



QUEEN'S HILL PRIMARY SCHOOL TEACHING AND LEARNING POLICY

Developing a passion for learning

RATIONALE

At Queen's Hill Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding, memorable and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives and to develop to their full potential. We believe that the appropriate teaching and learning experiences help children to become happy, well adjusted adults.

AIMS

- To provide an environment where young people will achieve highly in both knowledge and skills, thereby enabling them to offer a lifelong contribution to society
- To provide a safe and secure environment in which we can value and care for each other
- To promote self-control and self-discipline
- To develop trusting, tolerant attitudes with respect for others' beliefs
- To think of others, recognising that we are all different and can contribute to a happy, friendly school
- To offer a broad, balanced curriculum which excites the imagination and which inspires a life long passion for learning

Effective Learning:

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. Further, we also recognise the value of training our pupils to become adept in negotiating and overcoming problems that present themselves in different guises.

The psychologist Howard Gardner identifies seven main areas of intelligence; linguistic, logical/mathematical, visual/spacial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

We offer opportunities for children to learn in different ways. These include:

- ✂ Investigation and problem solving
- ✂ Research and finding out
- ✂ Group, pairs and independent work
- ✂ Using talking partner activities and providing learners with thinking time
- ✂ Independent work
- ✂ Whole-class work
- ✂ Asking open ended and deeper questions to engage curiosity and assess understanding
- ✂ Use of ICT (including iPads) and other resources to engage all learners (number sticks and fans, mini whiteboards)
- ✂ Fieldwork and visits to places of educational interest, including the outside environment
- ✂ Creative activities
- ✂ Using memorable props, stimulating films, resources and music
- ✂ Debates, role plays and oral presentations
- ✂ Designing and making things
- ✂ Participation in athletic or physical activity
- ✂ Inviting members of the community into school who have expertise and experience that can add depth and breadth to the value of our curriculum

We encourage children to take responsibility for their own learning by:

- being involved as far as possible in reviewing the way in which they learn
- reflecting on how they learn – what helps them learn and what makes it difficult for them to learn.
- making connections with previous knowledge
- taking risks in a safe and positive environment
- offering their own ideas, using these to structure the term's topic
- helping them to see their mistakes as opportunities to clarify new learning and not as a failure to succeed
- helping the children to develop a growth mindset (Carol Dweck) and rewarding them for showing "grit and determination"
- building resilience in our children by encouraging and rewarding endeavour, and by stressing the point that success is a journey, not a destination
- raising their aspirations to make a positive contribution to Queen's Hill and beyond
- giving pupils the opportunity to explore the curriculum and to make personal discoveries
- affording pupils with a breadth of skills, knowledge and understanding that will allow them to be 'secondary ready'

To be reviewed Autumn 2017**Effective Teaching:**

All members of staff at Queen's Hill are educators and therefore teachers of our children; we all recognise that we have a role to play in the academic progression and social nurture of our pupils.

When teaching, we focus on motivating the children and building their skills, knowledge and understanding of the curriculum. We use the National Curriculum (2014) to guide our teaching and incorporate the aims and values of the school. Our curriculum is further broadened by the supplementary range of clubs and activities on offer.

We plan whole school topics and ensure there is a balance of curriculum areas over the year. We highlight the Programmes of Study that are covered each term and these are used to inform the teaching for the following year. These are kept in the Key Stage folders. Nursery and Reception teachers plan from the EYFS document and plan from the needs of the child, sometimes following the whole school topic where appropriate. We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the skills and knowledge of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability.

Our teaching staff embrace the principle that all teachers are teachers of pupils with special educational needs. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). We have high expectations of all children, and we aim for their work here at Queen's Hill Primary School to be of the highest possible standard. We set academic targets in Maths and English for the children in Year 1 and above and we share these targets with children and their parents. We review the progress of each child throughout the academic year and set revised targets as necessary.

We plan our lessons with clear, concise learning objectives. We take these objectives from the National Curriculum, Early Years Foundation Stage Curriculum and medium term plans.

