff if they need help to self-regulate
- Coming to school on time every day
- Telling an adult if they need help with any aspect of their learning
- Doing their best to be ready to learn by eating healthy food, getting enough sleep, limiting screen time and getting plenty of fresh air and exercise
- Trying to understand that some children need more – or different – sorts of help
- Living the school values at all times and being role models to those around them

Parents are responsible for:

- Making sure children attend school on time every day unless they are genuinely unwell or the absence is due to exceptional circumstances and has been authorised in advance by the headteacher
- Supporting the school's Behaviour Policy and reinforcing its importance at home
- Allowing their child to become increasingly independent as they move through the school
- Reading with children every day and supporting with the learning of spellings, times tables and any other homework that may be given from time to time.
- Ensuring early contact with school if any factors (issues at home, illness including mental health and wellbeing problems, social or emotional problems etc.) could affect their ability to learn effectively
- Participating in discussions about their child's progress and attainment
- Where parents feel able to, working with a range of professionals to support children's learning (Team Around the Family meetings, Counselling and other forms of therapy, Speech and Language and paediatric assessments etc.)

Planning

Lesson planning is based on the National Curriculum for England and is structured following the Hollybush Whole School Progression Document and Knowledge Organisers for each subject

All lessons must be thoroughly planned to:

- Take account of children's prior learning and attainment

- Build on previous skills in a clearly sequenced and transparent way
- Have a clear learning objective (children do not need to write the learning objective; a title such as 'Grid references', 'Division', 'Using commas' etc. is sufficient. The exact nature of the learning should be obvious from the work that the children have completed)
- Include opportunities to develop vocabulary and oracy skills and/or
- Opportunities to develop reading skills including fluency and comprehension
- Use assessment for learning as an ongoing tool (see differentiation)

In addition, **lessons across every sequence** of learning/topic/unit must also contain:

- Opportunities to work independently and in pairs/groups
- Explicit teaching of self-regulated learning skills
- Opportunities to evaluate the effectiveness of the learning and how to make it even better next time
- Opportunities to learn outside
- Opportunities to learn actively
- Opportunities for problem solving and resolving dilemmas

NB. The school does not insist on a particular planning format. Teachers are free to plan in whatever way suits them. However if it becomes apparent that any teacher's lessons are not properly planned or sequenced or that any children are not making sufficient progress in any area of the curriculum, a planning format may be imposed as part of the Performance Management process.

Differentiation

The purpose of differentiation is to scaffold children's learning to allow them to achieve their potential whether this be Age Related or Greater Depth. No children should routinely be working below ARE unless they have a specific learning need exemplified through a written plan, eg. Stepping Stones or EHCP.

The principles of differentiation at Hollybush are:

1. Children should not be labelled More Able, Less Able etc. as this suggests a fixed mindset approach to learning. Instead, for each lesson, or sequence of learning, they will be working at Age Related, Greater Depth etc. This can change from lesson to lesson, within a lesson and from subject to subject.
2. Children should not have to listen to lengthy teaching of knowledge and skills which they have already mastered. Teachers must ensure that children's learning time is never wasted. Teachers may split children into appropriate groups for direct teaching.
3. Children working at Greater Depth should not be asked routinely to support children who need more help unless this has been planned in advance for a specific reason, for example to develop oracy and consolidate learning.
4. All children must have access to learning resources (such as maths manipulatives), not just those who need extra support.
5. All children must have equal access to individual attention from a qualified teacher.

Classroom Environment

Classrooms must be organised to encourage children to be fully independent learners. Resources must be accessible and, wherever possible, children should be able to choose their own resources. Children should not have to ask to leave their seat to get something that they need.

Children must be taught to put resources back where they belong when they have finished using them. Therefore each item must have a clear place within the classroom.

Teachers and other members of staff must keep all areas of the school clean and tidy so as to model this to children.

Teachers are encouraged to be innovative with their classroom layout. As a school, we are interested in concepts such as:

hygge classrooms: <https://www.nea.org/advocating-for-change/new-from-nea/hygge-classroom-design-word-means-calm#:~:text=A%20hygge%20classroom%20design%20takes,relax%20and%20not%20feel%20threatened.>

Flexible seating arrangements: <https://www.edutopia.org/blog/flexible-seating-student-centered-classroom-kayla-delzer>

The Curiosity Approach: <https://www.thecuriosityapproach.com/>

In the future, we hope to be able to fully embrace the best of these approaches across the whole school; for now, we give staff the freedom to try different ways of working in their classrooms and feedback on what works and what doesn't

All staff must be mindful of the environmental impact of their classroom organisation for example through:

- Reducing photocopying and laminating
- Using hessian display backing rather than single use paper
- Not using extra paper for mounting work
- Teaching children how to recycle and making this an integral part of your classroom routine
- Teaching children that mistakes are part of learning and a new start on a new sheet of paper isn't always necessary

We have a list of resources, and displays which must be present in every class. SLT will monitor the use of these at least twice yearly through learning walks.

