



**Hilderthorpe**  
PRIMARY SCHOOL

Aiming High ~ Reaching Higher

# Teaching and Learning Policy

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**Approved by Governors: June 2021**

**Policy Review Date: June 2024**

## Teaching and Learning Policy

At Hilderthorpe Primary School we are committed to developing lifelong learners and responsible citizens with a clear vision for their future.

## **Teaching for Learning Policy -Hilderthorpe Primary School**

- ✓ To provide a safe, happy, healthy and friendly environment, which enables children to develop their self-esteem and decision making skills enabling them to make a positive contribution to school life and beyond
- ✓ To instil a love of learning and promote high expectations, celebrating both success and effort
- ✓ To provide an inspiring, fun, engaging curriculum, with both challenge and support, in and beyond the classroom
- ✓ To work hand-in-hand with parents/carers and members of the Hilderthorpe community to maintain and develop a school of which we can all be proud.

### **Guiding Principles**

- Children working independently are given quality skills and knowledge based learning challenges that are well resourced
- Key vocabulary is taught and used
- Regular and effective feedback (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.

### **This policy is designed to...**

- Set out guidelines for the agreed principles and approaches which underpin teaching for learning in our school
- Promote consistency of approach and expectations, continuity and progression in order to improve the quality of teaching for learning
- Recognise, acknowledge and implement the most effective classroom practices, in order to further children's learning intellectually, socially, emotionally and physically

### **The policy takes account of...**

- The nature of our school community and the context in which teaching for learning takes place
- The collective experience and expertise of both teaching and support staff
- Educational research and knowledge and understanding about children and education

**Our primary aim is delivering a high quality education to all children by providing teaching that:**

- Is relevant to the needs and interests of all children giving them the opportunity to develop self-knowledge and self esteem
- Provide children with the essential basic skills and instils a love of learning
- Promotes high expectations celebrating both success and effort
- Challenges and supports to empower all children including those with special needs and the most able
- Enables children to take ownership of their learning with the confidence to question and be independent
- Supports the family learning together

### **Nurture Schools Approach**

At Hilderthorpe Primary School, we are part of the Nurturing Schools Programme from 'The Nurture Group Network'. This means that we follow the 6 Nurture Principles:

1. Children's Learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of Nurture for the Development of Well-being.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transition in children's lives.

As a school, these are what the principles mean to us:

- We are all different and need help to grow.
- We work together, share and care. I am special, everyone is special.
- If we are sad or upset, it is ok to show it in our safe place.
- We are safe in our school.
- We play and talk about everything
- We know what happens every day in our school.

We expect all stakeholders and visitors in the school to model these principles to each other. These principles are threaded through all aspects of our school life including policies and the curriculum.

### **Guidelines for effective Teaching for Learning**

Our planned curriculum is based on an understanding of how learning takes place and it also promotes the enjoyment of learning both information and skills essential for lifelong learning. If children find learning difficult we promote our core values of perseverance, resilience, kindness and respect to encourage the children to continue to learn.

### **At Hilderthorpe we believe that children learn best when...**

- They are made to feel secure and confident
- They are involved in the learning process
- A variety of resources are used
- They are presented with learning tasks that are meaningful, relevant and appropriately matched
- Mixed pedagogy and lesson structures are used for purpose
- A menu of differentiation is used for purpose
- They are made aware of different learning styles and recognise those with which they feel most comfortable and enabled to learn
- They are skilled at self-assessment
- The classroom environment is extended to include the outdoor learning environment of the school, the immediate locality and the wider, surrounding area.

### **At Hilderthorpe we believe that teachers teach most effectively when...**

- They feel valued within the school community
- They develop excellent relationships with the individuals in their class
- They ensure the teaching style matches the learning style
- They work as part of a mutually supportive team (whole school and within year groups)
- They are able to work collaboratively with colleagues, planning and evaluating together
- They feel supported to take risks
- They have access to high quality professional and joint professional development opportunities
- They have regular release time out of the classroom to plan and evaluate the curriculum
- They have good support from additional adults and other agencies
- They are clear about their aims and share them with learners
- Clear boundaries are set
- They have excellent subject knowledge
- They motivate, enthuse and engage learners
- They develop effective relationships with parents
- They have regular constructive dialogue about learning and self-assessment with individual learners
- A positive, purposeful, relaxed working environment is established and maintained.

