

NORTH HEATH COMMUNITY PRIMARY SCHOOL

TEACHING AND LEARNING POLICY



RATIONALE

Teaching and learning is a process of co-operative team work: teachers, pupils, parents and the school community, and members of the wider school, work together to provide a purposeful learning environment and inspire an enjoyment of learning. The Teaching and Learning policy is therefore organised to reflect these key elements.

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The Teaching and Learning policy is underpinned by the five outcomes of the Every Child Matters (ECM) strategy, which are delivered and reinforced through a broad and balanced curriculum, including the school's PSHE scheme of work and approach to Spiritual, Moral, Social and Cultural (SMSC) development. The ECM outcomes include:

- Being Healthy
- Staying Safe
- Enjoying and Achieving
- Making a Positive Contribution
- Economic Well-Being

School Values

ENJOYMENT

RESPECT

HAPPINESS

ACHIEVEMENT

CO-OPERATION

KNOWING YOURSELF

LEARNING FOR LIFE

INTENT, PURPOSE and AIMS

Through promotion of our school values, we intend to foster an enthusiasm for, and enjoyment of, learning so that every pupil feels valued. This is achieved through:

- effectively delivering a broad and balanced curriculum with enrichment opportunities that expand on the requirements of the National Curriculum
- fully developing within each child their intellectual potential, social and emotional learning ability, and overall health and wellbeing
- engaging with parents and the community to enable each pupil to reach their potential as learners and citizens
- providing a learning environment that is stimulating, purposeful, safe and inclusive
- fostering a culture of collaboration within the wider school

As an outcome, pupils throughout each year group will make consistently strong progress and develop secure knowledge, understanding and skills across the curriculum.

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IMPLEMENTATION

1. TEACHERS

(See: Appendix 1 – What makes a good lesson; Teacher’s Standards, agreed Job Descriptions)

Through setting **high expectations** which inspire, motivate and challenge pupils, teachers will:

- provide a stimulating curriculum which enables pupils to reach the highest standards of personal achievement
- establish an atmosphere of mutual respect by being a good role model, including responding sensitively to the whole school community

Teachers will promote good **progress and outcomes** for pupils by:

- providing first-hand experiences and encouraging pupils to participate actively in investigational work, communicate findings and make decisions
- ensuring that teaching is matched to individual needs, based on formative assessment
- guiding pupils to reflect on their progress through self and peer assessment
- setting regular targets and reviewing them
- celebrating achievement through the use of praise, reward systems, displays and through written and verbal communication with parent/s/carer/s
- using written and oral feedback to promote dialogue and raise standards
- responding promptly to written work, indicating what has been done well, and where improvements can be made, especially in regards to the Learning Objective
- ensuring that planning is shared with all adults involved in the lesson
- using the school’s marking code to promote consistency of approach (See also Marking Policy)

When **planning** and teaching lessons, teachers will:

- follow the school curriculum to meet the demands of the National Curriculum (including SMSC and British Values), using defined learning objectives that are clearly communicated to pupils
- differentiate activities to ensure that they are challenging yet achievable, taking account of the needs of all pupils and groups (see assessment)
- enable all children to achieve their best possible standard irrespective of gender, ethnic, social or cultural background
- deliver tasks which will challenge and motivate pupils and match their needs
- employ a range of teaching and learning styles appropriate to the context (e.g. VAK, independent/collaborative work, different groupings, use of technology etc)
- promote independent and collaborative problem solving
- promote high standards of numeracy, literacy, articulacy and the use of Standard English
- work with colleagues to share expertise and experience, ensuring coverage, continuity and progression within learning journeys
- use a range of questions which encourage pupils to follow their own lines of enquiry (ref: Bloom’s Taxonomy)
- provide opportunities for independence and choice
- encourage ‘pupil talk’ for self and peer evaluation and provide an environment where pupils ‘have a voice’
- ensure that tasks and learning make effective use of the time available

Teachers will contribute to **wider professional responsibilities** by:

- working together to agree and follow the guidelines and policies of the school
- demonstrating a positive attitude to change and developing their own expertise

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Assessment and Recording

Effective teaching is dependent upon regular, purposeful assessment. The school employs a variety of methods and resources to enable both formative (ongoing Assessment for Learning) and summative (final) assessment.

