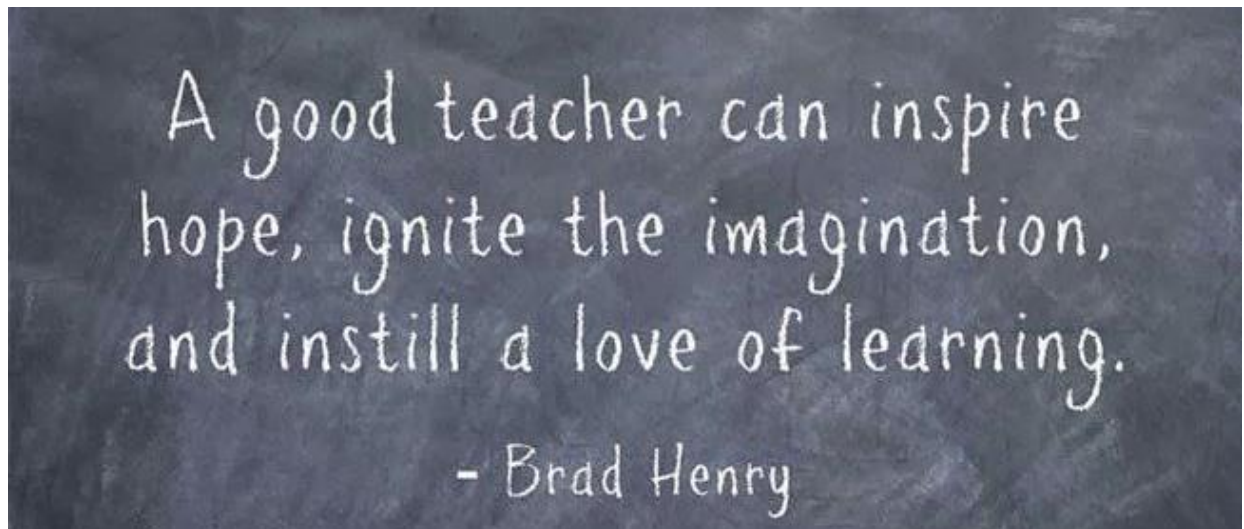


Horsford Church of England VA Primary School



Teaching & Learning Policy

March 2024



Our Vision

Our vision is to create a school where every child and adult has self-belief and the opportunity to be the best they can be, fostered through a sense of belonging, of being valued and with respect for individuality. We will be defined by who we are and what we do. Horsford CE VA Primary School aims to be a dynamic community of care, built on Christian values, in which everyone is valued, encouraged, challenged and inspired. Our aspiration is that everyone is inspired to achieve their full potential in every aspect of their lives, enabling a confident and positive response to a challenging and ever-changing world.

Our Aim

Children learn through their total experience; every moment they are in school plays a part in their education. This policy has been developed by staff to ensure our school creates an effective and well-managed learning environment in which the needs of each child can be met.

As a staff we aim to create an environment in which children can experience the joy of learning, be valued as important members of the school and belong to a community which celebrates achievement and effort. We seek to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

We believe that children learn best when they:

- are happy, interested and motivated
- achieve success through stimulating tasks which challenge their ability
- clearly understand the task
- are aware of the learning they are doing and how they can improve to get to the next step.
- are confident, feel secure and are aware of boundaries

Teaching and Learning

Tell me and I forget. Teach me and I remember. Involve me and I learn.

Benjamin Franklin

Children learn in different ways and at different rates of progress. In the course of learning, children develop their skills through a being offered the chance to explore a variety of experiences. Children need to understand what the outcome of their learning is, and what steps they need to take in order to get there. The learning needs to be purposeful and relate to Early Years Foundation Stage and National Curriculum objectives.

In class, teachers will plan lessons which are fun and engaging, incorporating opportunities for all styles of learning. The children will be encouraged to work independently with a clear understanding of what is expected for them to achieve. Teachers will support the learning and move it on through assessment during lessons and marking work and giving feedback.

Lessons

All staff agree that the following is a list of essential ingredients for every lesson.

- Learning Objective and Outcomes shared with the children.
- Differentiation (Using three levels of challenge)
- Opportunities for assessment (see assessment below)
- No hands up (except to ask a question)
- Input maximum of 15 mins.
- Good pace of learning
- High expectations of learning
- Higher level questioning (Blooms)
- Partner Talk
- Practical activities and purpose for learning

Engaging Students

For us, providing hands on experiences and purpose for learning is necessary and a significant element in children's learning. Children are active learners who use their hands, eyes, ears and their whole bodies to explore the world. We seek to offer as many opportunities for learning through direct experience as is possible.

When planning we aim to join up areas of learning in a harmonious way. We have developed a whole school curriculum which outlines a thematic approach to teaching and give children the opportunities to deepen their learning by providing links between different areas within the National Curriculum. We start by asking what they already know about the theme and what they would you like to find out, giving the children some ownership of their learning paths.

