



Hotwells Primary School

Teaching and Learning Policy

'Learning to Bring out the Best in Everyone'

Last reviewed: November 2018

Next review date: November 2019

United Nations Convention of the Rights of the Child

Article 28: Every child has the right to an education.

Article 29: Education should develop every child's personality, talents and abilities.
Education should encourage respect for human rights, oneself, one's parents,
other cultures and the environment.

Contents

1. Policy for Teaching and Learning	3
Introduction	3
Aims	3
2. Teaching and Learning at Hotwells	4
3. Learning Environments	6
4. Learning to Learn	7
5. The Hotwells Curriculum	7
6. Learning in the EYFS	8

Policy for Teaching and Learning

Introduction

This document is a statement of the aims, principles and strategies for learning and teaching at Hotwells School.

It was developed in consultation with staff and has been refined annually.

It is part of a cycle of review and approval by the Governing Body.

Aims

At Hotwells Primary School we provide a caring, secure and stimulating environment in which every child can fulfil their full potential; where we are all 'Learning to Bring out the Best in Everyone'.

Through our development of different learning styles and creative curriculum activities we strive for all children to become confident, resourceful, enquiring and independent learners. All children learn in a variety of ways, through challenging and exciting learning experiences.

At Hotwells, we all see ourselves as lifelong learners where adults and children confidently discuss and share their learning together. We develop children's self respect and encourage children to respect the ideas, attitudes values and feelings of others.

Our school values of Responsibility, Kindness, Compassion, Honesty, Courage and Aspiration are an integral part of our school ethos and curriculum.

Every child will feel part of a community where they are confident at understanding their rights and responsibilities. Children will develop their self-esteem and life-long skills to be well-equipped for the changes and challenges for their lives ahead. We will help them to grow into reliable, independent and positive global citizens.

Teaching and Learning and at Hotwells

Hotwells Learners:	Hotwells Staff:
<p>Are:</p> <ul style="list-style-type: none"> ● Enthusiastic ● motivated ● interested ● creative ● happy ● confident ● enquiring ● committed to their learning. 	<ul style="list-style-type: none"> ● Provide an exciting curriculum which links with current issues and our environment. ● Plan carefully to meet the needs of their class. ● Provide interesting resources and stimulating classrooms that reflect their current curriculum and the diversity of cultures represented within the class. ● Are knowledgeable and enthusiastic about the subjects they are teaching.
<ul style="list-style-type: none"> ● Want to succeed and share their successes. 	<ul style="list-style-type: none"> ● Provide tasks that match children's ability. ● Differentiate effectively and provide support and challenge. ● Provide opportunities for children to share their success.
<ul style="list-style-type: none"> ● Take pride in their learning. ● Are proud ambassadors of Hotwells School 	<ul style="list-style-type: none"> ● Display both 2D and 3D work. ● Celebrate work from different aspects of the curriculum ● Celebrate diversity through display and artefacts
<ul style="list-style-type: none"> ● Are willing to take risks, show lots of resilience and are challenged in their learning. 	<ul style="list-style-type: none"> ● Expose children to challenge to allow all children opportunities to extend their learning. ● Provide children with a safe and secure environment where children are confident at taking risks in their learning. ● Provide opportunities for more and most able learners to explore further/deeper learning in particular areas
<ul style="list-style-type: none"> ● Develop the skills to work both independently and collaboratively. 	<ul style="list-style-type: none"> ● Teach group skills and provide tasks that allow children to work both independently and collaboratively ● Promote the skills of ELLI

Hotwells Learners:	Hotwells Staff:
<ul style="list-style-type: none"> ● Have positive and respectful relationships with each other. ● Show great respect for the school environment and that of the wider world 	<ul style="list-style-type: none"> ● Work with their classes to develop class charters/agreements. ● Acknowledge children who demonstrate positive behaviour.
<ul style="list-style-type: none"> ● Have a positive attitude to learning ● Can identify their strengths and their next steps in learning and know what they need to do to improve ● Have ownership of their learning. 	<ul style="list-style-type: none"> ● Plan lessons with clear learning objectives that are shared with the children. ● Provide opportunities for self/peer assessment. ● Provide a learning environment where children can independently plan and resource their learning.
<ul style="list-style-type: none"> ● Have the ability to change their learning styles to suit the task. 	<ul style="list-style-type: none"> ● Develop strategies that allow all children to learn in ways that suit them best ● Take into account different forms of intelligence when planning teaching and learning styles.
<ul style="list-style-type: none"> ● Are confident in speaking and listening. They are able to reflect, review, ask questions and give positive feedback. 	<ul style="list-style-type: none"> ● Plan carefully for plenary, review and reflection in their lessons. ● Provide feedback and further questions to extend children's learning. ● Expose children to different types of questioning.
<ul style="list-style-type: none"> ● Learn skills for life and are well equipped for transition. 	<ul style="list-style-type: none"> ● Develop children's independence and provide opportunities for children to make decisions.
<ul style="list-style-type: none"> ● Value the process as well as the product. 	<ul style="list-style-type: none"> ● Clearly identify process skills that children need to develop. ● Value the process skills and allow opportunities for children to reflect and develop skills.