Lesson plans contain:

- information about the tasks to be set
- the resources needed
- the way in which we assess the children's work
- how targeted pupils (including Pupil Premium children) will be supported
- provisions that will be made for children with SEND and those on the MAGT register
- evaluations to allow teachers to modify and improve future teaching

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In planning and delivering learning, teachers:

- make effective use of accurate formative and summative assessment to build on prior learning, and to plan learning experiences that are personalised in accordance to the needs of a given cohort
- give children opportunities to identify success criteria and give exemplifications
- describe the expectations, encouraging high standards of presentation, effort and achievement
- model skills required to meet the learning objective and success criteria
- ensure model writing is aimed at the highest level in the class
- teach and model the school handwriting style in daily practice
- tell the children how much time they have to complete the task
- evaluate all lessons so that we can modify and improve our teaching in the future
- use visual timetables to ensure that all children are aware of what is happening and when during the day.

Assessment (also see ARR policy)

We use a variety of ongoing assessment methods that give feedback to the children and aid further planning and raise achievement for children of all abilities.

- Assessment is shared with the children, developing opportunities for self-assessment and setting targets.
- Work is marked with comments that support further learning linked with the learning objective.
- Children are taught the skills to both peer and self assess their work
- Observations of children and their written and verbal responses are used to inform next steps
- Analysis of in-school assessment is used to aid planning for individuals
- Analysis of national baseline, Year 1 phonics screening and end of Key Stage tests to identify whole school issues for curriculum and Teaching and Learning issues.

Curriculum Days:

Twice a half term we have a themed day where children access a carousel of activities. The children work in their house teams and are in “family” groups. This is to encourage a community feel within the school, giving the older children an opportunity to support and guide the younger pupils. It is also used to address National Celebrations and traditions, for example Advent or The Royal Wedding. Further, such experiences are used to stimulate an elevated level of enthusiasm towards learning and our curriculum.

Equal opportunities:

Our aim is that every child is given the opportunity, and support, to learn and develop their potential in every area of school life regardless of sex, race, ability, social class, religion or appearance. Pupil Premium funding is targeted to support children across the school and the impact of this work is evaluated. See Pupil Premium Policy.

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Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

We ensure that all tasks and activities involving the children are safe. We have a purpose built Early Years Unit which allows the children to move freely between inside and outside. All the children are encouraged to identify hazards and manage risks as they progress through the school. When we plan to take children off the Queen's Hills estate we first inform parents and obtain their permission. Refer to E.V. policy.

We deploy learning assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work in small groups. They have opportunities to work with the widest range of pupils. Our voluntary adult helpers also assist with the preparation and storage of classroom equipment and learning tasks.

Our classrooms are attractive, stimulating learning environments, designed to support and engender passionate, resilient, independent learners. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All KS1 and KS2 classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to English and Maths (including working walls), PATHS and P4C. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high quality work by the children. All trays and cupboards are labelled to foster independence.

We ensure the children's physiological state is cared for by planning exercise, ensuring drinking water is available at all times and encouraging children to eat healthy snacks. We operate flexible breaktimes for children to allow teachers to decide when the children are ready to take a break in their learning and use the outdoors to enhance children's learning whenever possible.

Professional development:

- All our teachers are responsible for maintaining excellent subject and pedagogical knowledge and for ensuring the best possible learning opportunities are planned, delivered and monitored

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- Teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. Weekly evaluations are completed.
- Teachers are expected to attend courses, observe good practice, and build and disseminate knowledge and best practice
- Staff meetings and INSET days are planned based on the needs identified in the School Improvement Plan and any local and national initiatives
- Copies of the TES are available for all staff
- Staff training needs are audited to focus our CPD programmes and course attendance

We conduct our teaching in an atmosphere of trust and respect for all.

The Role of Governors:

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- ✂ Support the use of appropriate teaching strategies by allocating resources effectively
- ✂ Ensure that the school buildings and premises are best used to support successful teaching and learning
- ✂ Monitor teaching and learning strategies in the light of health and safety regulations
- ✂ Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ✂ Ensure that staff development and performance management policies promote good quality teaching
- ✂ Monitor the effectiveness of the school's teaching and learning policies through the school self-review process. These include reports from subject leaders and termly Headteacher's report to governors as well as a review of the in-service training sessions attended by the staff.

