



# Teaching and Learning Policy

## CONVENTION ON THE RIGHTS OF THE CHILD

As a school that respects the rights of the children and adults in our school family, community and beyond, we aim for each school policy to adhere to articles from UNICEF's Convention on the Rights of the Child.

In this policy, we are working towards the following article:

Article 28: (right to education): Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education): Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

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## **Statement of intent**

Every child has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, special educational needs (SEND) or circumstances reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high quality teaching and learning throughout the school.

It aims to:

- Embed an agreed range of good practice across the school.
- Ensure consistency throughout the school.
- Inform staff of the school's expectations.
- Provide a unified focus for monitoring learning and classroom practice.
- Ensure that the needs of pupils are met.
- Improve and enhance the quality of teaching.
- Ensure that pupils are receiving a broad, balanced and relevant curriculum, meeting the requirements of the national curriculum.
- Ensure that teaching is appropriately differentiated for all pupils.
- Establish targets for improvement.
- Enhance the professional development of staff.

At Little Hill, we hold firmly to our mission statement: **Giving children a flying start.**

We do this by promoting, encouraging and rewarding our six school values:

- **Aiming high,**
- **Daring to be different,**
- **How well did I do,**
- **I can do it,**
- **More than just me,**
- **Thinking for myself.**

## **1. Roles and responsibilities**

### **1.1. The role of governors**

Governors will receive reports from the headteacher and curriculum coordinators and act upon areas identified as requiring improvement.

The curriculum sub-committee will meet regularly to monitor progress against targets.

Governors will visit the school to increase their knowledge of classroom activity. When visiting, governors will:

- Observe lessons.
- View recordings of lessons as appropriate.
- View samples of pupils' work.
- Talk to pupils about their experiences.
- Talk to teachers about their experiences.
- Report their findings to the entire governing body.
- Carry out learning walks.

### **1.2. The role of the senior leadership team**

The senior leadership team (SLT) will:

- Take a general overview of the atmosphere in school on a day-to-day basis by visiting classes and talking to staff and pupils.
- Liaise with parents to ensure needs are being met.
- Engage in classroom teaching to varying degrees.
- Carry out focussed classroom-based observations.
- Review and comment on planning as necessary.
- Discuss reports with staff e.g. Trust moderation, Ofsted, Self-evaluations, external advisors, learning walks etc.
- Complete a self-evaluation (SEF).
- Report on the quality of teaching and learning to the governors.
- Act as role models for all staff.

### **1.3. The role of the curriculum co-ordinators**

Curriculum co-ordinators will:

- Develop and review curriculum policies and schemes of work in collaboration with colleagues.

- Take accountability for the progress of children in their given subject.
- Report on the effectiveness of the curriculum to the Curriculum Coordinator, SLT and the governing body.
- Provide professional reports and advice to the governors' curriculum sub-committee.

#### **1.4. The role of teachers**

Teachers will:

- Monitor and evaluate their teaching.
- Seek professional dialogue and constructive criticism from SLT, middle leadership, subject coordinators and their year group partners.
- Review and evaluate their planning regularly.
- Plan, teach and mark (see Marking and Feedback Policy) appropriate and challenging lessons for pupils based on ability.
- Collaborate with colleagues to moderate pupil achievement.
- Involve parents and other professionals in the monitoring process.
- Complete reviews assessing the progress of their pupils in accordance with the Assessment Policy.
- Have secure subject knowledge and understanding – when support is needed teacher can see advice from SLT or subject coordinators.
- Ensure that every lesson has a clear learning objective.
- Ensure that all lessons demonstrate key elements of good AfL practice.

#### **1.5. The role of pupils**

Pupils are expected to:

- Be on time for school.
- Be prepared to learn.
- Place coats and bags in the appropriate area.
- Store personal belongings in the area provided.
- Be attentive.
- Listen to and follow all reasonable instructions.
- Treat everyone with respect.