Formative assessment is a continuous process carried out by teachers in the course of their teaching, both formally and informally. This is the teacher assessing what each pupil has learned and understood and as a result, being able to plan their next steps so that each step of learning is focussed on the needs of the pupil. The purpose of formative assessment is to enable effective planning that meets pupils' needs.

Within North Heath, our Progression in Skills documents are used to help identify the steps that pupils make and to inform planning. In addition, Learning Objectives for each lesson provide regular assessment opportunities allowing teachers to revisit, consolidate or extend skills as necessary for individuals or groups of pupils. This style of assessment for learning enables teachers to identify the skills, knowledge and understanding that pupils bring to everyday classroom situations without the pressure of a formal test. In this way, planning enables pupils to make the next necessary steps of progress.

Summative assessment is more formal and is carried out at set times during the year. This is the process of assessing pupils' learning against set objectives with the purpose of identifying their attainment. Staff use their existing assessments on Target Tracker alongside assessments carried out using purchased test materials. These assessments are recorded formally using 'Insight' and presented to the Senior Management Team (SMT) so that progress and attainment can be monitored. This process will also inform planning and will support pupils' development.

Elements of formative and summative assessment are moderated and monitored across the school as well as across the HSP locality (Horsham Schools Partnership) and West Sussex. Some may be selected for national moderation, too.

At the end of each key stage, summative assessments are completed and submitted to West Sussex County Council. Year Six (KS2) take SATs (Statutory Assessment Tasks) in the summer term (these are marked externally) and the results of these together with Teacher's summative judgements of pupils' attainment are submitted.

Year Two (KS1) also undertake SATs but these are marked internally and are used in conjunction with other Teacher Assessments to make an assessment for each pupil. In Reception, pupils are assessed against Baseline and the Early Years Framework, the results of which provide information about pupils' Good Level of Development; all of which is submitted to County. Each of these sets of assessments is then analysed for patterns and trends and used by the school to inform future curriculum developments.

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2. PUPILS (see Appendix 2 – Pupils learn best when)

Intellectual Potential

North Heath Community Primary School aims to support, challenge and motivate its pupils to achieve within the framework of a comprehensive curriculum. Through planned activities, experiences and creativity, we aim to build on skills, knowledge and understanding, and develop and maximise every pupil's potential, thus widening their Cultural Capital.

Social and Emotional learning

Our aim is for pupils to care about and have respect for themselves and others irrespective of their gender, disability, social standing, religion, colour or race, thereby upholding British Values and the values of the school.

Through supporting pupils to become good citizens, we aim to foster their respect for their environment and property, give them a voice and promote their economic understanding.

We also aim to promote a high degree of individual pupil responsibility and involvement in their own progress and achievement, as well as other aspects of school life.

Health and Wellbeing

Through the provision of indoor and outdoor activities and opportunities, we aim to develop pupils' sporting behaviours, co-operation and co-ordination, and promote the importance of a healthy lifestyles, including exercise and diet.

In addition, our tailored curriculum (including PSHE, RSE and Computing) and assemblies ensure pupils have an enhanced understanding of safety and how to keep themselves safe.

Pupils attain well and progress well academically, socially and emotionally by:

- attending school regularly in good health, maintained by adequate exercise, diet and sleep
- being punctual and ready to begin lessons on time
- adhering to the school rules regarding the code of conduct and school uniform policy
- taking responsibility for their own learning and progress and being involved in peer and self-assessment
- being organised and bringing necessary and appropriate equipment / resources
- adhering to the Home: School Agreement

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Inclusion

At North Heath, our inclusive practise begins with the 'Special educational needs and disability code of practice: 0 to 25 years' published in January 2015. Successful inclusive provision is the responsibility of the whole school community, permeating all aspects of school life and is applicable to all our pupils.

Inclusive practise across the curriculum should enable all children to achieve their best possible standard whatever their ability and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, and progress of, their learning.