The Role of Parents:

We believe that parents have a fundamental role to play in helping children to learn and we encourage them to volunteer in school if they are able to.

We do all we can to inform parents about what and how their children are learning by:

- Holding parents' evenings to explain our school strategies for teaching English, Maths and health education.
- Sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school in KS1 and KS2
- Sending monthly letters in EYFS to inform parents on how they can support what the children have been learning and of what is coming up
- Sending regular reports to parents in which we explain progress made by each child and indicate how the child can improve further.

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- Explaining to parents how they can support their children with Home Learning. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.
- Meeting with parents in the Autumn and Spring terms to set targets (EYFS pupils), Autumn and Summer for Year 1 to Year 6.
- Welcoming parents into school for a range of activities to share with their children including Stay and Play, Reading Café and Maths Café sessions.
- Holding termly Parent Forum meetings to ensure that parent voice is heard.
- Paying due regard to the views and wishes of parents when formulating individual education plans for pupils with SEND.
- Inviting parents in to school to who have experience and expertise that can add value to our curriculum provision.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ✂ Ensure that their child has the best attendance record possible
- ✂ Ensure that their child is equipped for school with the correct uniform, books and PE kit
- ✂ Listen to their child read at least four times a week
- ✂ Do their best to keep their child fit and healthy to attend school
- ✂ Inform the school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- ✂ Promote a positive attitude towards school and learning in general
- ✂ Fulfil the requirements set out in the home/school agreement.

Monitoring and Review:

We are aware of the need to review the teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. The SLT are responsible for self-evaluation and use monitoring and evaluation of teaching and learning to identify the strengths and weaknesses in the school, in order to drive school improvement.

The quality of teaching and learning at Queen's Hill Primary School will be linked to the SIDP and monitored by:

- Observation by Headteacher/LA/subject leaders and governors
- Regular sampling of work (planned and spot checks)
- Regular monitoring of plans and teaching files (planned and spot checks)
- Regular learning walks
- Moderation of work within the school and within the cluster
- Data analysis
- Looking at displays
- Annual self review
- Talking to children
- Pupil tracking and the completion of case studies

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- Focused discussion with colleagues.

Mrs P Sheppard
Headteacher

Policy updated Autumn 2011; Autumn 2014
Policy to be reviewed ~~Autumn~~ 2017

Also refer to:
Marking and Feedback Policy
Behaviour Policy
Assessment Policy

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Appendix 1

Code of practice for lesson observations

There are two types of lesson observations at Queen's Hill Primary School.

1 Formal observation

- Linked to the School Improvement Development Plan, Performance Management or core subjects
- A week's notice to be given
- By representative of the LA, Headteacher, School Improvement Leader, Subject Leaders, Mentor and Governors
- The focus of the lesson will be discussed prior to observation
- Feedback given
- Details of lesson observation confidential to teacher/ TA observed, observer, LA, H/T
- Copy of proforma held by teacher/TA and HT

2 Informal observation

- Observation of what is seen on 'walkabout' by HT/member of SLT or Curriculum Team
- No notice
- Feedback given if asked or if there are any issues that need to be addressed
- Copy of written record held by HT, a copy can be requested by teacher

Appendix 2

KEY IDEAS	FEATURES
Teaching that leads to high rates of progress	<p>Almost all children are making rapid and sustained progress.</p> <p>Teachers have excellent subject knowledge.</p> <p>There is systematic, accurate assessment of pupils' prior skills, knowledge and understanding.</p> <p>The teaching of reading, writing, communication and maths is highly effective.</p> <p>Teachers use well judged strategies to match children's needs.</p> <p>The use of support staff promotes progress of all children without undermining their independent learning.</p>
Challenge	<p>Teachers have high expectations of all groups of pupils.</p> <p>Sharply focused and timely support and intervention match needs accurately.</p> <p>Teachers plan astutely and set challenging tasks.</p> <p>Children tackle challenging activities.</p> <p>Appropriate and regular homework contributes very well to pupils' learning.</p>
Independent Learning and Pupil Talk	<p>Teaching promotes pupils' high levels of resilience, confidence and independence.</p> <p>There is an emphasis on the development of critical thinking skills.</p> <p>The promotion of pupils' metacognition ensures that learning skills are developed.</p> <p>Children are encouraged to present their work in different creative ways with an audience in mind.</p> <p>Teachers give pupils opportunities to develop their ideas verbally.</p> <p>The use of drama and other talk activities is a regular feature of teaching across the curriculum</p>
Cross curricular and Creative Learning	<p>Every opportunity is taken to successfully develop crucial skills, including being able to use their literacy and numeracy skills in other subjects.</p> <p>Pupils learn exceptionally well across the curriculum.</p> <p>They use well judged and often imaginative teaching strategies which match individual needs accurately.</p> <p>Marking and constructive feedback from teachers and pupils are frequent and of a</p>