No member of staff should buy any additional resources for their classroom without the prior agreement of the Headteacher or Deputy Headteacher. Any purchases which have not been agreed in advance will not be reimbursed.

Learning at Home

We expect children to work hard at school. We believe that when they go home, they should have quality time with their families and friends. Therefore, home-learning is designed to be:

- Manageable
- Straightforward
- Collaborative

Our expectations are as follows:

Nursery children should share a book with an adult at least once a day; a daily bedtime story is an easy way to achieve this.

Reception children should share a book with an adult at least once a day and should read and talk about their school reading book every day.

KS1 children should:

- read and talk about their reading book with an adult every day
- learn their weekly spellings (practising little and often is better than one long session)
- use Times Table Rock Stars or Numbots to practise their maths skills at least once a week (although again, little and often is best)

KS2 children should:

- read and talk about their reading book with an adult every day
- learn their weekly spellings (practising little and often is better than one long session)
- Practise their times tables every day using Times Table Rock Stars and/or working with an adult

From time-to-time, teachers may set additional home learning tasks designed to complement the curriculum. These are intended to be fun activities which can be done as a family, for example, creating a piece of artwork outside, talking about family memories and looking at photos together, visiting local places or taking part in a community project. Participation in these tasks is not compulsory but is strongly encouraged.

In line with our Behaviour Policy, children will not get into trouble for non-completion of home-learning but we may ask them to complete it with a member of staff during the school day if we feel that this will allow them to make better progress or access the curriculum more easily.

Please never allow home learning to turn into a battle! If you are struggling with motivating your child to complete it, please talk to us.

Assessment, Recording and Reporting

Regular assessments are made of pupils' work in order to establish their level of attainment and to inform future planning.

Formative assessment (assessment for learning) is used to track the progress of individual pupils. It involves identifying each child's strengths and areas for development in each area of the curriculum, determining what he/she has learned and what should be the next stage in his/her learning.

Suitable tasks for assessment include:

- group discussions;
- analysis of children's written work and other outcomes (eg. a piece of music or artwork)
- short tests in which pupils write answers;
- specific assignments for individual pupils;
- discussions in which children are encouraged to appraise their own work and progress;
- pupil observations;

Formal Summative Assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment.

Phonics are tested in Year 1 and re-tested where necessary in Year 2.

Children's knowledge of the multiplication tables is tested in Year 4.

Optional tests are also taken in Years 3, 4 and 5.

Reception children are formally assessed within six weeks of starting school using the Reception Baseline Assessment.

As a school, we prioritise children's mental health and will administer all formal assessments in such a way as to maximise wellbeing and minimise stress, anxiety and pressure.

Feedback to pupils about their own progress is achieved through discussion and, where appropriate, the marking of work. (See Feedback and Marking Policy)

Cross phase continuity is ensured by:

- pre-school liaison meetings;
- cross-phase liaison meetings;
- in-school liaison meetings between staff;
- liaison meetings between Year 6 teachers and those from prospective secondary schools;
- visits to secondary schools by Year 6 pupils;
- transfer of pupil records of progress and summative assessment results.

Records of progress are kept for each child on Target Tracker and are:

- updated as a minimum termly by teachers;
- examined by classteachers at the start of each academic year as they prepare for a new class;
- retained throughout the child's time at the school and appropriate records passed on to other schools when pupils leave.

Reporting to parents is done three times a year through two consultations and one written report. Results of individual pupils' assessments are made available to parents and the overall statistical profile (but not individual results) is made available to parents, governors, LA and national government.

Monitoring and Evaluation

Pupils' work will be monitored and moderated regularly in every curriculum area by the subject leader and members of SLT. A half termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around our whole school Provision Map and the impact of the interventions that are used. Subject leaders will regularly monitor children's books.

We do not conduct formal lesson observations at Hollybush unless this is part of a specific process eg: ECT induction, Performance Improvement as part of the Performance

Management cycle or in line with our Staff Capabilities procedure. Senior Leaders regularly (usually daily) spend time in each classroom and collate information about what we see. We are confident that this, along with other monitoring activities (work scrutiny, conversations with children, pupil progress meetings), gives us an accurate picture of the quality of teaching and learning throughout the school on a daily basis.