## **1.6. External monitoring**

- Owls Academy Trust will work on an annual cycle to monitor teaching performance. They will scrutinise all available data and discuss the school's self-evaluation, along with all matters arising from it, with the SLT. As part of their visit, they will undertake lesson observations.
- An external school advisor will complete a whole-school review on a two-year cycle.
- Ofsted inspections will be used to identify strengths and weaknesses, and to develop an action plan for improvement.

## **2. Self-evaluation**

### **2.1. Discussion with senior leaders**

Senior leaders should discuss the following questions to assess the quality of teaching at the school:

- What is the school's view on teaching?
- What is being done to monitor teaching?
- How is assessment used to inform planning, ensure appropriate challenge, set targets and provide feedback?
- To what extent do teachers use assessment within the lesson (for example mini-whiteboards and questioning) to ensure that all pupils understand the lesson objectives?
- Are judgements based on the interpretation and evaluation of data and evidence?
- Are strengths and areas for development in teaching and management identified?
- What strategies do support staff employ to support learning?
- Do pupils work independently, co-operate to solve problems, develop workplace skills and understand what they need to do to improve?
- What happens if pupils are absent or fall behind with their work? What support is in place to help them?

### **2.2. Discussion with pupils**

The following questions should be discussed with pupils to assess the quality of teaching at the school:

- What subjects do you have targets for?
- How do you know your targets? How often do you work on them?
- How do you know when you have achieved your targets?
- Who helps you to achieve your targets? What sort of things do they do?
- Do your parents know your targets? How do they know?
- When do you get new targets?
- What happens if you can't achieve your targets?
- How does having targets help your learning?
- Tell me about this piece of work. What were you learning?
- Show me a piece of work that you are really proud of. Why?
- Do you know how to improve your work? Do you have the opportunity to improve your work?
- What do you think about your maths/English homework? What do you think the school could do to make maths more enjoyable/interesting for you?
- Which aspect of maths/English do you find challenging/difficult?

### **3. Learning environment**

#### **3.1. Setting the tone**

The teacher or member of support staff will set the tone for the morning and afternoon sessions by taking the register.

#### **3.2. Seating arrangements**

The teacher will consciously decide upon and plan the seating arrangements for pupils in order to maximise educational attainment. Arrangements will be changed to suit different activities and to allow students to work independently. A seating plan should be available for those providing cover when the teacher is absent.

#### **3.3. The classroom**

It is imperative that the learning environment maximises opportunities to learn. Displays are changed regularly and geared towards aiding learning or showcasing work, not providing distraction. Desks should be free from clutter and arranged in a manner providing suitable space for all. The room is well-ventilated and maintained at a suitable temperature. All pupils are encouraged to drink water, as needed, during lessons.

#### **4. Our philosophy**

Through our teaching philosophy, pupils are encouraged to:

- Listen to each other.
- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.
- Give honest and positive feedback.

To encourage all pupils to contribute to lessons, teachers:

- On occasions, will ask children to contribute without them having their hand up first.
- Allow sufficient thinking time between questions to allow pupils to consider their responses.
- Plan time in their lessons for pupils to discuss their learning with a partner or group before committing to a response.

We reward and recognise achievement in several ways (see The Behaviour Policy).

To ensure that the quality of teaching is of the highest standard, we commit to ensuring that our teachers:

- Understand what excellent teaching is.
- Creatively plan and deliver lessons.
- Motivate pupils effectively.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.
- Are consummate professionals.
- Engage pupils of all abilities.
- Seek out and accept constructive feedback from peers, pupils and parents.
- Are given opportunities to lead.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies.

#### **5. Teaching strategies**

##### **5.1. The curriculum**

Reception classes follow the Early Years Foundation Stage (EYFS) profile. Years 1-6 follow the national curriculum.

The curriculum is balanced, with suitable proportions of time spent on statutory and non-statutory subjects. The curriculum is carefully timetabled and content is suitable for the age and ability of the pupils. In addition, the curriculum is made accessible to all through timely differentiation and the provision of the necessary resources.

While teaching the national curriculum, wider aspects of learning, such as the development of social skills and self-esteem, also form a significant part of pupils' education.