Inclusion is achieved through our best endeavours and a graduated response which always begins with Quality First Teaching and positive home school links and effective communication between all stakeholders. Other tools to ensure effective inclusion for individual pupils or groups of pupils may include:

- Regard for the school's Single Equality Scheme and Accessibility plan
- Supportive, caring and high quality staff
- Effectively differentiated curriculum
- Appropriate expectations of learning and behaviour
- Using a variety of teaching styles including Visual, Auditory and Kinaesthetic and individual, paired and group work
- Skilled questioning to ensure understanding and progress
- Planned opportunities beyond the curriculum
- Appropriate resources to support need
- Staff training which is both high quality and relevant
- Environmental adaptations when and where appropriate
- Effective use of school staff and outside agencies
- Intervention when and where appropriate
- Identification of Special Education Needs as described in the Policy
- Co-produced One Page Profiles and Individual Learning Plans which use SMART Targets and are regularly reviewed
- Mutual appreciation and understanding of each other's similarities and differences

Cross phase continuity and transition is ensured by:

- Teacher liaison meetings to discuss pupils' progress, attainment and development
- Sharing of assessments and progress towards Age Related Expectations
- Playgroup to YR transition meetings
- YR to Y1 transition towards Early Learning Goals and the National Curriculum
- SEN Transition Packs
- Classes meeting their new teachers and CAs in the Summer Term
- Year 6 visits and meetings with prospective Secondary schools
- SATs results at Year 6
- Transfer of pastoral information/SEN details /pupils' records /and summative results to next school/teacher

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3. PARENTS AND THE SCHOOL COMMUNITY

The school welcomes and actively seeks the involvement of parents/carers. By prior appointment through the use of yellow slips in the school reception or year group emails, parents can discuss any matter regarding their child/ren with the class teacher, SEN teacher, Senco, SMT or Headteacher as appropriate.

Furthermore, the school provides formal liaison opportunities through Parents' Evenings and regular surveys. Parents of Reception pupils are informed of their child's progress and development three times a year. For parents of Key Stage 1 and 2 pupils, interim reports are provided during parents' evenings in the Autumn Term and the Spring Term. During the Summer Term, there is an opportunity for parents to attend an Open Evening, which celebrates pupils' work after the Annual Record of Achievement. Other consultations with specific parents are by request and/or invitation. Virtual tours are also available through the website.

Home: school links are further strengthened through: the school website, ParentMail, curriculum plans for parents, curriculum workshops and Google Classroom.

Parents support the school's aims by:

- ensuring that their child/ren attend school in good health, regularly and punctually
- following guidance on absence and that contained within the attendance policy
- supporting the code of conduct within the school
- participating in discussions about their child/ren's progress and attainment
- contacting school regarding matters which affect a child's happiness and behaviour
- being positive and supporting school events
- allowing their child/ren increasing responsibility as they progress
- ensuring their child/ren adhere to the school uniform and policies
- promptly collecting pupils after school/events and ensuring the school is aware of arrangements for collection
- signing and supporting Home: School agreements
- giving due importance to homework tasks and encouraging children to work at home on a weekly basis according to the agreed Homework Policy

The **school community** support the school's aims by:

- promoting pupils' self-esteem and respecting their rights, values and beliefs
- providing a stimulating, purposeful school environment
- offering equal opportunities in all aspects of school life
- encouraging, modelling and reinforcing positive relationships, behaviour and attitudes
- working as a team, supporting and encouraging each other
- promoting opportunities for responsibility
- celebrating pupils' achievements

Excellence is celebrated through the school in a variety of ways. Events such as performances, class assemblies, Honour Book assemblies and sports activities are seen as opportunities for pupils to demonstrate their abilities. Each pupil is encouraged to enjoy personal success and we celebrate the high standards achieved as well as progress shown through sustained effort and perseverance.

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4. THE LEARNING ENVIRONMENT

The school takes responsibility for ensuring that all pupils have a suitable and appropriate environment for learning that is suitably resourced.

The **learning environment** should be:

- safe, comfortable, clean, well lit and ventilated, have fixtures and fittings that are well maintained
- inclusive, stimulating, interesting, secure and calm
- a safe and functional place in which to move
- supervised, controlled and disciplined with clear boundaries
- organised to suit planned activities
- focussed on giving pupils opportunities to take responsibility for their learning and develop their independence
- a reflection of the high expectations of the teacher and school (e.g. pupils' effort and achievement, high standards of personal presentation, good work habits)

Resources should be:

- easily accessible and attractively displayed to engage pupils and promote independence
- of good quality, appropriate and adequate in number
- managed by teachers to ensure that they are properly maintained, respected and cared for, and used for the intended purpose
- stored properly and returned to their designated area after use (in classrooms as well as shared areas)

Displays should be:

