



Draft

# TEACHING AND LEARNING POLICY

March 2017

DATE POLICY AGREED AT COMMITTEE LEVEL: March 2017

DATE POLICY RATIFIED BY FULL GOVERNING BODY: July 2017

REVIEW DATE: March 2020

SIGNED: CHAIR OF GOVERNORS

SIGNED: HEAD TEACHER

## **Contents:**

- [Statement of intent](#)
- 1. [Roles and responsibilities](#)
- 2. [Self-evaluation](#)
- 3. [Learning environment](#)
- 4. [Our philosophy](#)
- 5. [Teaching strategies](#)
- 6. [Assessment](#)
- 7. [Early years foundation stage](#)
- 8. [Key Stage 1 and 2](#)
- 9. [Individual learning](#)
- 10. [Monitoring and reporting](#)

## 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 and disability (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.
- Embed growth mindset approach to learning
- Embed Restorative approaches to support good learning
- 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 Hazel Grove Primary School we believe in how important it is to 'Learn together, learn forever' and are committed to providing a learning experience which ensures all children make outstanding progress and are prepared for the next stage of their learning and development.

- Children are happy, inquisitive, engaged, healthy, confident and independent learners who reach their potential, are prepared for the future and understand their place in the world.
- Learning experiences are inspiring, creative, exciting, fun, challenging and personalised to meet the children's individual needs. Outstanding learning and teaching systems ensures children make exceptional progress along their learning journey.
- The learning environment is inclusive, safe, caring, friendly and welcoming where children take pride in their achievements and have the belief to success. We foster an environment where every individual is respected and valued.
- We work in partnership with our school, local and global community.

## **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 Senior Leadership Team 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.
- View records of achievement.
- Talk to pupils about their experiences.
- Talk to teachers about their experiences.
- Report their findings to the entire governing body.

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

The senior leadership team 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.
- Work in classrooms, including teaching, regularly.
- Carry out focussed classroom-based observations.
- Review and comment on planning, including termly targets.
- Discuss all annual reports with staff.
- Complete a self-evaluation.
- Report on the quality of teaching and learning in the governors' report.
- Act as role models for teaching staff.

### **1.3. The role of the curriculum Leaders**

Curriculum leaders 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 senior leadership team and the governing body.

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

Teachers will:

- Monitor and evaluate their teaching.
- Seek professional dialogue and constructive criticism from their Key Stage Leader.
- Review and evaluate their planning regularly.
- Set appropriate and challenging activities and targets for pupils based on ability.
- Collaborate with colleagues to moderate pupil achievement.
- Involve parents and other professionals in the monitoring process.
- Complete an annual review assessing the progress of their pupils.

#### **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.
- Not to eat or chew.
- Be attentive.
- Listen to and follow all reasonable instructions.
- Treat everyone with respect.

#### **1.6. External monitoring**

- A named school improvement partner will work on an annual cycle to monitor teaching performance.
- The school improvement partner will scrutinise all available data and discuss the school's self-evaluation, along with all matters arising from it, with the Senior Leadership Team
- The school improvement partner will undertake lesson observations.

- The support of leaders from local schools will be sought to evaluate the work of the school through professional discussion and joint lesson observations.
- 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 weaknesses in teaching and management identified?
- What strategies do teaching assistants 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:

- Do you know your targets? What are they?
- What do you use Green Pen Marking for?
- How does Green Pen Marking help you to learn?
- 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?
- 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?

### 3. Learning environment

#### 3.1. Setting the tone

The teacher will set the tone for the morning and afternoon sessions by taking the register.

#### 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.

#### 3.2. The classroom

It is imperative that the learning environment maximises opportunities to learn. Consistency of Growth Mindset display and working walls in all classrooms. Displays that challenge, inform and support learning and celebrate achievement that are changed regularly. All classrooms should have clear rules and routines which will contribute to good classroom management. 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 during lessons (except in science lessons where water could create a risk).

### 4. Our philosophy

Through our teaching philosophy, pupils are encouraged to:

- Listen to each other.
- Have the confidence to challenge themselves.
- 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:

- Have high expectations where all pupils are expected to contribute.
- 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 their learning link or group before committing to a response, through learning conversations, Green Pen Marking or using our Growth Mindset language or accessing the challenge area.

We reward and recognise achievement in the following ways:

- Teachers praise, using formal and informal approaches
- The school formally rewards pupil in the following ways:
  - Commendation stickers
  - Themed certificates
  - Star of the day/ week certificates
  - Calling the pupil's parents praising the pupil
  - Sending a letter home praising the pupil
  - Inviting the pupil to see the headteacher
  - Achievement assemblies
  - Golden time
- The school informally rewards pupils in the following ways:
  - Congratulating pupils privately or in class
  - Saying 'well done' to the whole class
  - Writing positive feedback on written work

The teacher will manage disruptive behaviour by:

- Using non-verbal cues.
- Referring to the pupil by name.
- Quietly speaking to the pupil while the rest of the class is engaged.
- Giving the pupil a task to encourage responsibility.
- Reminding the pupil of the sanctions that follow a poor choice.
- In exceptional circumstances, calling for support from another member of staff.

