



Hartington C of E Primary School

“Caring & sharing as part of God’s family”

“Loving our neighbour as we love ourselves” - Luke 10:27

Teaching and Learning

Policy linked to Safeguarding (E-Safety) Inclusion, Behaviour, Marking and Homework Policies.

Signed by:

Head teacher

Date:

Chair of governors

Date:

Review date: May 2022

Introduction

At Hartington C of E Primary School, we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. Through the provision of inspirational and creative teaching and learning opportunities, through the school's vision statement and Christian Values, children can be directed into achieving happy and rewarding lives.

Aims and objectives

We are all individuals and learn in different ways, which the school aims to deliver through the 'three I' approach - Inspire, Implement and Impact.

At our school, we provide a rich, creative and varied learning environment that allows all children to develop their skills and abilities to their full potential.

Through our teaching, we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem, and help them to build positive relationships with other people;
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- show respect for a diverse range of cultures and, in doing so, promote positive attitudes towards other people;
- enable children to understand their community, and help them feel valued as part of it;
- help children grow into reliable, independent and positive citizens.

Effective learning

Research tells us that children learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic). We therefore deliver teaching in different ways to address the needs of all our learners (e.g. mathematical/logical, visual/spatial, interpersonal, musical) when planning our delivery of the curriculum.

We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and have a sense of belonging in which they enjoy being challenged.

All teaching opportunities will be structured to maximise learning, and lessons will be planned in accordance with the following principles:

- The teaching builds on previous learning introducing new concepts and topics through a 'springboard' event to capture the child's interest and promote motivation;
- Creative and Cross curricular links where ever possible including opportunities for enrichment activities eg: Peak Park Rangers.
- Gives pupils an overview of the lesson and how it fits into the unit of work;
- The teacher identifies and explains the learning objectives;
- The lesson is delivered via a range of teaching styles;
- There are opportunities for investigative work to build on their own understanding;
- There are opportunities for the children to review what they have learnt eg peer assessment, reciprocal marking;
- There are planned opportunities to give feedback to the children, celebrating success and reviewing learning strategies;
- Next steps are recorded in their work + 2 stars and a wish identifying achievements and areas to build on.

We offer opportunities for children to learn in different ways. These include:

- Investigation and problem-solving;
- Research and discovery;
- Group work;
- Pair work;
- Independent work;
- Whole class work;
- Asking and answering questions;
- Use of ICT;
- Fieldwork and visits to places of educational interest;
- Residential visits to outdoor education centres;
- Creative activities;
- Debates, role-plays and oral presentations;
- Designing and making things;
- Participation in athletic or physical activity.

- Participation in pilot projects - e.g. Active Across Ages linked to partner agencies who attend the school

We encourage children to take responsibility for their own learning, to be involved as much as possible in reviewing the ways in which they learn.

Effective teaching and learning

Our teaching focusses on motivating all the children, and building on their personal knowledge and understanding of the curriculum content, so that they reach the highest level of personal achievement. We use a range of schemes of work to guide our teaching.

Teachers plan assessment opportunities into the curriculum to inform lesson planning and children's progress. Our prime focus is to develop the knowledge and skills of all our children. We ensure that all tasks set are appropriate to each child's level of ability to promote optimum learning. When planning work for children with additional needs, we give due regard to information and targets contained in the children's Education Care Plans (ECPs). Teachers modify planning and the delivery of the lessons to ensure all children's needs are met. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability to ensure that we meet all statutory requirements related to matters of inclusion.

We set targets linked to the curriculum for all children throughout the school and we share individual targets in literacy and numeracy with the children and the parents/carers. We review the progress and attainment of each child at the end of each Derbyshire term, and new targets are set as appropriate.

We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum 2014 including the national literacy and numeracy frameworks. The school refers to the Cornerstones Scheme of work which is used as the foundation for the 4 year rolling programme of Long Term Planning with the British Values integral to its content. The delivery of RE is through the New RE Syllabus via a four year rolling programme. Cross-curricular links are made where ever possible and the school's vision statement and Christian Values are securely embedded in both Long Term Curriculums.

Lesson plans contain information about the tasks to be set, the resources needed, challenging activities, supported activities and summative/formative assessment opportunities. Teachers evaluate all lessons, so that they can be adapted and modified to inform future planning.

All of the teaching team follow the school policy with regard to behaviour and classroom management and follow the guidelines stated when necessary, whilst referring also to the schools Vision Statement and Christian Values. We set and agree with children the school code of conduct, and we expect all children to follow the rules that we jointly devise to promote the best learning environment for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general which helps to promote appropriate behaviour at all times. If children misbehave we follow the guidelines as outlined in our behaviour and inclusion policies.

We ensure that all tasks and activities that the children perform are safe. When off-site visits are planned a strict set of procedures to ensure safety is followed: the venue is visited, risk assessments are completed via EVOLVE by the visits coordinator who has undertaken DCC training (Updated annually), and various permissions are obtained prior to the visit taking place.

Teaching Assistants and other adult helpers are considered in the planning. They, sometimes work with individual children or with small groups to ensure the curriculum is cascaded to all pupils on an individual level.

Our classrooms are attractive learning environments and work is displayed which reflects the topics studied by the children. Many displays are also on show in church to be enjoyed by the community. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children. We conduct all our teaching in an atmosphere of trust and respect for all, thereby promoting British and Christian Values.

The professional development of our teachers is based on the School Improvement Plan, the changing curriculum and expertise of staff in situ. There is a planned programme for CPD for all teaching and non-teaching staff which is also influenced by individual pupil needs plus changes to statutory guidance and guidelines.

The role of Governors

The Governing body of Hartington C of E Primary School are proactive in their support, monitoring and review of the school's approach to teaching, learning, assessment and tracking. In particular, they:

- Support the use of appropriate teaching strategies through careful budgeting and prioritising (Linked to the School Improvement Plan (SIP))

- Ensure that the school buildings and premises are safe and used optimally to support teaching and learning;
- Monitor teaching methods in the light of health and safety regulations;
- Seek to ensure that our staff development and our performance management both promote high-quality teaching;
- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the termly Head Teacher's report to governors, the SIRR, the SIP, SES, SIAMS SES and a review of the inset training sessions attended by all staff (teaching and non-teaching).

The role of parents and carers

The school believes that parents and carers have a fundamental and symbiotic role to play in helping children to learn. Parents are informed through meetings with teachers, the web site, letters, text, e-mails and the children themselves about what and how their children are learning:

- By holding parents' evenings to explain our school strategies for literacy, numeracy all subjects including PSHE;
- Holding Open Days for parents and other events such as church worships, award assemblies and whole school performances;
- By having information such as school events and topic planning available on the school website and school notice board;
- By sending parents and carers reports in which we explain the progress made by each child, and indicate how the child can improve further;
- By explaining to parents and carers how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.
- The development of a safeguarding programme for parents/carers including e-safety

We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We would therefore request parents and carers:

- To ensure that their child has the best attendance record possible;
- To ensure that their child is equipped for school with the correct uniform and PE kit;
- To do their best to keep their child healthy and fit to attend school;

- To inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- To promote a positive attitude towards school and learning in general;
- To fulfil the requirements set out in the home-school agreement.

Monitoring and review

We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years, or earlier if necessary.