

1. INTRODUCTION

At Hyndburn Park Primary School, we believe that learning should be a lifelong process which should be a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring children to be autonomous learners, able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens in modern 21st century Britain. Our teaching and learning policy is one of the key ways in which we hope to fulfil our vision and values.

SCHOOL'S VISION

At Hyndburn Park, children are at the heart of all that we do. We hope to inspire, nurture and encourage everyone to aim high, work hard, and fulfil their potential. We promote a love of learning, and encourage everyone in school to become, and remain, independent, confident, thoughtful and considerate members of society, able to make well-informed decisions. We aim to make learning fun, and to celebrate every success along with way. We hope to instil in each person, the desire to become the very best they can.

VALUES

In our school:

- We are all differently EQUAL.
- We TRUST each other.
- We behave with HONESTY and INTEGRITY.
- We treat each other FAIRLY and with RESPECT.
- We BELIEVE in ourselves and in each other.

2. PURPOSE AND AIMS

This policy outlines the approach to teaching and learning in our school, and aims to develop a consistent approach to ensure high standards. Through our teaching, we aim to:

- Enable children to become independent and confident learners;
- Help children to develop positive relationships with others and work collaboratively in a variety of situations; and
- Show respect for all races & cultures and, in doing, to promote positive attitudes towards other people.

We believe that people learn best in different ways. We provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential. Through our teaching, we aim to:

- Foster children's self-esteem and help them build positive relationships with their peers and adults;
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;

- Enable children to understand their community and help them feel valued as part of the community;
- Help children grow into reliable, independent and positive citizens in 21st century Britain;
- Develop children's ability and confidence in using today's technology, and being prepared for technologies of the future;
- Encourage children to take pride in their work and the work of others; and
- Help children achieve their full potential in terms of academic progress, aesthetic appreciation, moral, social, cultural and spiritual awareness.

3. EFFECTIVE LEARNING

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. When planning, we consider a range of learning styles, to ensure that we offer opportunities for children to learn in different ways. These include:

- Embedding learning in a purposeful context whenever possible, by ensuring that there is a motivational, stimulating start to a unit of work or theme (a visit, visitor, event, challenge, problem, etc), or an intended outcome (debate, product, decision, etc), or an audience to receive the work (an assembly, production, etc);
- Investigation and problem solving;
- Research and finding out;
- Whole class work;
- Group work (in groups selected for different reasons);
- Paired work;
- Individual work;
- Independent work, which is child directed;
- Selecting and using relevant resources to support learning;
- Asking and answering questions;
- A range of strategies that promote visual, auditory and kinaesthetic learning;
- Use of IT resources;
- Fieldwork and visits to places of educational interest;
- Guest visitors and performances;
- Creative activities;
- Watching television and responding to musical or pre-recorded material;
- Debates, discussions, role-plays and oral presentations;
- Designing and making things;
- Participation in athletic or physical activity; and
- Setting challenges for themselves.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and how to overcome challenges in their learning.

4. EFFECTIVE TEACHING

When teaching, we focus on motivating the children to develop and apply their skills, whilst knowledge and understanding across the curriculum so they can reach the highest level of personal achievement. We use the whole school curriculum map to guide our teaching. This sets out the aims, objectives and values of the school, and details what is to be taught to each year group.

Policy documents and schemes of work are developed by subject leaders in collaboration with the whole staff, and are reviewed regularly. Curriculum staff meetings are used to discuss aspects of teaching and learning and to ensure consistency in approach and standards.

We plan our lessons with clear learning objectives identified from the EYFS Curriculum and National Curriculum. Our lesson plans contain information about the activities / tasks set, the resources needed, the groupings of children and, when appropriate, how we will be assessing the children's work. We identify pupil's next steps, so that we can modify and improve our teaching in subsequent lessons.

Learning should be structured to ensure that pupils make progress during lessons and to enable them to become increasingly independent, with the ability to work with increasing and sustained concentration. To ensure lessons are well paced and progress is evident; lessons will include elements of Assessment for Learning.

Learning Objectives

Teachers will display and discuss the Learning Objective with children for each lesson, and will refer to it regularly. The Learning Objective may be skill or knowledge focused, and will be concise and in child friendly vocabulary. For every theme lesson, teachers will also add an English objective. This will ensure that cross-curricular learning is embedded.

Success Criteria

The Success Criteria for a piece of work (outcome) will be shared with children. More importantly, the process of 'how' to achieve the Learning Objective or outcome will be shared with children. When possible, the children will be involved in generating these process success criteria, which will also be displayed during the lesson.

Questioning

Different types of questions will be asked during lessons including closed / open questions and lower and higher order questioning to develop thinking skills (e.g. Bloom's Taxonomy). These will be differentiated for children and will enable teachers to assess prior understanding, and progress during the lesson. Opportunities will also be planned for children to ask their own questions.

Differentiation

Teachers will plan questions and tasks appropriate to the prior attainment and understanding of children in the class. Differentiation may occur through support offered by an adult, resources provided by the teacher, by the task set or by the expected outcome for different children.

Marking & Feedback

Regular feedback will be given to children, either verbally or in writing. Comments will refer to the Learning Objective and the Success Criteria discussed with the children and may be in the form of an example, a reminder of the learning or a scaffolded prompt. (See the school's Marking & Feedback Policy.)

Self & Peer Assessment

When appropriate, opportunities will be given during lessons for children to review their learning and understanding against the Learning Objective and Success Criteria. Older children may be asked to support each other in doing this.

Plenary

Time will be planned at the end of the lesson to review children's learning and progress against the Learning Objective. Children's success may be celebrated; common misconceptions and errors addressed, and the children's learning may be applied to a different form of problem or applied in a different situation.