- reflective of pupils' successes and efforts (labelled with pupil's name)
- used for different purposes (celebrating, explaining, informing)
- attractive and colourful and presented in a variety of ways; they could include key vocabulary, questions, interactive elements, handwriting and ICT
- used to show pupils' work which reflect the process and the finished article
- mounted in a variety of ways on a display board/ surface, **not on walls**
- kept maintained in good condition
- used to show the Marking Code
- regularly changed to maintain pupil interest and motivate pupils

The whiteboard / Interactive whiteboard should:-

- clearly display the date, learning objective/key question for each session
- be written on in clear, legible writing with the correct pen
- be used to incorporate a range of tools where/when appropriate
- be accessible visually, aurally and physically for the pupils
- be used to support the learning objective and the pace of the lesson
- support SEN pupils, especially those with visual difficulties
- display related Health and Safety warnings

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5. THE WIDER SCHOOL

- The foundation for curricular planning is the School Development Plan (SDP), which is developed through a process of collaboration between staff, Governors, parents and pupils
- Governors approve the SDP and school policies
- Policy documents, Progression in Skills and Schemes of Work are developed collaboratively within curriculum groups and agreed with the whole staff, making the curriculum bespoke
- Teachers produce termly and weekly plans, which clearly define knowledge, skills and understanding, and identify learning outcomes
- Weekly staff meetings are used to process management tasks, review policy, discuss the effective delivery of the curriculum and to ensure consistency of approach and standards
- Regular SMT meetings and Curriculum Group meetings ensure curriculum coverage and progress, and the monitoring of standards and impact
- Volunteer helpers are welcomed to support teaching and learning in school

The role of **curriculum group leaders** is to:

- take the lead in policy development and map the curriculum objectives to ensure continuity and progression across the school
- support colleagues with the planning and implementation of teaching their subject as well as supporting assessment and record keeping
- monitor progress in their subject(s) and advise the Headteacher/SMT on action needed
- take responsibility for the subject's budget by auditing, purchasing and organising resources
- ensure there are processes in place for reporting faulty/broken equipment
- organise for non-contact time to support and monitor teaching and learning, including time for staff training
- demonstrate an understanding of developments within their subject/s attend relevant courses and update HT/SMT and colleagues

The role of the **SMT** is to:-

- support the Headteacher in the leadership and management of the school
- work with the Headteacher on policy planning and procedures and their implementation
- be a good role model of teaching and organisation
- make a major contribution to overall strategic planning
- monitor the impact of SDP initiatives on learning
- provide support and challenge to colleagues within agreed frameworks and policies

(See SMT Terms of Reference)

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Monitoring and Evaluation

- Monitoring and evaluation is driven by SDP priorities and completed by the Headteacher/SMT and Curriculum group leaders. In addition, all staff members take responsibility to ensure that teaching and learning continues to enable standards to rise
- The SDP timelines tasks, training, monitoring and evaluation for each Curriculum Group and for the SMT
- The HT and governors seek periodic external evaluations to assess standards against Ofsted criteria via County Advisors / School Improvement Partners (SIP)
- The Governors have an agreed protocol with regard to visiting classrooms and gathering information

Monitoring aspects include:-

- work sampling
- pupil conferencing
- testing, assessing and analysis of results vs Age Related Expectations
- locality and County moderations
- learning walks
- drop ins
- written and oral feedback
- impact reports of findings
- planning sweeps
- sharing practice

Staff Training

- All new staff are inducted into the school through the use of our induction checklists (see Induction Policy)
- All staff, including Governors, have the opportunity to attend courses and Inset which are organised by curriculum group leaders or SMT as appropriate
- Curriculum groups manage the funding of training in liaison with Governors, the SMT and the Bursar through agreement of the SDP
- Driven by our SDP priorities, our appraisal process promotes CPD and JPD, as do our staff meetings, locality links, mentor system and feedback from monitoring

IMPACT

Success can be measured against the stated aims using the following evidence:

- SDP success criteria
- SIP, LA and OFSTED reports
- Results of Statutory Assessment Tasks
- Pupil Progress/Age Related Expectation Reports (Assessment)
- Parental involvement and approval
- Admission numbers
- SMT/Curriculum Group monitoring reports
- Appraisal targets and review

Date: September 2021

Ratified by Governors: Autumn 2021

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APPENDIX 1 - WHAT MAKES A GOOD LESSON?