### **5.2. Planning and preparation**

Lessons are clearly linked to the national curriculum. They are differentiated when required to clearly show how pupils of all abilities are catered for. Lessons have clearly identified learning objectives and success criteria, showing continuity from one lesson to the next. In addition, lesson plans clearly show how teaching assistants are used to enhance learning. Each plan contains a list of resources to be used during the lesson and how these resources will complement teaching. The school gives teachers adequate preparation, planning and assessment (PPA) time, as per the STPCD.

### **5.3. Delivery**

Lessons are delivered in a confident, lively style with good projection. Lessons are balanced, in terms of teacher and pupil-led activities, and cater for different learning styles. A range of lesson types are used including practical, visual, dramatic, investigative and collaborative.

### **5.4. Resources**

Resources are prepared in advance and made readily available to pupils. They are accessible to all and appropriate for the learning objectives of the lesson. In addition, they cater to pupils' different learning styles. Resources are shared between teachers and departments in order to facilitate good practice.

### **5.5. In-class support**

Support members of staff are actively involved in the lesson to aid pupils' learning. They may be involved in prior planning and preparation, and possess a good knowledge of the needs of individual pupils. They support different focus groups at different times. In some circumstances, support staff are utilised on a one-to-one basis with a child in need of additional help.

### **5.6. Pupil involvement**

Pupils are allowed opportunities to mark their work (self-assessment), and that of their peers (peer assessment). They are often asked to edit their own, and others, work. The learning objective of each lesson made clear during each lesson and is displayed.

### **5.7. High expectations**

The school sets high expectations for all pupils, regardless of ability, circumstances or needs.

### **5.8. Special educational needs and disabilities (SEND)**

Pupils with SEND are treated as individuals. Every pupil is provided with the appropriate support. In addition, the school has adopted a policy containing policies and procedures for assisting our pupils with SEND (see SEND Policy).

## **6. Assessment**

### **6.1. Baseline assessment**

Pupils joining the school will receive a baseline assessment when they start.

Strategies for baseline assessment include:

- Use of past national curriculum tests.
- Assessing pupil progress over the first half term that they are enrolled.
- Other testing arrangements may be made by the Inclusion Manager.

### **6.2. Formative assessment (assessment for learning)**

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress.

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- Identify children's strengths and gaps in their skills/knowledge.
- Identify the next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the child's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

Formative assessment is used to guide teaching and learning and help pupils achieve their year group standard.

Methods of formative assessment include the following:

- Question and answer sessions
- Hot seating
- Quizzes
- Self-assessment
- Peer-assessment
- Marking and feedback (written or verbal) (see Marking and Feedback Policy)

### **6.3. Summative assessment (assessment of learning)**

Summative assessment is important for:

- Accurate information regarding a child's attainment and progress.
- Informing both parents and teachers of a child's attainment and progress.

Summative assessments:

- Identify attainment through standardised tests (termly).
- Record performance using the school's Data Grids (see Assessment Policy).
- Provide end of key stage test data against which the school will be judged.
- Ensure statutory assessments at the end of KS1 and KS2.
- Provide information about cohort areas of strength and areas for development to build from in the future.
- Are used to partly determine a pupil's end-of-year attainment.
- Are used to partly judge a teacher's performance.
- Are used to monitor the progress of individuals and groups of pupils.

Methods of summative assessment include:

- End of term tests.
- Independent assessment tasks e.g. writing.
- External examinations such as the national curriculum tests.

## **7. Early Years Foundation Stage**

### **7.1. Focussed observations**

Three to four children are identified each week and a focussed observation is carried out on these children. This involves focussing on the child and documenting what they do (this may involve written note taking or video recording). If appropriate, the adult will support play when conducting this observation. The focussed observation is then analysed and the next steps are identified and planned for, for the following week. Parents or carers are then invited into school at the end of the focus week to discuss

their child's progress and their 'parent voice' is then recorded in the child's learning journey. The children will have at least one focussed observation per term.