Learning environments at Hotwells are:

- **Inspiring:** encouraging curiosity, interest and an eagerness to learn
- **Adaptable:** enabling the layout to be changed for circle times, performances etc.
- **Varied:** making use of a range of spaces inside and outside, such as the hall, dining room, the Green etc. as well as making good use of the local area.
- **Well resourced:** high quality resources are use creatively and respected.
- **Organised:** learning resources are organised in such a way that they are accessible to all children, providing them with a sense of ownership and responsibility for their own learning.
- **Interactive:** children are encouraged to interact with displays, e.g. artefacts, question boards, working walls, etc.
- **Supportive:** support the current learning needs of the children, e.g. number line strategies, key words etc.
- **Celebratory:** celebrate the children's successes and progress made.
- **Welcoming:** creative use of colour to make the environment visually appealing and stimulating.
- **Tidy:** safe and clean, bins emptied regularly, clutter free.
- **Technically resourced:** make good use of the available technology such as interactive white boards, visualisers, mobile classroom etc.
- **Of a high standard:** displays model a high standard in subject knowledge, grammar and creativity.
- **Relevant:** reflective of the current teaching, reflective of our diverse city and refreshed regularly in a sustainable manner.
- **Environmentally friendly:** showing consideration of our impact on the environment, e.g. sensible use of water, lighting, electrical equipment and paper based resources. Evidence of RRR: reduce, reuse and recycle.
- **Reflect our position as a Rights Respecting School:** have the 'Convention on the Rights of the Child' (or a simplified age appropriate version) on display.

Learning to Learn:

Children at Hotwells learn the skills they need to be successful life-long learners. We use the Effective Life-Long Learning Inventory (ELLI) to teach children learning aptitudes and skills.

The ELLI animals are introduced in the EYFS and used consistently throughout the school. As children progress through the school they extend their understanding of the learning skills represented by the ELLI animals. Opportunities to develop learning skills are identified in lesson plans and shared with children in the classroom. Children's developing learning skills and successes are recognised and celebrated in lessons, assemblies and achievement awards.

The Hotwells Curriculum:

- is rich, varied, inspiring and relevant, promoting memorable learning for all children
- is inclusive; reflecting and valuing all children's backgrounds, cultures, languages and religions
- enables pupils to develop the skills they need to be successful learners both now and throughout their lives
- develops skills and knowledge
- develops our School Values of Responsibility, Kindness, Compassion, Honesty, Courage and Aspiration as well as Respect for all
- makes meaningful cross-curricular links between subjects
- places an emphasis on teaching skills and ensures progression and challenge
- is flexible, adaptable and responsive to change; reflecting current social and economic climates.
- incorporates computing across the curriculum
- values the skills and talents of staff, parents and the community
- incorporates the use of Bristol and the wider world as a resource
- includes regular theme days and weeks in which particular aspects of the curriculum are highlighted and celebrated
- fulfils statutory requirements for the core and foundation subjects
- evolves to reflect the world around us

Learning in the EYFS

Children in the Foundation Stage learn through play.

The indoor and outdoor learning environment is arranged to encourage the children to be independent learners. They have access to resources that stimulate and inspire them to explore and investigate through first hand experiences.

Adults observe each child's learning taking note of their achievements and their interests. These observations are used to inform next steps and the planning of a range of activities which extend the children's learning in all areas of the Early Years Foundation Stage curriculum.

Adults are responsive to children's interests and experiences and learning opportunities are planned flexibly in response to these.

Adults are careful to gain an appropriate balance of joining children in their play to extend their learning and allowing children the space they need to extend their own ideas.

Parents are seen as our partners in children's learning. Parents are encouraged to share information about children's learning and successes outside school with us and we communicate regularly with parents about their children's learning and development in school. Parents are also very welcome to support learning in the classroom.