Targets

At present (from September 2015), all children from Y1 – Y6 have Year Group Expectation (YGE) sheets personalised to each individual child in the front of their English and mathematics books. A copy of the writing YGE is also added to the children's theme books. These are highlighted in the half termly colours (R, O, Y, G, B, and P) and used to inform the ongoing teacher assessment. These small step objectives are used as targets for individual children, and incorporated into their half termly Learning Conferences (weekly for Y6). They are referred to in teaching and in planning. They help children and staff to focus on next steps in learning, and are also used to demonstrate progress. In EYFS classes, Key Worker Files, Learning Journeys and ongoing assessments are used to determine next steps. These are used to focus staff, children, and sometimes parents / carers on the targets for children. They link well to short term plans and to assessment opportunities.

Pupil Involvement

During lessons, opportunities will be given for children to be involved in the learning. Children will be encouraged to discuss questions in groups and pairs (learning / talk partners); edit and improve examples, and give answers to questions.

We base our teaching on our knowledge of the children's level of attainment and their prior knowledge and understanding. Our primary focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with Special Educational Needs we give due regard to information and targets contained in the children's individual SEN Support Plans (SSPs). We strive to meet the needs of all our children, to ensure that we meet all statutory requirements related to matters of education. We have high expectations of all children, and we encourage all pupils to produce work of the highest possible standard.

We ensure that all tasks and activities children do are safe. When we plan to take children out of school, we inform parents and obtain their permission, following LA guidelines / policy regarding educational visits, and ensuring the transportation and venue are visited prior to the visit and risk assessments are completed.

5. RELATIONSHIPS

Our teachers make a special effort to establish good working relationships with all children in the class, modelling learning and expected behaviour for the children. We treat our children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities, valuing every child's contribution. All our teachers follow the school policy with regard to behaviour and discipline. In addition, class rules are agreed with children. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by doing so, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children behave inappropriately, we follow the guidelines for sanctions as outlined in our school behaviour policy.

6. LEARNING ENVIRONMENT

We firmly believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent uses of resources and high quality work by the children. Teachers and children work together to establish an attractive welcoming and well organised environment engendering respect, care and value for all resources. Classrooms should be bright and tidy, and should be word and number rich. Displays might be used to:

- Celebrate success - in work, in awards, etc;
- Support class organisation - visual timetables, clearly labelled resources, etc;
- Promote independence by providing prompts - questions, support for when children are stuck, etc; and
- Support learning - working walls, presentation examples, interactive and challenging.

We change displays regularly, to ensure that the classroom reflects the topics studied by the children. Each classroom is equipped with a collection of basic resources for most areas of the curriculum. These resources are the responsibility of the class teacher. Children are made aware of where resources are kept and the rules for their access and use. Children are encouraged to act independently when choosing, collecting and returning resources. Central resources are generally the responsibility of the subject leader, each of whom has a budget for the year. Stationery items and general resources are stored centrally.

7. SUPPORT STAFF

We deploy Teaching Assistants and other adult helpers throughout school to support learning as effectively as possible. Some staff support individual children or small groups, either inside or outside the classroom depending upon the nature of the support. They may be involved in:

- Supporting assessments of children's understanding;
- Supporting group work;
- Implementing SSPs, assessing children against SSPs, and helping teachers to create new SSPs;
- Developing children's independence;
- Observing children's responses and informing the teacher;
- Preparing resources; and

- Raising standards of achievement.

Volunteer helpers and students are directed by teachers to assist in some classrooms with general tasks; listening to readers, assisting on outings and in providing other help, such as ICT expertise.

8. THE ROLE OF SUBJECT LEADERS

Subject leaders fulfil a variety of roles. They take the lead in policy development and the production of schemes of work. They offer support to colleagues, leading by example, informing them of curriculum developments, monitor progress in curriculum areas, take responsibility for the purchase and organisation of specific resources and are expected to keep up to date through reading and attending relevant courses.

9. THE ROLE OF PARENTS

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding regular parents' evenings (twice yearly) in which we explain the progress made by each child and indicate how the child can improve further;
- Sending an annual report to parents / carers explaining the progress made by their child and indicating areas for improvement;
- Explaining to parents how they can support their children with homework;
- Holding parent workshops to explain the work covered and the strategies and methods taught to the children;
- Sending information to parents at the start of each half term in which we outline the learning areas and topics that the children will be covering that half term; and
- Keeping parents informed of a pupil's progress on a more regular basis if appropriate.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to support their child's learning through the following:

- Ensure that their child has the best attendance record possible;
- Ensure that their child is equipped for school with the correct uniform and PE kit;
- Do their best to keep their child healthy and fit to attend school;
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- Promote a positive attitude towards school and learning in general;
- Encourage their child to complete homework on time; and
- Fulfil the requirements set out in the home / school agreement.

10. THE ROLE OF GOVERNORS

Our governors support, monitor and review the school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are best used to support successful teaching and learning;

- Monitor teaching strategies in the light of health and safety regulations;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensure that staff development and Appraisal policies promote good quality teaching; and
- Monitor the effectiveness of the school's teaching and learning policies through the school's self evaluation processes. These may include reports from subject leaders and the termly headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

II. MONITORING & EVALUATION

This policy will be used to monitor teaching and learning throughout the school. It will be regularly reviewed with staff and will be discussed with new staff working in school as part of their induction.

12. REVIEW

This policy was agreed in spring 2011. It will be reviewed in summer 2012, and then as necessary thereafter.

13. RELATED POLICIES

Please see the related policies below for further information.

- Behaviour & Discipline Policy;
- Assessment & Reporting Policy; and
- Marking & Feedback Policy.

Wendy Tracey
March 2011

Updated: Saiqa Tabsim
July 2015