### **Creating an Effective Learning Environment:**

- Welcoming - All areas of the school should be family friendly to enable children and parents to feel welcome in our school
- Use of space - accessible, labelled resources, outdoor areas used throughout

the year from Nursery to Reception

- Use of time - Children and adults are expected to be punctual and to view time as a precious and limited resource which should not be wasted
- Resources - Classrooms should be well equipped with up to date and working technology
- Displays - Should be lively, stimulating and exciting. It should reflect a range of learning and should celebrate both the achievement and creativity of all children
- Calm - Classrooms and other learning areas should be calm and learning focused

### **Non-negotiable elements in practice for all year groups.**

- Range of teaching methods used to fit learning purpose
- Variety of learning tasks planned
- Lesson structure is appropriately decided according to the planned learning- this may alter on a daily basis depending on AFL.
- A range of differentiation strategies are used to enable all learners to succeed
- Pre teaching is used effectively to prepare children for the learning ahead- developing independence
- Range of groupings used according to learning
- Learning objectives are identified & shared
- Learning is broken down into small steps so that all children can achieve
- All learning is modelled to pupils with clarity
- Outdoor learning (including trips) is an entitlement
- Relevant end products for all learning are planned for and displayed
- Water intake throughout the learning day is encouraged
- Curriculum planning allows scope to ensure all learning is achieved through a meaningful context
- Progression of knowledge and skills underpins our curriculum
- Time is given to revisit the learning throughout the lesson preferably in small groups or individually
- Children are actively involved in assessment against SC individually, with peers and with adults
- High expectation of presentation and learning for all children is evident
- Throughout the week all children will be taught in focus groups by the class teacher
- Adults are actively involved in learning
- Whole class Guided Reading sessions take place daily
- ICT learning is used to enhance learning experiences

### **EYFS - Specific elements**

**Assessment is used to inform planning on a daily basis.**

At Hilderthorpe Primary School ongoing assessment is an integral part of the learning and development processes. Parents and carers are invited to discuss the progress of their child every term. During the first 6 weeks of the child's entry into reception practitioners observe and work closely with the children in order to form a baseline assessment of the children's starting points. A baseline judgment is given for each of the 17 Early Learning Goals. These judgments are made using observations from school, alongside discussions with the parents and any information gathered from previous settings. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning.

Staff input all observations on to Tapestry which is then shared with the parents. Tapestry is an easy and accessible tool that enables the user to upload a photo and a comment of the learning they have observed. These can then be linked to the CoEL & The Early Years Foundation Stage Profile. Practitioners also take into account observations shared by parents and/or carers which can be uploaded to Tapestry and can be commented on by the relevant members of staff. Tapestry is also used to record progress and achievement of children in nursery.

In reception paper based work is marked with an I for independent work and S for supported to give a true reading of the work presented. Each term progress is then tracked using Tapestry. Interventions are put into place if needed and parents are informed. At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers as well as Year One.

## **Planning**

The school year is split into half-term topics. The staff plan activities and experiences for children that enable children to develop and learn effectively. We provide activities for the children to complete independently or collaboratively. We also provide guided activities for the children to inspire their independent learning. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. Staff also take into account the individual needs and stage of development of each child in their care, and use this information to plan challenging and enjoyable experiences. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Throughout the EYFS we plan activities to give children rich and exciting learning experiences and opportunities to work towards the Early Learning Goals and prepare them for the National Curriculum. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. At the start of the year it is heavily adult-led and as the year goes on there are more opportunities for child-initiated learning. We aim to progress this by creating young inquisitive learners. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their

skills and level of understanding. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Our outdoor learning area provides an extension of that inside. All the learning areas that are set up to ensure the children are given as many learning opportunities as possible.

## **Communication and Language**

Communication and Language is at the heart of our Early Years and we know from experience that it is the key to our children's development. We prioritise the prime areas of learning as the framework states:

'These areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.'

Statutory Framework for the Early Years Foundation Stage, page 8

The quality of engagement led by the adults promoting back-and-forth interactions is at the forefront of our teaching and learning. It runs through our curriculum and is initially taken from our carefully written plans which ensure that language is at the heart of all our learning where vocabulary is modelled and supported so that the children are using it correctly in their own environment. Opportunities for language and communication are clear and our rich environment allows our staff to engage children, extend their interests and develop vocabulary, including new vocabulary.

## **Reading**

As a RWI school and as an extension of our strong communication and language ethos, we believe that:

Reading is the key to all learning. Reading is prioritised for pupils to access the full curriculum. A rigorous curriculum and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading.

