

HAYFIELD LANE PRIMARY TEACHING AND LEARNING POLICY

At Hayfield Lane Primary, we are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision. This policy should be read in conjunction with our subject policies.

Our school vision is to build critical thinkers of the future, with a zest for life-long learning, who share collective responsibility as active and equitable citizens.

Principles of Teaching and Learning is the purpose of the whole school and is a shared commitment. At Hayfield Lane Primary, we recognise that education involves children, parents, staff, governors, the community and the local authority (Doncaster Education and Skills Strategy), and that for optimum benefit all should work closely together to support the process of learning.

We aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of pupils;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self discipline and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self - esteem, self-worth and emotional well-being;

- develop children's confidence and capacity to learn and work independently and collaboratively;
- develop respect, independence, kindness, creativity, ambition, teamwork and resilience (our SUPER 7)
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society.

Ethos

The ethos and atmosphere of the school underpin the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a calm and effective working environment, in which each child can produce his or her best work;
- providing a welcoming environment, in which courtesy, kindness and respect are fostered;
- providing positive role models;
- providing a fair and disciplined environment, in line with the school's behaviour and relationship policy;
- effective management of their professional time;
- developing links with all stakeholders;
- valuing and celebrating pupils' success and achievements;
- reviewing personal and professional development in order to ensure a high level of professional expertise.

Roles and Responsibilities

Teaching and learning is a shared responsibility and all members of the school community have an important part to play. (See Home-School Agreement) All members of the school community should work towards the school's aims by:

- esteeming children as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well ordered environment in which all are fully aware of behavioural expectations;
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- working as a team, supporting and encouraging one another.

Teachers will endeavour to:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of children according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues;
- provide clear information on school procedures and pupil progress;
- 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 life;
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

Parents are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- providing support for the discipline within the school and for the teacher's role;
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- support the school's homework policy and give due importance to any homework;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;
- informing the school of reasons for their child's absence.

Pupils are encouraged to support the school's aims by:

- attending school in good health, maintained by adequate diet, exercise and sleep;
- attending school regularly and punctually;
- being organised, bringing necessary equipment, taking letters home promptly, etc.;
- conducting themselves in an orderly manner in line with the expected behaviour and relationships policy;
- taking increased responsibility for their own learning.

The community is invited to support the school by:

- contributing to activities, such as assemblies, specialist outings, clubs, etc.;
- presenting themselves as positive role models to be emulated;
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- supporting school events;
- voluntarily helping in the classroom.

Planning

At Hayfield Lane Primary, we are committed to following the programmes of study as required by the National Curriculum 2014. National Curriculum Programmes of Study are plotted out into progressive curriculum statements with an end of year 'end point' to reach the age related expectations. We follow a cross curricular approach to learning where most subjects are taught through a NOVEL STUDY learning journey (topic) approach. Some aspects are covered as discrete subjects. As we want to develop as critical thinkers, drawing on multi-disciplines, we plan our curriculum accordingly as we do not want children to compartmentalise subjects. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards. Planning takes place termly, with reference to the National Curriculum 2014, Early Years Foundation Stage and the Whole School Long Term Curriculum Plan. Termly/half-termly (mid term) plans are submitted to the Curriculum Leader and weekly planning for English, Mathematics and foundation subjects are evident as lesson slides to be used as a teaching resource with children (in order to address teacher work life balance issues). Plans are based upon previous assessment data, pupil need and subject expectation. Curriculum time can be planned as continuous study throughout the term, or as blocks of study. Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning, linking multi-disciplines.

Subject Leaders

Subject leaders have a variety of roles. These include:

- taking the lead in the monitoring of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of the learning journey, and in assessment and record-keeping activities;
- monitoring progress in their subjects and advising the Core Senior Leadership Team (CSLT) on action needed; taking responsibility for the purchase and organisation of central resources for their subjects
- using release time to support colleagues to drive improvements in Quality First Teaching;
- keeping up-to-date through reading and attending relevant courses.

Organisation of learning environments

The learning environment will be managed in such a way as to facilitate different styles of learning. This is based on the educational research of Barak Rosenshine.

Opportunities will be made for:

- whole class teaching;
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc.);
- one to one teaching;
- collaborative learning in pairs or groups;
- independent learning.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and the development of independence. For example:

- resources in each area will be grouped according to curriculum subject;
- Novel Study areas with vocabulary support
- book corners will be comfortable and attractive;
- labels and posters should be used wherever possible/appropriate to reflect the needs of the class;
- areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner;
- pupils will be involved in the maintenance and care of all equipment and resources.