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	<p>consistently high quality, leading to high levels of engagement and interest.</p> <p>Teachers use the curriculum and teaching time flexibly to respond to pupils' skills, abilities and interests.</p> <p>Real life and meaningful contexts are used and links made between different areas of the curriculum.</p> <p>A significant proportion of pupils' learning experiences have a practical or creative element.</p>
Feedback	<p>Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.</p> <p>Marking and constructive feedback from teachers and pupils are frequent and of a consistently high quality.</p> <p>There is systematic and accurate assessment of pupils knowledge and understanding.</p> <p>Marking reflects the school marking policy which includes reference to the learning objective / success criteria, next steps, self / peer evaluation and targets where appropriate.</p>
Engagement and attitudes to learning and school	<p>Teachers and other adults generate high levels of enthusiasm for, participation in and commitment to learning</p> <p>Time is used very well.</p> <p>Pupils show very high levels of engagement, courtesy, collaboration and cooperation in and out of lessons.</p> <p>They have excellent, enthusiastic attitudes to learning, enabling lessons to proceed without interruption.</p> <p>Pupils are consistently punctual in arriving at school and have high rates of attendance.</p> <p>Pupils are highly adept at managing their own behaviour in the classroom and in social situations, supported by systematic, consistently applied approaches to behaviour management.</p> <p>Pupils are very calm, orderly and considerate when moving around the school.</p> <p>Teachers use imaginative teaching strategies to match individual needs and enable children to learn exceptionally well across the curriculum.</p>
Consistency	<p>Much of the teaching is outstanding and never less than good.</p> <p>School behaviour management systems are consistently used and applied.</p> <p>Teachers have consistently high expectations of all groups of pupils.</p> <p>Work and planning scrutinies show consistently well planned lessons which move learning forward.</p> <p>Teaching is consistently inclusive of children with a range of needs and from all backgrounds.</p> <p>Relationships in the classroom are consistently warm and positive creating a delightful atmosphere.</p>

The inspection handbook, published 31st July 2014, states that

“Ofsted does not favour any particular teaching style and inspectors must not give the impression that it does. School leaders and teachers should decide for themselves how best to teach, and be given the opportunity, through questioning by inspectors, to explain why they have made the decisions they have and provide evidence of the effectiveness of their choices. Moreover, inspectors must not inspect or report in any way that is not stipulated in the framework or this handbook. For example, they should not criticise teacher talk for being overlong or bemoan a lack of opportunity for different activities in lessons unless there is unequivocal evidence that this is slowing learning over time.

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It is unrealistic, too, for inspectors to expect that all work in all lessons will be matched to the specific needs of each individual pupil. Inspectors should not expect to see pupils working on their own or in groups for periods of time in all lessons. They should not make the assumption that a particular way of working is always necessary or desirable. Its effectiveness depends on the impact of the quality and challenge of the work set. Pupils may rightly be expected to sit and listen to teachers, which of itself is an 'active' method through which knowledge and understanding can be acquired effectively. Inspectors should not criticise 'passivity' as a matter of course and certainly not unless it is evidently stopping pupils from learning new knowledge or gaining skills and understanding.

When observing teaching, inspectors should be 'looking at' and reflecting on the effectiveness of what is being done to promote learning, not 'looking for' specific or particular things. Inspectors should gather robust evidence to judge and report on how well pupils acquire knowledge, learn well and engage with lessons."

Ofsted's grade criteria state: "These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspection team."