

# HAZELDENE SCHOOL



## LEARNING AND TEACHING POLICY REVIEWED March 2017

SIGNED ..... DATE.....  
HEADTEACHER

SIGNED ..... DATE .....  
CHAIR OF GOVERNORS

**TO BE REVIEWED March 2019**

# Hazeldene School

## Learning and Teaching Policy

This school policy reflects the consensus of opinion of the teaching staff and has the full agreement of the Governing Body. It should be read alongside all other policies.

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### Vision Statement

At Hazeldene Lower School, we believe in the concept of lifelong learning and the notion that learning should be a rewarding 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. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

### Aims

At Hazeldene we want all learners to:

- achieve their full potential;
- become lifelong learners;
- be enthusiastic;
- develop creativity & imagination;
- be resourceful;
- develop independence;
- work collaboratively;
- be tolerant;
- become good citizens;
- be able to initiate their own learning;
- use the skills of peer learning & peer support;
- develop inquisitive and enquiring minds;
- take risks;
- contribute to the learning ethos within the whole school;
- be able to identify their next steps.

## Quality 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. We take into account these different forms of intelligence when planning our teaching and learning. We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- whole class work;
- responding to a variety of media;
- researching and finding out;
- questioning;
- debates, role plays and oral presentations;
- group work;
- use of a range of ICT equipment;
- designing and making things;
- paired work;
- fieldwork and visits to places of educational interest, including a residential experience in year 4;
- physical activity;
- independent work;
- creative activities;
- reflecting on what has been learned.

We encourage children to take responsibility for their own learning and to be involved as far as possible in reviewing the way in which they learn. A range of self and peer review as well as planned plenary sessions are used at the end of lessons to review the key learning objectives and to assess the level of understanding.

## Quality Teaching

We believe children learn effectively when the teacher provides:

- an atmosphere where children are prepared to take risks;
- lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations;
- shared learning objectives which are understood by the pupils;
- innovative and creative teaching;
- regular opportunities to discuss, review and reflect on the learning;
- clear expectations of what pupils are expected to achieve by the end of the session;
- appropriate pace to the lesson;
- opportunities for children to work collaboratively, in groups and pairs, and independently;
- thinking time before answering questions;
- open-ended, thought provoking, challenging questions;
- lessons where children's understanding is developed through active, practical and first hand experiences and involving individual and collaborative talk, exploration, questioning, prediction and investigation, so that the lesson makes a difference;
- developmental feedback and constructive criticism of pupil's work;
- time for pupil's to improve their learning
- support for the learning of pupils with differing abilities;
- a planned programme of educational visits to reinforce and stimulate learning;
- a stimulating learning environment;
- excellent subject/pedagogic knowledge;
- clear next steps in their pupil's learning;
- equality of opportunity.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further their knowledge and skills. We strive to ensure that all tasks set are appropriate to each child's level of ability. We have high expectations of all children and believe that everyone should be included in the full range of educational opportunities and that these should be of the highest possible standard.

All teachers strive to establish positive working relationships with the children that they are teaching. We treat them fairly and give them equal opportunity to take part in class activities. All teachers follow the school policy with regard to discipline and classroom management. We praise and reward children for good effort and, by so doing, 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 the school Behaviour Policy.

Teaching Assistants and other adult helpers are deployed in a variety of ways. Sometimes they work with individual children and sometimes they work with small groups. Teaching Assistants are also fully involved in the delivery of support programmes such as: Sounds Write , Quest and Rapid Read. All teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support teachers in developing their skills, so that they can continually improve their practice. We have annual performance management meetings and regular reviews where targets are set, discussed and reviewed.

### **Supporting children's wider needs**

Schools that are able to identify barriers to learning beyond the classroom and address them are in a strong position to provide personalised learning for individual pupils. At Hazeldene School, we aim to establish good relationships with all our families and to provide a climate open to dialogue. We can offer advice and support through external services, for example:

- School nurse
- Speech and Language therapy
- Learning Mentor
- EWO
- Other external agencies.

Where additional support from other agencies is required, a 'team around the child' approach may be needed. Hazeldene uses the Early Help Assessment Form (EHA) to identify barriers to learning and as a result, Team around the Child (TAC) meetings involving a range of multi-agency professionals, are set up by the school SENDCo or Child Protection Officer.