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays. Excellence is celebrated in display and performance. The school strives to ensure that each child is given an opportunity to have work displayed during the school year. Sustained effort, including drafting and reworking, is encouraged to enhance standards.

School events such as performances and assemblies are seen as opportunities for all pupils to demonstrate their own best performance. Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement. 'Gold Book Assembly' awards are given weekly to celebrate individual academic or behavioural achievement. These awards link closely to our SUPER 7.

Classroom Support

Classroom support or teaching intervention provision is available in the form of both Teaching Assistants and volunteers. Teaching Assistants and Teachers use the latest research into TA deployment (e.g. EEF) to aid their effectiveness. Volunteer helpers assist with the aspects of school life, including supporting reading and providing assistance with school visits. Students are welcomed into school and certain standards of dress and conduct are expected.

Differentiation

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by examining:

- pace;
- content;
- task;
- resources;
- extension;
- autonomy;
- outcome;
- teacher/adult support.

Differentiated tasks will be detailed in lesson STAR GRIDS with the first star covering a previous gap, the second star meeting the age related target and the third star linking to a deepened understanding.

Learning objectives or questions for learning will be specified for all differentiated teaching and reference may be made to Support Plans where appropriate. Pupils with special educational needs may receive support provided by a TA, member of the intervention team, 1:1 Tuition or our SENDCO where appropriate. Additionally, advice is sought from relevant external support agencies when and where the need demands it. (See Special Educational Needs Policy).

Assessment, Recording and Reporting

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Formative assessment is used using the STAR GRID criteria and Curriculum statement grids to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in learning.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. Optional tests are also taken in Years 3, 4 and 5. Initial assessment is used in Reception/Early Years within six weeks of starting school. Assessments are made on a termly basis and the deadline for submission is the penultimate Thursday of each term.

Marking

Effective marking:

- helps children understand how to improve and comments aim to be positive and constructive;
- is often done while a task is being carried out through discussion between child and teacher;
- marking directly links to STAR GRID criteria for lessons

Marking of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task. See the Marking Policy for further details.

All results from assessments are analysed (through EAZMAG writer) and used to inform future planning.

Effective Transitions

Cross phase continuity is ensured by:

- effective bridging documents for the curriculum
- generative learning curriculum documents which specify where learning is built on from in previous phases
- pre-school liaison meetings;
- cross-phase liaison meetings;
- in-school liaison meetings between staff;
- liaison meetings between Year 6 teachers and those from prospective secondary schools;
- visits to secondary schools by Year 6 pupils;
- transfer of pupil records of progress and summative assessment results.

Progress Record Keeping

Records of progress kept for each child are:

- updated termly by teachers and examined in pupil progress dialogue meetings with senior leaders;
- examined by class teachers at the start of each academic year as they prepare for a new class;
- retained throughout the child's time at the school and appropriate records passed on to other schools when pupils leave.

Reporting to parents

Reporting to parents is completed termly -two Parents Evenings and once a year through a formal, written end of year report. Results of individual pupils' assessments are made available to the parents concerned and the overall statistical profile (but not individual results) is made available to, governors, LA and national government.

Monitoring of work

Monitoring and evaluation of pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and senior leaders. This is also completed in joint moderation events with the LA and other local primary schools.

A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Dialogue Meetings which includes discussions around our whole school Provision Map and the impact of the interventions that are used. Subject leaders will regularly monitor children's books. The appraisal cycle focuses on the quality of teaching and learning.

Teaching Strategies and Styles

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. The chosen approach of Hayfield Lane Primary is rooted in the educational research of Barak Rosenshine and Fiorella and Mayer.

Lessons follow the following research based format:

REVIEW- opportunity for children to connect to prior learning from a previous learning journey or session. The connection to prior learning (and comparable themes within curriculum areas) is drawn attention to by teachers and staff/children recall previous learning with links explained by pupils. This helps to ensure that items are retained by children in the longer term. Each learning journey has been crafted to ensure that underlying connections and themes can be explicitly made-these are called the 'schema'. Examples of this are evident in the DAILY REVIEW BOX, recap questions, retrieval practice or quizzing.

EXPLAIN- teachers then explain the small step teaching point, previous gaps and deeper understanding elements of the lesson - we call these our **LEARNING STARS**. These are the criteria for the children to work to, with the 3 star aspect being a deepening of understanding aspect. 1 star is the gap in knowledge from previous journeys for the class. These are progressive and enable children to build to a final outcome- the **BIG PROJECT**/final piece of the journey. Within this section, misconceptions from formative assessments are discussed with children.