- Well planned and pupils and adults well prepared
- Delivery is varied
- Clear , achievable, challenging, shared objectives (lesson outcomes /success criteria are visual and clearly understood)
- Good, purposeful use of resources re: people, objects/equipment ,ICT)
- Differentiated activities with opportunities for developing perseverance and resilience
- The lesson is stimulating, practical, engaging and motivating with elements of fun, making it enjoyable and memorable
- Includes pupil interaction
- Pupils given opportunities to talk about their work to adult/s and each other /partner and reflect
- Appropriate collaboration and differentiation
- Routines encourage independence and good behaviour
- Language appropriate for different abilities
- Accurate use and modelling of subject specific vocabulary
- Pupils make good progress and are given relevant support
- Pupils enjoy the activity and celebrate success
- When pupils build on previous learning and make the links through a learning journey
- The plenary consolidates the learning intention ,is effective , and moves learning on
- Pupils given clear instructions
- Tasks/outcomes are varied, challenging but achievable and based on pupils' prior achievement
- There is good pace and time keeping
- The learning environment is well aired, stimulating, calm, well managed and purposeful to work in
- The activity matches the objective
- The adults (CAs and SNAs or parent) in the room are clear about their role and outcomes needed and are effective
- Adults have a good subject knowledge
- There is effective and appropriate use of ICT
- There is an element of evaluation and self /peer assessment and time given for feedback and to share success /development points – building a sense of achievement and celebrating success
- Good questioning (especially open ended) supporting all learners, extending pupil understanding and allows for exploration of ideas
- There are clear boundaries of behaviour that pupils work within
- There is good use of modelling/demonstration
- Teacher knowledge is good and is he/she is confident
- Different learning styles are catered for - a variety of VAK activities
- There are cross curricular links
- A balanced amount of 'teacher talk' – pupil voice is encouraged
- There is an appropriate amount of 'risk taking '

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APPENDIX 2 - PUPILS LEARN BEST WHEN:

- They feel happy ,respected and secure/safe/valued – emotionally secure
- They are motivated and feel that they can achieve
- They feel confident in their environment ,where there is trust
- They are clear about what they have to do ,why, and what standard is expected of them – consistency across the school
- Learning is built on and links to life experiences
- They are fit, healthy, not hungry and are hydrated
- They have access to appropriate resources to support them
- They have an interest taken in them , feel valued and have their needs met (Inclusion issues are addressed)
- They have a good self esteem
- The environment is comfortable and conducive to learning
- The tasks presented to them are within, but not restricted to, their capabilities
- The environment and tasks are stimulating
- They clearly understand the boundaries within which they function and the rules are consistent
- They feel rewarded, praised, and celebrated and are aware of their own progress
- They know what to do next and can make connections with what they know and can make links with previous learning
- They are given feedback that is constructive so they know how they are progressing via e.g. marking ,reward systems, oral feedback, work displayed and self-evaluation
- Routines are well established, including transition
- They are not tired and are given appropriate breaks
- They have access to outside learning
- They attend school regularly and punctually
- Their learning style is addressed
- Relationships are good (pupils/pupil and teacher/TA pupil)
- Good relationships exist with school, teacher, home, peers
- They know their parents and the school are working together
- They feel they are understood re gender, culture, background
- They are taught by adults who are confident ,knowledgeable, fit , enthusiastic and care
- They are given opportunities to talk about their learning and understanding
- They are feel confident to make mistakes
- They takes a pride in their work and endeavours
- They are given opportunities to work independently and with others, try new things and succeed and take responsibility for their own learning
- They know who to go to if they are worried and will find support, have a voice and the school has a listening ear
- They can manage their emotions and recognise emotions in others
- They feel trusted
- They are supported at home and there is effective home: school communication
- School policies are practised

(Agreement September 2008, Updated September 2011, September 2012, September 2013, January 2016, September 2021)

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APPENDIX 3: Smart Screens are used to:

- improve the pace of pupil learning
- share and present ideas
- demonstrate clearly, efficiently and dynamically
- model and develop pupils' understanding
- display a range of media (including websites, videos and images)
- engage, stimulate interest and support different learning styles
- promote interaction and dialogue
- support effective questioning and assessment for learning
- reinforce and revisit previous learning
- help pupils make connections in their learning
- support the learning objectives
- share and celebrate pupils' ideas and achievements
- enable pupils to work collaboratively and make decisions
- harness the use of linked technology (e.g. visualisers)