



Teaching and Learning Policy

At South Hykeham Community Primary School, we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We are committed to high quality teaching and learning to raise standards of achievement for all children. The teaching and learning policy reflects our approach and makes explicit the best practice to which the school aspires.

Aims

Learning is the purpose of the whole school and is a shared commitment. At South Hykeham Community Primary School, we recognise that education involves children, parents, staff, governors, the community and the local authority. For optimum benefit, all should work closely together to support the process of learning. Working in partnership, we aim to:

1. **Provide the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.** Through engaging and enriching learning experiences, we aim to challenge all learners and provide relevant contexts to make learning meaningful for them. Mastery and fluency of key knowledge, understanding and skills should be balanced with opportunities to deepen and enrich their thinking. We recognise the needs and aspirations of all individuals and strive to provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements.
2. **Promote an ethos of care, mutual respect and support, where effort is valued and success celebrated.** We strive to provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community. We encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being. We aim to develop children's confidence and capacity to learn and work both independently and collaboratively.
3. **Enable children to become active, responsible and caring members of the school and wider community.** We aim to provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of our pupils. We wish to develop individuals' enquiring minds, thinking skills, self-respect, self-discipline and positive attitudes, and to encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world. We aim to encourage children to value the diversity in our society and the environment in which they live, and to become active and responsible citizens, contributing positively to the community and society.

As a school, we work towards these aims by:

- A. Promoting high quality learning and attainment
- B. Providing high quality learning environments
- C. Valuing each other, and ourselves
- D. Working in partnership with parents and the community

A. Promoting High Quality Learning and Attainment

Learning

We believe that children learn best when:

- They are encouraged to form positive relationships with their teacher, peers and other members of the school community
- They have clear direction and are praised for all the good things that they do
- They are emotionally secure and mentally healthy
- They are actively involved in their learning at an appropriate level to match their learning needs
- They are encouraged to become increasingly independent learners
- They are encouraged to take risks in their learning and to learn from their mistakes
- Persistence, creative thinking and resilience are encouraged
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging
- They are working in an environment which is safe, caring, supportive and stimulating
- Their learning is well structured and delivered
- Their learning is effectively personalised
- Their learning encompasses the values and skills of the school in aiding the development as future effective citizens
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.

Teaching

We believe that good teaching happens when teachers, and other members of our school staff:

- Feel valued within the school community
- Develop excellent relationships with the individuals in their classes
- Work as part of a mutually supportive team
- Feel supported to take risks
- Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately personalised in order that the lessons consolidate, build upon and extend learning for all children
- Insist on high expectations of learning and social behaviours
- Ensure that effective direction and support is given in order that the children make good progress
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding

- Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application
- Develop and sustain good links and focussed communication with parents in order to support the children's learning
- Develop and maintain safe, secure and inspiring classroom and learning environments
- Demonstrate effective lesson organisation
- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time
- Use resources effectively, including other adults, to support children's learning
- Use technology effectively in order to support children's learning
- Develop the range of reading skills required to access all the curriculum effectively
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding

Guiding Principles

- Working with smaller amounts of children leads to improved progress
- Children working independently are given quality skills-based learning challenges that are well resourced
- Key vocabulary is taught and used
- Regular response marking (verbal and written) leads to more rapid progress
- Learning is retained when delivered through meaningful contexts
- Reducing teacher talk increases pupil involvement
- All learning groups are fluid to promote inclusion

The Role of Teaching Assistants

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- To support the teaching; either through direct delivery or by enabling access for identified children
- Supporting a small group within the classroom
- Delivering intervention groups under the guidance of the teacher
- Carrying out assessments
- Preparing resources
- Supporting children with EHCPs or statements
- Covering classes and teaching when teachers have P.P.A.

What does a good lesson look like at South Hykeham?

We believe that a good lesson should comprise of the following elements:

- Planning - teachers have a clear understanding of subject knowledge and setting objectives and it is well planned and personalised.
- High expectation - there is optimism about, and high expectation of success
- Introduction to the lesson - an engaging hook and clear purpose
- The intended learning outcome and success criteria are clearly shared.

- Main teaching - modelled and high-quality examples provided.
- Group teaching and / or independent activities
- Interactive – pupil's contributions are encouraged, expected, extended
- Characterised by high quality oral work with considered questioning
- Pace – there is a sense of urgency, driven by the need to make progress and succeed
- Plenaries and/or mini plenaries used
- Assessment, feedback and evaluation – before, during and after the lesson including peer marking. Used to support, extend and inform future lesson planning

Development of Skills

We recognise the importance of key and thinking skills; therefore, opportunities to develop the following will be made available across the curriculum:

- application of number
- communication
- computing skills
- problem solving
- working with others
- improving own learning and performance
- creative thinking
- enquiry
- information processing
- reasoning
- evaluation and reflection

Curriculum Planning

South Hykeham Community Primary School's planning is based on the following requirements:

- The Primary National Curriculum 2014
- The Early Years Foundation Stage Framework
- The Lincolnshire Agreed Syllabus for Religious Education
- JIGSAW PSHE
- The needs (skills and knowledge) and interests of the children we are teaching.

Long Term Planning

Our Whole School Topic Overview plots the content covered from Foundation to Year Six for each individual year group, and each curriculum area, based on the skills and knowledge outlined in the 2014 National Curriculum. It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.