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

- Understand what excellent teaching is.
- Share a learning and Growth Mindset language used by all staff and encourage children to use this consistency in all aspects of our school, in lessons, assemblies and in feedback.
- Provide opportunities to adapt the curriculum where children's interests are involved.

- Set tasks and activities to challenge children and lifting the ceiling on their learning.
- 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 learning.
- Understand and implement effective behaviour management strategies.

## 5. Teaching strategies

### 5.1. The curriculum

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

The curriculum is creative and 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 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 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. The school gives teachers adequate preparation, planning and assessment (PPA) time, as per the STPCD. When planning children's interests are valued and opportunities to adapt the curriculum to include their interests is celebrated.

### 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 group work.

#### **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**

Teaching assistants are actively involved in the lesson to aid pupils' learning. They are 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 (for example, pupils with special educational needs and disability and academically more able pupils). In some circumstances, teaching assistants are utilised on a one-to-one basis with a child in need of additional help.

#### **5.6. Pupil involvement**

Pupils are provided opportunities to follow-up teachers' marking with questions. Pupils are also allowed opportunities to mark their work in their Green Pen Marking (self-assessment), and that of their peers with their learning links (peer-to-peer assessment). All children are encouraged to use green pen marking in their self-assessment as well as in their peer assessment with their learning links. The learning objective of each lesson is explained at the start and displayed throughout.

#### **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. Children causing concern are discussed at weekly staff meetings and, if necessary, additional professional support is provided. Teachers also discuss, informally, the needs of individual children, enabling all teachers to be aware of pupils requiring support. In addition, the school has adopted a policy containing policies and procedures for assisting our pupils with SEND.

### **6. Assessment**

#### **6.1. Baseline assessment**

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

Strategies for baseline assessment include:

- Assessing pupil progress over the first half term that they are enrolled.
- Cognitive ability tests which test ability in verbal reasoning, non-verbal reasoning and quantitative reasoning, rather than national curriculum content.

From September 2016, the EYFS profile will no longer be compulsory and the school will adopt an approved baseline scheme in line with DfE requirements.

## **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 will not be punitive. It is used to guide teaching and learning and help pupils achieve their targets. It is not used to judge a teacher's performance.

Methods of formative assessment include the following:

- Question and answer sessions
- Hot seating
- Quizzes
- Self-assessment
- Green Pen Marking

## **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 one-off tests at any given point in time.
- Record performance in a specific area on a specific date.
- 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 weakness to build from in the future.
- Are used to determine a pupil's final grade.
- Are used to judge a teacher's performance.
- Are used to monitor the progress of individuals and groups of pupils.

Methods of summative assessment include:

- End of year assessments.
- Projects and activities which contribute to a final grade.
- External examinations such as the national curriculum tests.

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

### **7.1. Observations**

Teachers document onto sticky notes or onto the 2 simple recording system what the child has done. These are then annotated and linked with the appropriate band and stored into the pupil's individual learning journal along with other 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.

### **7.2. 'My Learning journey' Best books/ 2 Simple Evidence System**

These are scrap books or our computer system that highlight key achievements for the children. Photographs of key events in Nursery and Reception and exemplar pieces of work, mainly done independently by the children, are included in this book or system. Parents and families are encouraged to send in pieces of work, certificates and photographs that can be included in the book or put into the system to create a whole picture of the child. These books and systems provide key evidence in support of the profile points, which creates a record of attainment for each child.

### **7.3. 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.

Annotated plans and planning notes, made by class teachers and other adults involved with each child, record other important information about the progress of children in the class.

Termly activities may sometimes be used to identify progress and gaps in learning. The tracking grids identify under-achieving pupils and set targets in reading, writing and maths for individual pupils and groups.

Termly pupil progress reviews are used to identify and analyse progress and set targets in reading, writing and maths for classes and cohorts.

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. We strive to ensure all tasks set are appropriate to each child's level of ability.

Teachers use focussed marking and Green Pen Marking to assess children's progress in relation to the planned learning objectives, and set the next steps to show where the child is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.

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

Teachers use a range of assessment tools and materials (including analysis of children's work in books, guided reading records and results of class activities, 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 future targets. 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/days so that parents can discuss how well their child has settled and are able to be involved in the target setting process.

We provide an end-of-year written report which includes the results of statutory tests and assessments, and gives information relating to progress, attainment and effort.

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

## **8.4. Moderation**

Regular moderation of children's work takes place each term to ensure consistency of judgements. Teachers meet in phase groups or in cross phase groups to analyse children's work against national curriculum or EYFS requirements. 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. Individual teaching and learning plans**

Individual Teaching and Learning Plans are available for pupils who are not progressing as expected, to allow pupils to lead their own achievement.

Individual Teaching and Learning Plans are reviewed every 6 months to ensure that they are still effective. However if a child's needs change during that time the Individual Teaching and Learning Plan will be changed and adapted to meet their needs. This is a working document throughout the year.

## **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 special educational needs and disabilities policies.

## 10. Monitoring and reporting

This policy will be reviewed annually by the Senior Leadership Team.

The governor's annual report will contain updates and analysis regarding teaching and learning at the school.

Signed Headteacher

Signed Chair

\_\_\_\_\_  
Date

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