### **Intervention**

It is expected that the great majority of pupils will make at least the expected rate of progress through high quality, class based teaching. However, for some pupils this approach may not be sufficient and these pupils, at various stages, may benefit from additional small group or 1:1 intervention programmes to enable them to make the progress required to achieve their full potential.

Central to the effective planning of an intervention programmes is the knowledge the teacher has of a particular pupil or groups of pupils. When considering Wave 2 or Wave 3 interventions, a wide range of assessment evidence is drawn upon to support judgement made about pupil progress, including discussions with SENDCo, TAs and parents.

Teaching assistants are a very valuable resource in our school and they work with pupils to support learning and assist in the classroom.

## **Display**

The school believes that the purpose of display is to support pupils' learning. This may be achieved by engaging pupils via displays that:

- Enable learning to take place;
- Keep what is learnt in mind;
- Celebrate success;
- Raise expectations;
- Clarify routines;
- Encourage independence;
- Keep children safe.

## **Target Setting**

Targets are essential in enabling children to reach their full potential. Targets for English and Mathematics are set in all year groups. Children are actively involved in the target setting process and are asked to regularly review their progress against their targets.

Pupil progress meetings are held regularly by both class teachers and the Head Teacher to identify strengths/weaknesses in performance and/or identify CPD requirements.

Pupil voice is central to target setting and the review of performance and target setting. Parents/carers receive regular updates on their child's progress so that they can provide support/encouragement as appropriate

The SLT members and subject leaders monitor pupil progress through regular lesson observations, pupil conferencing, book and planning scrutiny.

For more information, please see Assessment, Recording and Reporting Policy.

## **Planning**

Teachers at Hazeldene strive to plan lessons which are engaging, fun and challenging. The Following National Strategies are used to support planning:

- The National Primary Framework for English and Mathematics;
- RE scheme of work
- Early Years Foundation Stage (EYFS);
- The National Curriculum;

### **Medium term planning**

Teachers produce medium term plans for all subject areas on a half/ termly basis. These include:

- Learning Objectives to be covered each week;
- References to Primary Frameworks or National Curriculum
- Content to be covered each week;
- References to Foundation Stage Objectives.

### **Short term planning**

The school has agreed that teachers should be able to decide what form short term planning takes. However, it must detail the following minimum requirements:

- Show learning objectives;
- Include detail of the content;
- Show differentiated tasks;
- Show Foundation Stage planning based on EYFS;

- How teaching assistants will be incorporated in to the lesson.

### **Assessment For Learning (AFL)**

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies.

At the school AFL:

- Is part of effective planning;
- Affects learner motivation;
- Focuses on how students learn;
- Promotes commitment to learning objectives and assessment criteria;
- Is central to classroom practice;
- Helps learners to realise how to improve;
- Encourages self-assessment;
- Has an emotional impact by promoting self-esteem;
- Recognises progress from a child's previous best.

We use these strategies to link assessment to better teaching and learning via:

- The evaluation of planning informs future plans;
- The use of data from formal assessment to inform planning and groupings;
- Assessment tasks which inform future planning
- Improvement time where children are given back their work with suggestions as to how it might be improved.

### **Role of Governors**

Our governors determine, support, monitor and review the school's policies on teaching and learning.

In particular governors:

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensure that the school buildings and premises are effective in supporting successful teaching and learning;
- Ensure that staff development and performance management policies promote good quality teaching;
- Monitor teaching strategies in the light of health and safety regulations;
- Monitor the effectiveness of teaching and learning policies through the school self-review processes.

### **Role of Parents**

We believe that parents have a fundamental role to play in helping their children to learn. We work hard to inform and support parents in how they can support their children's learning and confidence at school.

Parent Consultation Meetings with teachers are held to discuss progress and strategies for further improvement. The school sends information to parents at the start of each term about the programme of learning each child will be following in each subject area

Information concerning the expectations of homework is sent at the start of each year so that parents know what will be given to children each week.

Parents receive a detailed school report in July. This outlines the child's achievements during the year, how they are achieving relative to expected levels and how they can improve and develop in the future.

Parents are given the opportunity to discuss any concerns they may have.

Parents are responsible for ensuring that children attend school regularly. Holidays during term times will not be authorised unless there is an exceptional reason.

Many parents offer some of their time to help in school. These offers are always welcome and parents undertake a variety of tasks, working with individuals and groups of all ages. All school helpers are required to undertake a DBS clearance before starting work.

This policy will be reviewed on a bi-annual basis or as and when required.

Helen Ward

To be reviewed March 2019