



HAMILTON
PRIMARY SCHOOL

Teaching and Learning Policy

Approved by Governors : Spring 2018

Review Date : Spring 2021

HAMILTON PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

Purpose of the Policy

High quality teaching and learning is the purpose of Hamilton School. It is the method through which we offer a curriculum which is broad, balanced and exciting and meets the requirements of the Education Reform Act relating to the National Curriculum and religious education. The school also seeks to meet the requirements of current government initiatives related to teaching and learning.

This policy lays the foundations for the whole curriculum, both formal and informal, and gives the context in which all other policy statements should be read for the benefit of all stakeholders within our school community.

Aims

At Hamilton School we undertake to:

- Provide a learning environment that nurtures a love of learning and a sense of curiosity and wonder of the world around us
- Develop confident, self-disciplined and enthusiastic learners who are valued and respected as individuals
- Ensure all children achieve a level of attainment that reflects their full potential both academically, socially and as morally responsible citizens irrespective of race, gender, age or ability
- Teach all children to value and respect themselves, others, property and their surroundings
- Ensure that all children are explicitly taught the core values of:
 - Friendship
 - Honesty
 - Courage
 - Respect
 - Effort
 - Fairness
- Ensure the whole community of the school works cooperatively at all times

Planning and Differentiation

Our aim to provide a rich, varied and exciting curriculum that is at the essence of our planning, and as such we strive to plan in a way that enables children to learn a wide range of things in a range of different ways. Account will also be taken of the various processes by which children learn (see section on Learning Processes and Styles).

Planning will take place termly and/or half termly in year group teams, with reference to the National Curriculum 2014. Computing skills will be taught in discrete lessons.

Teachers will meet weekly in year group teams to plan in greater detail. (Usually within PPA (Planning, Preparation and Assessment) time.)

Individual lesson plans and copies of medium term planning will be held by the individual teachers as they deem necessary.

Teachers will differentiate the curriculum by:

- Task
- Outcome
- Teacher/adult support
- Using questions which build upon the various levels of thinking skills within their class

Consideration will also be given at the planning stage to providing opportunities for pupils to take greater responsibility for their learning wherever possible. (Pre-planning of topics to identify children's current knowledge of a subject in advance of studying it in order to ensure coverage is as broad as possible)

Differentiated tasks will be detailed in weekly and where appropriate daily planning. Learning objectives will be specified for all differentiated teaching. Reference will be made in weekly plans to any SEN/ Gifted and Talented children.

Teaching Strategies

In order to support assessment and ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of strategies that include:

- Initial contact and relationship between parent, child and teacher in the Foundation Stage class

- Provision of an integrated curriculum both inside and outside the Foundation Stage classroom
- The development of close links between Foundation Stage and the local playgroups
- The involvement of subject leaders in the development of individual curriculum areas in order to ensure continuity and progression between all year groups, including between Foundation Stage and Year One
- Teacher observation
- Discussion and questioning
- Previewing and reviewing work
- Didactic teaching
- Interactive teaching
- Listening
- Brainstorming
- Talk Partnering
- Developing Success Criteria
- Providing opportunities for reflection by pupils
- Demonstrating high expectations – at all times
- Providing opportunities for repetition/reinforcement
- Providing encouragement, positive reinforcement and praise
- Making judgements and responding to individual needs
- Intervening, as appropriate, in the learning process in order to encourage development
- Providing all children with opportunities for success
- Using a range of communication strategies – verbal and non-verbal

Teachers will use a range of the above strategies in any one session at their discretion. Dependant on the activity concerned, there will be evidence of:

- Whole class teaching
- Group work, organised according to appropriate criteria such as ability, mixed ability, gender, interest, etc
- One to one teaching
- Collaborative learning in pairs or groups
- Independent learning

Opportunities may also arise for grouping children across year groups, for instance for focused enrichment activities.

Learning Processes and Styles

Children enter school at different stages of development. They learn in different ways and at different rates of progress during their time at school. In the course of learning, children develop their skills through a variety of processes, which include:

- Investigation
- Experimentation

- Listening
- Observation
- Talking and discussion
- Asking questions
- Practical exploration and role play
- Retrieving information
- Imagining
- Repetition
- Problem-solving
- Making choices and decision making

The development of creativity in all aspects of learning will be considered at all times.

The learning environment will be planned and managed in such a way as to facilitate different styles of learning, ensuring opportunities for a range of activities that cater for all learners.

All areas of the school that are accessible to the children will be considered in terms of:

- Providing stimulation, thus promoting learning and reflection
- Being positive – celebrating achievement and pupil self-esteem
- Displays/artefacts that appeal to different senses and types of learners
- Hydration – access to water
- Comfortable working temperature including control of sunlight
- Availability of appropriate and good quality resources

Record-keeping and Assessment

Regular assessments are made of children's work in order to establish the level of attainment, against age-related expectations, and to inform future planning. Record-keeping and assessment procedures are defined in the Assessment Policy and Marking Policy.

Monitoring and Evaluation

Children's work will be monitored and moderated regularly in each of the subjects by the Subject Leader via a system of Work Scrutiny. In the core subjects this will be termly, and in all other subjects annually. Feedback on the main findings will be given to all members of the teaching staff by the subject leader concerned, together with recommendations for action where necessary. Any items identified as necessary for whole school (or part school) development will be incorporated into the School Development Plan.

Responsibility for Implementation

Governors:

- Are responsible for whole school development
- Are responsible for implementation of school policies
- Should oversee the results of teaching and learning

The Headteacher and SLT:

- Use specific observation criteria based on school development priorities
- Ensures access to relevant and high quality professional development
- Are responsible for target-setting and review of pupil progress
- Are responsible for the implementation of support strategies
- Monitor and review school policies and their impact upon learning

Teachers:

- Provide a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- Recognise and are aware of the needs of each individual child according to ability and aptitude – particularly those identified as being in a vulnerable group
- Ensure that learning is progressive and continuous
- Provide a good role model by being punctual, well prepared and organised
- Maintain an up-to-date knowledge of the National Curriculum and of recent local and national strategies
- Have a positive attitude to change and the development of their own expertise
- Establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of adult life
- Work collaboratively and strive towards the school's Vision

Subject Leaders:

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school
- Support colleagues in their development of detailed work plans and implementation of the scheme of work, in assessment and record keeping activities
- Monitor progress and maintenance of standards in their subject (see section on Monitoring and Evaluation)
- Take responsibility for the purchase and organisation of central resources for their subject

- Support colleagues in the classroom where appropriate, for instance by team teaching
- Keep up-to-date through reading and attending relevant courses

Pupils:

- Take growing responsibility for their own learning
- Reflect regularly on their work
- Help to set/reflect upon their own targets
- Conduct themselves in an orderly manner in line with the school's Behaviour Policy
- Strive to be well organised – bringing necessary kit, taking letters home promptly, returning homework promptly. In addition, are prepared for their lessons – having their pencil case at hand with writing equipment that is fit for use
- Respond to the recommendations in teachers' marking.

Parents:

- Ensure their child attends school in good health, regularly and punctually
- Ensure their child comes to school feeling confident and positive
- Ensure their child arrives at school wearing the correct uniform and bringing the correct PE kit
- Are realistic about their children's abilities and offer encouragement and praise
- Share with the teacher any problems in school that their child is experiencing that may affect their happiness, progress and behaviour
- Participate in discussions concerning their child's progress and attainments
- Support their child by attending meetings with the teacher and, where possible, the annual Celebration Evening
- Agree to the Home-School Agreement when their child starts School
- Agree to, and support, the school's Homework Policy