There is a sharp focus on ensuring that:

The youngest children in our school gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.

Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

School Inspection Handbook 2019, page 51

Staff in our Nursery ensure the children are ready for their phonics journey, promoting good listening and attention skills. They are discreetly taught the fundamental strategies which underpin the programme such as:

- Behaviour for learning expectations.
- 'My Turn Your Turn.'

The children begin their phonics journey in Reception with a clear understanding of their level of ability. Children who are showing to be falling behind will be added to the Fast Track Tutoring Programme to ensure the gap between them and age related expectations remains at a minimum.

The children are continually assessed and moved on every 4-6 weeks to ensure the best progress.

### **Year 1 and 2 Specific Elements**

- Learning objectives are explicit and shared for every lesson
- Focus teaching takes place on a daily basis
- TA and Teacher teach the focus groups
- Pre teaching is used effectively to prepare children for the learning ahead - developing independence
- Phonics is taught through RWI according to which group children are working within
- Independent challenges are well planned and resourced on a daily basis - children are expected to complete personal and focus challenges
- Year 2- Phonics is taught according to which group children are working within

### **KS2 Specific Elements**

- Learning objectives are explicit and shared for every lesson
- A mixed pedagogy of teaching is carefully selected according to the planned learning
- Pre teaching is used effectively to prepare children for the learning ahead-developing independence

### **Communication and Language - Specific elements**

Whole School Non Negotiables are met wherever possible but some may need to be adapted:

- Assessment will be used to inform planning on a daily basis
- Carpet sessions will be short and differentiated and use appropriate speech and language teaching methods e.g. key visuals, mind mapping, Makaton (or appropriate gestures) and questioning.
- Phonics will be taught according to which group children are working within using Read, Write Inc.
- Children will complete focus tasks with a teacher or TA (either 1:1 or in a small group).



- Children will complete modelled, well-resourced independent tasks daily.
- Children will access a range of personal challenges which will be child led and encourage talk and collaboration.
- Focus tasks and personal challenges will be both indoors and outdoors where appropriate.
- Plenaries will be used to pre-teach relevant vocabulary for the next day.

## **Planning for Effective Teaching for Learning at Hilderthorpe Primary**

### **School - Key Stages 1 and 2 - The National Curriculum**

#### **How is the curriculum organised?**

Our curriculum has developed from thoughtful reflection about children's experiences at school, our understanding of how children learn and a desire for children to both enjoy their experience at primary school and to feel challenged and excited.

Children in Years 1 - 6 follow the allocated programmes of study in the National Curriculum. At Hilderthorpe School we have developed our own creative curriculum using the National Curriculum as the foundation.

#### **Contexts for Learning**

'Contexts for Learning' are a series of wide reaching concepts that allow teachers to deliver the National Curriculum creatively by making meaningful learning links. The National Curriculum is carefully allocated to different year groups under the context headings which underpin key questions. The class teachers work as a team to develop meaningful and creative lessons from which to deliver the learning.

By learning in this way children are able to make connections between what they have learnt previously and their current learning. This allows them to retain knowledge, skills and understanding more easily. At Hilderthorpe we understand that children enjoy learning in different ways and have different strengths. Our curriculum supports the different learning styles and gives value to the full range of National Curriculum Subjects taught. Learning is carefully and effectively sequenced to ensure progression in skills and knowledge -with a focus on engagement.

#### **Hilderthorpe's Context for Learning Curriculum:**

- Is coherent - rigorously thought through and constantly evolving
- Is highly planned - Prescribed Programmes of Study and inter-disciplinary connections
- Is carefully sequenced
- Provides a 'Big Picture'
- Allows flexibility for teachers to establish meaningful connections
- Enables children to make connections
- Places emphasis on children recreating rather than reproducing information
- Provides balanced coverage - diverse range of contexts from years 1 - 6
- Provides subject specific teaching (high quality) whilst recognising the links
- Is embedded in school systems

### **How is the Curriculum Planned?**

Our Long Term Planning consists of the overall allocation of the National Curriculum programmes of Study. Class Teachers develop enquiry based medium term plans using the children's interests as a starting point. Our school's progression documents (knowledge and skill coverage for each subject within the context) are used to medium term plan the development of skills in particular subjects. Individual lesson planning learning objectives are formed and posed as a question. Teachers plan collaboratively and then develop lesson designs based on their own class. Teachers personalise learning for their class, groups and for individuals.