MODEL-Pupils are given high quality examples via teacher modelling. The modelling of the example also requires lots of active practice of the pupil. In these mini 'chunk and chew' active elements, children are able to develop critical thinking and collaborative learning aspects which are then embedded further by the class teacher. They are given time to verbalise and refine their thinking in collaboration with others. Quality worked examples are created and added to the classroom working walls to support learning across sequences of lessons. Misconceptions are also addressed. An example of this would be a teacher modelling how to create an introduction in a report about a point in history by having mini learning connection tasks, linking to prior reading, that build to the teacher modelling of an effective paragraph of text.

APPLY- This is the element of the lesson where pupils/collaboration partners begin to undertake the task set. Additional scaffolds and methods of support may be used to allow children to succeed within this aspect- working wall support, word mats, voice dictation apps, targeted support via a teaching assistant.

DEEPEN- at the end of the lesson the teacher will examine how effectively the children have met the star grids. Within this aspect, pupils will critique, summarise, explain, compare and contrast their findings. These elements are used to enable children to transfer knowledge and skills into their longer term memory. **DEEPENING LEARNING** is present in the REVIEW, EXPLAIN, MODEL and APPLY stages.

As a school we focus these on the 5 CREATIVITY WHEEL STRANDS used by Rooty Hill School- who are world leaders in educating children in critical thinking, empowering pupils to be lifelong learners. The strands covered are: IMAGINATIVE, INQUISITIVE, PERSISTENT, COLLABORATIVE and DISCIPLINED..

At Hayfield Lane, opportunities are organised to allow pupils access to these aspects, and for them to develop their own strategies to gain knowledge and skills. We aim to provide opportunities to develop a wide range of learning styles. We recognise that each child has a unique way of learning and that learning preference is affected by previous experience, competence, confidence, beliefs and values. We shall ensure that learning is accessed by as many means as possible, e.g. VAK. Staff are aware of a range of theories and research linked to learning including encouraging a 'Growth Mind-set'. These styles include:

- individual learning;
- collaborative learning in small groups, or pairs;
- one to one learning with an adult, or abler pupil;
- whole class;
- independent learning.

Group work may include friendship, matched ability, mixed ability, etc., appropriate to the activity. Collaborative learning is encouraged, although some periods of the day may be set aside for silent work.

Teachers at Hayfield Lane Primary feel that pupils learn best when:

- they are happy, healthy and alert - receptive and positive
- they are interested and involved - learning is relevant and stimulating
- the purpose of a task is understood - they understand why they are doing it
- they feel secure - in terms of environment, relationships and learning
- they feel valued - teachers and other adults care about their development as learners
- they have opportunities to explore and take risks
- they are actively involved, making choices and taking responsibility in their learning
- they have an element of control and can work with independence
- they receive positive feedback and praise for achievements

- the learning environment is well-organised and resources are easily accessed
- tasks are differentiated, matched to the child
- learning is built on existing knowledge and experience - clearly defined small steps
- they have opportunities to talk about their work, reflecting, discussing and sharing ideas
- the teacher is knowledgeable, enthusiastic and motivated

Effective learning is ensured through the process of monitoring successful teaching and pupil's learning outcome i.e. Baseline Assessment, reading ages and SAT results. Successful teaching takes account of children's prior learning and must ensure continuity and progression. Linked to the above, successful teaching is:

- confident - teachers have a clear understanding of subject knowledge and setting objectives
- high expectation - there is optimism about, and high expectation of success
 - well planned - there is differentiation with methods and organisation strategies which match curricular objectives and needs of all pupils
- interactive - pupil's contributions are encouraged, expected, extended
- characterised by high quality oral work
- well-paced - there is a sense of urgency, driven by the need to make progress and succeed
- informed - by assessment outcomes

Classrooms and teaching and learning resources

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that:

- there is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable to the task in hand;
- all children know where classroom resources are kept and the rules about their access and use;
 - children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- the library and class libraries are valued resource and used appropriately;

- children work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Each classroom will be equipped with a basic set of resources and books appropriate to the age range (Bug Club and Reading Passport). Specialist resources will be stored in the appropriate curriculum resource area, and audited by the subject leaders.

Consumables will be replenished as necessary. Staff may contact subject leaders with suggestions for specialist materials which may need ordering. Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

The use of visits and visitors as a resource to enrich the curriculum is valued and these are used throughout the school to widen children's experiences and support learning across a range of subject areas. Time is a resource that we value. To maximise its use as children progress throughout the school they are encouraged to take greater control of their own learning, including their use of time. Opportunities for learning are maximised by ensuring that tasks are made specific by focused objectives. Teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through the provision of appropriate resources and planning extension activities. All children engage in useful activities upon entering the classroom and know what to do between the end of an activity and the end of a session.