### **7.2. Short observations**

These are short, spontaneous 'capture the moment' observations. Teachers and early years practitioners (EYPs) document what the child has done. These are then annotated with the appropriate band and filed into the pupil's individual learning journal along with long observations. Both the long and short observations are used to provide evidence to assess and complete the EYFS Profile, and termly judgements are made using this information.

### **7.3. Child's Learning Journey**

These books highlight key achievements for the children. Photographs of key events in Reception and exemplar pieces of work, mainly done independently by the children, are included in this book. Parents and families are encouraged to send in pieces of work, certificates and photographs that can be included in the book to create a whole picture of the child. The EYFS children have free access to their Learning Journey so that they can comment and reflect on their learning. These books provide key evidence in support of the profile, which creates a record of attainment for each child.

### **7.4. Focus activity**

During focussed activities, teaching staff write comments on the child's work, often identifying the level of support needed or if the work was done independently. Children are encouraged to discuss their work and next steps are also discussed with the children in child friendly terms.

All of the information collated over the year provides the evidence base for the Early Learning Goals at the end of Reception.

## **8. Key stage 1 and 2**

Teachers use assessment for learning to provide on-going assessment, through the use of focussed marking and/or observations of children's work, against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets, and to identify and set next step targets for each child.

Termly tests may be used to identify progress and gaps in learning. Target Tracker and Data Grids identify under-achieving pupils and identify areas needed for development in order to reach the required standard for that year group.

Termly pupil progress reviews are used to identify and analyse progress and identify areas needed for development in order to reach the required standard for that year group.

Pupils receive regular and timely verbal feedback on their progress.

### **8.1. Planning for assessment**

The national curriculum programmes of study are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.

Lessons contain clear learning objectives, based upon the teacher's detailed knowledge of each child.

Teachers mark in accordance with the Marking and Feedback Policy to assess children's progress in relation to the planned learning objectives. Teachers use this information when planning for subsequent lessons.

### **8.2. Assessment methods/materials**

Teachers use a range of assessment tools and materials, alongside on-going focussed marking and notes of pupil observations, to inform their assessment of progress for individual pupils and groups.

Results of published tests are used to contribute to overall teacher assessments.

### **8.3. Reporting**

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and next steps. End of year reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

We provide opportunities for two parent consultation evenings so that parents can discuss how well their child has settled and are able to be involved in their child's learning experience. We provide an end-of-year written report.

We give parents the opportunity to discuss their child's progress.

## **8.4. Moderation**

Regular moderation takes place to ensure consistency: this is both within our school and across the multi-academy trust. Teachers meet in groups to analyse children's work against national curriculum or EYFS requirements: both internally and externally. During the summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of key stage assessments and LA moderation.

## **9. Individual learning**

### **9.1. Assess, Plan, Do, Review (APDR)**

APDR are created for pupils who are not progressing as expected; these allow pupils to lead their own achievement (see SEND Policy).

### **9.2. EHC plans**

Some young people with SEND may require additional support from professionals outside of the school setting. In these cases, the views of parents, psychologists and further specialists will be sought. Based on these views, and in collaboration with the pupil, an education, health and care (EHC) plan will be sought.

EHC plans replace statements of special educational needs. They include special educational provision, health provision and social care provision. More information can be found in the school's SEND Policy.

## **Curriculum**

### **10.1 Context for Learning**

At Little Hill, our curriculum is creative and coherent which allows the children to see the links between the learning that they do.

We teach the children through a range of 'Context for Learning' themes. Each theme covers a wide range of subjects which builds on and provides the children with a clear breadth of study as well as the 'Key knowledge for Learning'. Teachers work hard to make the curriculum exciting, enjoyable, creative and innovative, which is designed to meet the needs of our pupils so that they achieve their very best in all areas of the curriculum.

The Context for Learning themes can be located on our school curriculum map; individual half term's, that are year group specific, can be located on our website.

There is a coordinator responsible for each of the foundation subjects; these are all overseen by a curriculum coordinator.