



# Alexander Hosea Primary School

*'Roots to grow, wings to fly'*

## **Teaching & Learning Policy – May 2020**

### **Rationale**

At Alexander Hosea Primary School, high quality teaching and learning allows our pupils to develop firm roots from which to grow as individuals and as learners, and wings to fly, through promoting limitless learning. We believe that learning should be an enjoyable and rewarding experience for everyone. Learning is a lifelong process.

The school is committed to a holistic approach to teaching and learning and delivering an innovative, broad, balanced and personalised curriculum which motivates learners and supports our personalised learning agenda.

We encourage our pupils to be aspirational. High quality teaching and learning is promoted through our school ASPIRE values and aims:-

Adaptable - To be adaptable in a changing world.

Self-belief - To have self-belief.

Perseverance - To persevere and show resilience.

Inclusion - To accept and value similarities and differences in ourselves and others.

Respect - To respect ourselves and others and the world in which we live, including their views, opinions and belongings.

Enquiry - To foster a zest for discovery and learning.

### **Aims of the Teaching and Learning**

- To teach and promote learning in accordance with the school's vision, values and aims.
- To ensure equality of access for all pupils.
- To provide a rich, stimulating and varied learning environment that allows children to develop their individual interests and skills.
- To provide a safe environment which allows children to risk take.
- To enable children to become highly motivated, self-confident, resourceful, enquiring and independent learners.
- To foster children's self-belief and help them build positive relationships with others.
- To promote collaborative learning.
- To develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others.
- To show respect for all cultures and, in so doing, to promote positive attitudes towards other people.
- To enable children to understand their community and help them feel valued as part of this community.
- To help children grow into reliable, independent and positive citizens who live by our British values and who are able to make informed choices.
- To develop an ethos of working together with parents/carers to achieve high standards within a caring environment and community.

## **Guidelines**

### **1 For Effective Lifelong Learning:-**

#### **Creating a learning environment, which supports high quality teaching and learning**

Our school ethos is reflected in the learning environment we create to support teaching and learning. This uses neutral colours and provides communication friendly spaces which engage children and take account of their well-being. We increase the impact of the environment through the development of immersive learning spaces as the third teacher.

#### **Developing positive relationships**

This is a vital part of teaching and learning. Our strong relationships help build self-esteem and allow children to challenge themselves as learners.

#### **Attitudes and skills as a learner**

Alexander Hosea School is committed to character education and the importance of personal, social and emotional education, as we know that children's dispositions and attitudes are what make a difference to their ability to learn and ultimately their learning outcomes.

To be successful learners, we believe children need to develop a growth mindset and believe that they will be able to achieve their goals, even if 'not yet'. This helps them 'stand on the edge' and take risks with their learning. We encourage them to challenge themselves.

We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in the ways that best suit them. We take these into account when planning teaching and learning activities.

We encourage children to 'think like a learner', 'think like a mathematician, scientist' etc. to support their learning in each subject.

#### **Learning powers**

We use Effective Lifelong Learning Inventory (ELLI) learning powers to support teaching and learning across the school:-

- Challenge
- Making links, problem-solving
- Perseverance, resilience
- Team work
- Strategic awareness
- Curiosity, enquiry
- Creativity

We use these to provide a language for children to talk about their learning. We encourage them to talk about what they are 'learning', not what they are 'doing'.

#### **Different strategies to support learning**

Opportunities for children to learn in different ways include:

- Use of ICT
- Enquiry, research and finding out
- Questioning
- Independent learning / practising skills to embed the learning
- Pupil initiated learning / linked learning
- Whole class, small group and individual teaching and learning
- Collaborative learning

- Use of the outdoor environment and visits to places of educational interest
- Creative activities
- Watching video clips and responding to musical or recorded material
- Debates, role-plays, hot seating and oral presentations
- Making learning real through the use of real life projects and a series of mini outcomes leading to a final outcome
- Designing and making things
- Participation in athletic or physical activity
- Reviewing / critiquing their learning

Through 'Assessment for Learning' strategies we encourage children to:-

- take some responsibility for their own learning
- be involved in critiquing / reviewing the way they learn
- reflect on how and what they have learnt
- identify the next steps in their learning
- critique others' learning (peer critique)

Effective marking and feedback are also used to provide a learning dialogue between staff and pupils which supports teaching and learning.

Learning outcomes are used to inform planning and identify learning objectives. The WAGOLL (What a Good One Looks Like) allows children to assess their own learning and identify their own next steps.

The Early Years Foundation Stage Profile, ARE trackers and non-core subject assessment are used to record progress and attainment and inform next steps.