Medium Term Planning

This is based on a topic approach using the Programmes of Study given in the National Curriculum. In the Foundation Stage, our medium term plans are based on guidance within the Foundation Stage Profile.

Information regarding the skills and knowledge taught and learned as a scientist, artist, historian, etc. is produced and sent to parents, after the topic is launched, to inform them of what the learning looks like that term and how they can support at home.

Short Term Planning

Teachers will plan from their medium term plans in a format that suits them.

Subject leaders are available to support colleagues in their development and implementation of schemes of work. They ensure the progression and continuity in their subject throughout the school.

The SLT monitor planning as and when required.

Assessment (please refer to the School's Assessment and Marking and Feedback policies)

Marking and feedback is done throughout the lesson to effectively support the child and ensure accelerated progress is made. Assessments are used to inform future planning through same day interventions and daily planning. Where appropriate, time is given for children to respond to marking.

Monitoring and Evaluation

Pupils' work is monitored and moderated regularly in each of the core curriculum areas by the subject leaders and the Deputy, or Headteacher. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around our whole school Provision Map and the impact of the interventions that are used. Subject leaders will regularly monitor children's books in conjunction with the SLT or independently. The SLT will observe each class teacher, in a specified curriculum area, on a regular basis.

B. Providing High Quality Learning Environments

We aim to provide as immersive a learning experience as possible to engage pupils further in their learning. Pupils are involved in creating this. Displays will have explicit links to the curriculum. Where possible, they will include interactive displays, where pupils can pin-up notes and write on whiteboards. They should inspire learning and celebrate the achievement of all pupils.

The classroom environments should be both language rich and numerate rich and organised in a way that promotes and encourages independent and further learning opportunities.

Working walls in core subject areas will be updated regularly and provide good quality support prompts/ methods and guides that the children can access easily. Classroom rules will display clear rights and how to respect these.

C. Valuing Each Other, and Ourselves

Behaviour Management (Please refer to the school's behaviour policy)

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the classroom and in the wider

School environment. Outstanding learning behaviours are encouraged, praised and rewarded with smiles, merits, prizes, stickers and certificates including specific reward systems for e.g. effort in reading.

Inclusion

Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning. Successful inclusive provision at South Hykeham Community Primary is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children. In accordance with the school's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their EHCP indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age.

Children who receive additional or extra support, including those with an EHCP, have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.

Inclusive practice across the curriculum should enable all children to achieve their best possible standard, whatever their ability. This is irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in, their learning.

D. Working in Partnership with Parents and the Community

Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play.

Governors' Role

It is the Governors' role to monitor and review the policy and its practice through:

- Formal and informal visits to the school
- Reporting to the Headteacher and teachers.
- Reporting to the Full Governing Body
- Receiving reports from the Headteacher and/or the Staff Governor.
- Receiving reports from the Headteacher on relevant issues
- Ensuring equal opportunities in relation to race, gender, class and belief.
- Ensuring the practice of giving value and respect for all cultures and faiths.

Teachers' Role

Teachers will endeavour to:

- Provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement
- Recognise and be aware of the needs of each individual child according to ability and aptitude
- Ensure that learning is progressive and continuous
- Be good role models, punctual, well prepared and organised
- Keep up-to-date with educational issues

- Provide clear information on school procedures and pupil progress
- Have a positive attitude to change and the development of their own expertise
- Establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life
- Promote learning through first hand experience and educational visits.

Parents' Role

Parents are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment
- providing support for the discipline within the school and for the teacher's role
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme
- participating in discussions concerning their child's progress and attainment
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- support the school's homework policy and give due importance to any homework (see below)
- ensuring that all contact addresses and telephone numbers are up to date and correct
- allowing their child to become increasingly independent as they progress throughout the school
- informing the school of reasons for their child's absence
- actively supporting the Home-School Agreement

Pupils' Role

Pupils are encouraged to support the school's aims by:

- attending school in good health, maintained by adequate diet, exercise and sleep
- attending school regularly and punctually
- being organised, bringing necessary equipment, taking letters home promptly, etc.
- having age appropriate levels of independence
- conducting themselves in an orderly manner in line with the expected behaviour policy
- taking increased responsibility for their own learning

Homework is considered to be a valuable element of the learning process. We believe that homework should be set:

- to involve parents in their children's learning
- to help parents keep abreast of what their child can and cannot do
- to take advantage of the home context to apply learning
- to encourage children to talk about their work to their parents and explain what they are doing and how

- to extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies
- to prepare children for secondary school experiences of homework
- to view learning as a lifelong process and not just restricted to school hours.

The school's agreed practice for homework is that:

- homework is set on a regular basis, for all years, in line with our homework policy
- homework will generally follow on from work which has taken place in class but may take many different forms, including reading, learning multiplication facts and spellings. It should not entail new ideas that require explanation from a teacher
- homework may sometimes consist of preparation for work yet to be done
- children should understand exactly what they are expected to do, how to do it, and how long it should take
- homework should sometimes involve the participation of the parents
- children who have made insufficient effort during class time may occasionally be asked to complete work at home

The community is invited to support the school by:

- contributing to activities, such as assemblies, specialist outings, clubs, etc.
- presenting themselves as positive role models to be emulated
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills
- supporting school events

Policy approved by Governors

Signed Headteacher.....

Date.....

Signed Chair of Governors.....

Date.....