We believe in the power of immersion and plan to provide an educational visit or visitor for each theme. This will either give the children a hook for their learning or provide a real purpose for learning to work towards during their theme.

Classroom Culture

We recognise the importance the environment has on the impact of children's learning. Within each class there is an ethos that works alongside the physical space to create a safe, positive and caring environment for children to be confident to have a go, make mistakes and ultimately learn within. To ensure this, teachers provide children with the opportunities to:

- learn individually, in groups and as a class
- make decisions
- learn co-operatively
- solve problems
- develop opinions
- be creative
- discuss their ideas
- develop social skills
- develop independence
- use initiative
- celebrate achievement
- achieve academically

The Physical Environment

The physical environment makes learning easy to access. Children feel safe and are enabled to be independent learners with resources appropriately organised to encourage independent use. Teachers are responsible for their own classrooms and ensure the environment is:

- challenging and stimulating
- well organised
- well resourced
- accessible
- welcoming

Display

Displays provide information, celebrate achievement, reflect work done and look forward to work to be covered. They are used to create an attractive and interesting environment. The work displays include both 2D and 3D work in a variety of media and are changed regularly. They include different aspects of the curriculum and reflect the individual child's efforts as well as ability. Some displays stimulate discussion and can be accompanied by children's questions and answers. Displays in shared areas reflect work done in the classroom and whole school focuses, making them available to a wider audience.

Assessment and Feedback

Assessment is an integral part of every lessons. Teachers will be constantly assessing the learning the children are doing and adapting their teaching accordingly. They could do this through a variety of methods.

Questioning – Teachers will have planned questions to ask in each lesson to ensure the children are making progress. These questions are planned using Blooms Taxonomy as a tool to support higher order questioning and ensure that children are deepening their understanding throughout the lesson/week.

Self-Assessment – Teachers will offer opportunities throughout the lesson for children to show how they feel about the learning they are doing. This gives the teacher an indication as to who they need to work with or target support.

Peer Assessment – Teachers will offer the children the opportunity to look at one another's work. All children will be taught to look at their peers' work and offer comments both positive and constructive therefore building a culture of celebration and support within the classroom.

Marking and Feedback (see separate Marking and Feedback Policy) – Teachers will mark work completed either while they are working with specific children or after the lesson. They will provide feedback and time for children to go back and respond using a green pen to show that next steps have been addressed and met.

Alongside the formative assessment taking place daily in lessons, teachers complete termly assessments to track the progress of the children in their class and report this to the Leadership Team. The school follows the Nebula Federation guidelines for assessment.

- In EYFS the baseline assessment is completed and reported as required to the Local Authority, then throughout the year the children's progress towards the Early Learning Goals is tracked.
- In KS1 the children complete Rising Stars maths, reading, grammar, punctuation and spelling assessment papers and have their writing formally assessed half termly. Teachers also track the progress of the children against the National Curriculum objectives through. At the end of Year 2 the children complete the national SATs.
- In KS2 Rising Stars maths, reading, grammar, punctuation and spelling assessment papers and have their writing formally assessed half termly. At the end of Year 6 the children complete the national SATs.

Each term children's achievements are reported to parents and discussed with the child through assertive mentoring appointments. At the end of the year a summative assessment document is sent home to parents.

Behavioural Expectations

Teachers have high expectations of behaviour in class in order to create the optimum learning environment. The school has a positive ethos and celebrates high effort in work and behaviour. We have a variety of strategies set up within the school to celebrate the children's behaviour, including house-points, class rewards and having their work included in their class' golden book. We aim that these strategies will encourage the children to strive to be the best they can be. Should behaviour be an issue within a lesson, or outside during playtimes, there are clear guidelines for sanctions set out in our behaviour policy.

Equal Opportunities

We seek to offer a broad and balanced curriculum, a high-quality language environment which supports the development of cultural and personal identities, for preparation for participation in a culturally and ethnically diverse society. It is the professional responsibility of all staff to foster respect, question stereotypes and to challenge different forms of discrimination relating to race, gender and ability. Due regard will be given to children whose first language is not English. For further details see our Equal Opportunities Policy.

Parents

Parents are encouraged to support their children's learning. A Home School Agreement is entered into at the beginning of their child's school career. We inform parents about what and how their children are learning by:

- sending out information at the beginning of each theme/enquiry;
- offering an opportunity each term to discuss their progress through assertive mentoring meetings;
- providing an annual written report;
- holding information sessions on different curriculum areas;
- exhibitions of children's work;
- sharing children's work at class assemblies;

We expect that parents will:

- fulfil the requirements set out in the Home/School Agreement
- promote a positive attitude towards school and learning
- inform us if there are matters outside the school that are likely to affect their child
- ensure that their child has the best attendance record possible

Governors

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

- visits to oversee the delivery of their scheduled subject
- reporting to the Head Teacher and other teachers
- reporting to the Curriculum Committee
- reporting to the Full Governing Body

Review

This policy is a working document and therefore is open to change and restructuring as and when the need arises.

March 2024