## **2 For Effective Teaching**

- We focus on motivating the children and building on their individual skills and interests.
- We take account of the children's personal, social and emotional well-being without sacrificing high quality teaching.
- We set targets with the children and involve parents in setting and reviewing these as required.
- We differentiate appropriately for all children and provide opportunities for them to challenge themselves, giving children ownership over their learning.
- We provide provocations, guide on the side and scaffold to promote learning. Guide on the side and scaffolding provide instant feedback and tackle misconceptions. Children are encouraged to draft and redraft to improve their skills.
- Where appropriate, we plan lessons collaboratively and in accordance with school policies, with clear learning objectives in line with the Early Years Foundation Stage and National Curriculum requirements. The learning objective is clearly communicated to the children and a WAGOLL is provided so children know what they are aiming for.
- We teach co-operatively and collaboratively so as to share expertise and ensure similarity of skills progression between classes/cohorts using a variety of teaching approaches.
- We use drop ins, learning walks, observations and formative and summative assessment (including critique) to ensure next steps are clearly identified and to ensure planned activities / provision match each child's needs. Assessment, recording and marking are carried out in line with school policy. Data is analysed and outcomes and data stories are used to inform teaching and learning provision.
- Teachers are involved in moderating pupil outcomes and levels of attainment to ensure consistency across the school.
- Children requiring additional support are supported in line with the Special Educational Needs and Disability policies. They may be supported by the class teacher or a Teaching Assistant. However responsibility for learning remains with the class teacher.

- We deploy Teaching Assistants and other adult helpers effectively. Sometimes they work with individual children and sometimes they work with small groups, providing pre-teaching, quality first teaching, 'guide on the side', mentoring or interventions.
- Resources in the classroom are the responsibility of classroom teachers and must be easily accessible for the children. Centrally held resources are the responsibility of subject leaders.
- Displays are used to celebrate high standards of learning for the individual child and reflect the current themes within the class / school. By offering a stimulating, immersive environment, we set the climate for learning and promote high quality outcomes for our pupils.
- Learning Walls are used to share learning.
- Teachers provide challenging and stimulating activities to promote learning, which includes home learning, planned in detail so as to match learning opportunities to the ability of individual children and to support skills across the curriculum and relating to the class project.
- Teachers reflect on their strengths and areas for improvement, and professional development needs are planned accordingly and in line with the School Improvement Plan and appraisal targets, to continually improve practice.
- We conduct all our teaching in an atmosphere of trust and respect for all.
- All staff implement school policies with regard to discipline, classroom management and equal opportunities. We set and agree with children the class rules and acceptable behaviours for learning. We expect all children to comply with these rules 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, which is valued and rewarded. We follow the school's behaviour strategy as outlined in our school behaviour policy and children are eager to reach 'supersonic'.

Subject leaders are responsible for monitoring teaching and learning in their subjects and reporting outcomes to the Senior Leadership Team and governors.

### **3. The role of the Governing Body**

There is a 'Teaching and Learning' Committee which monitors and evaluates all aspects of teaching and learning.

Our governing body determines, supports, monitors and reviews the school's policies.

In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively and achieving value for money.
- Ensure that the school buildings and premises provide a stimulating learning environment and are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of health and safety regulations.
- Monitor effectiveness of teaching and learning strategies to support pupil progress and the raising of pupil attainment.
- Monitor the impact of the School Improvement Plan.
- Ensure that staff development, appraisal and pay policies promote high quality teaching, which is at least 'good'.
- Monitor the effectiveness of school teaching and learning policies through the school self-evaluation processes. These include reports from subject leaders and the termly Headteacher's Report to governors, as well as a review of the staff development / in-service training sessions attended by our staff.

## 4 The role of parents

Parents have a fundamental role to play in helping their child to learn. We inform parents about what and how their children are learning by:

- Providing an opportunity to 'Meet the Teacher' at the start of the academic year.
- Sending information to parents at the start of each term in which we outline the project overview and the themes/skills that the children will be studying/learning during that term at school. These are also available on the website.
- Informing parents of their child's targets.
- Inviting parents into class to share their child's learning / Learning Journals and their project outcomes at regular intervals.
- Asking parents to contribute to the children's Learning Journals as appropriate.
- Explaining to parents how they can support their children with home learning.
- Holding parents' curriculum evenings to explain our school and class strategies for teaching and learning.
- Inviting parents to Open Day to see the school in action.
- Holding parents' evenings for parents to find out about their child's progress and attainment, providing a mid-year written report of standards attained.
- Sending an Annual Report to parents in which we explain the progress made during the year by their child and indicate how the child can improve further.

Parents have the responsibility to support their children and the school in implementing school policies. We actively encourage parents to:

- Ensure that their child has the best attendance record possible.
- Ensure that their child is well equipped for school.
- Sign the Home/School and On-line Safety Agreements.
- Support children's learning at home, including regular reading.
- Help in classes, visit their child's class during 'shared learning' sessions and accompany children on school visits as required.

### Conclusion

This document lays the foundations for the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read. It is written for the benefit of all members of the school community to ensure that all are aware of the fundamental teaching and learning principles of our school.

### Equalities Impact Assessment (EIA)

This policy has been screened to ensure that we give 'due consideration' to equality of opportunity and has been agreed and formally approved by the appropriate reviewing and ratification Committee.

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