### **How is the Curriculum Assessed?**

Core subjects - children are assessed on a termly basis through formal assessments using NFER. They are also assessed in a summative way using AfL throughout the teaching of lessons. This assessment is used to plan for the next session and catch up/pre/post teaching.

Foundation subjects - subjects are assessed through formative assessments which builds an overall picture through each unit taught. Information is gathered at the start and end of each unit and children use knowledge organisers to build their information. Mini tests/challenges are used and the teacher makes a professional assessment against the National curriculum.

### **How is English Taught?**

1. Daily English sessions
2. Regular extended writing opportunities
3. Daily class guided sessions
4. Daily phonics sessions (EYFS and KS1)
5. Handwriting and opportunities to develop fine motor skills taught daily (EYFS, KS1)
6. Accuracy sessions focussed on handwriting and spelling regularly and based on need (KS2)

### **How is Maths Taught?**

Daily maths lesson following the Maths No Problem structure:

Fluency, Reasoning, Problem solving for all children. (see calculation policy)

### **How are Teaching Assistants/Additional Teachers deployed?**

Phase Team Leaders use current data to deploy TAs and Additional teachers appropriately. Deployment is monitored by the Headteacher/SLT.

### **The Early Years Foundation Stage**

The Foundation Stage includes all children in our Nursery and Reception classes. The Early Years Foundation Stage is the statutory curriculum which is followed by all childcare providers, nursery settings and reception classes.

The curriculum is divided into core and specific key areas of learning and development. They are:

#### **The prime areas of learning:**

- communication and language
- physical development
- personal, social and emotional development

#### **The specific areas of learning:**

- literacy
- mathematics
- understanding the world
- expressive arts and design

#### **The learning characteristics:**

- playing and exploring
- active learning

- creating and thinking critically

Together, these areas of learning make up the skills, knowledge and experiences appropriate for your children as they grow, learn and develop. At Hilderthorpe we strive to ensure that each child's learning and development occur as an outcome of their individual interests and abilities so our planned learning reflects this.

An EYFS learning journey will be completed for each child.  
Each child will be assessed in relation to the 17 Early Learning Goal descriptors.

Assessments will be based primarily on observation of daily activities and events. For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of the Reception Year (expected), or not yet reaching this level (emerging).

The completed EYFS Profile must include a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.

### **How is Teaching and Learning Monitored?**

Our school has rigorous systems to monitor the effectiveness of teaching and learning. Information is collated from a variety of types of monitoring (lesson observations, planning scrutiny, learning scrutiny, learning walks). All leaders complete a monitoring document to record monitoring so that it can be shared with relevant staff.

Throughout the year, regular lesson observations, book and lesson plan scrutiny will be carried out by the SLT as well as individual subject leaders. Individual subject leaders are responsible for having clear and shared intentions for their subject as well as driving improvement. Lesson observations are carried out individually or in pairs. The standard of teaching and learning is determined by triangulating lesson observations, book scrutiny findings and pupil progress data.

Members of the leadership team may drop in to observe lessons and the progress the pupils are making at any point in the school day.

Performance management (see performance management policy)  
Assessment arrangements (see assessment policy)

### **Partnership with Parents**

### **Family learning**

At Hilderthorpe we value the importance of family learning and are committed to support parents and carers to become involved in their own child's learning both at school and at home. Home school communication is an essential element of this process and we use the newsletter, workshops, open mornings and assemblies to encourage parents and carers to get involved in their child's learning.

### **Home Learning**

Home Learning opportunities should be used to engage and enthuse children to learn independently and with their family.

Home Learning tasks should outline the planned learning intended and give a clear deadline for completion. The table below is a guide to how much homework is given:

<b>Year Groups</b>	<b>Reading</b>	<b>Spelling</b>	<b>Online Home Learning Task (weekly)</b>
<b>Nursery</b>	Daily book sharing  Weekly class library session		PSED activities
<b>Reception</b>	Daily book sharing/reading  Weekly class library session  Bug Club	Phonic learning is shared with parents through sound books to allow for follow up at home	Weekly family learning task - games, puzzles etc
<b>Year 1</b>	book sharing reading 3 x a week		Purple Mash  Number bonds-  Times tables  Bug Club on line  Topic project
<b>Year 2</b>	Reading 3x a week	Weekly once the children are on the spelling programme	
<b>Year 3</b>	Reading 3 x a week	Weekly	
<b>Year 4</b>	Reading 3 x a week	Weekly	
<b>Year 5</b>	Reading 3 x a week	Weekly	
<b>Year 6</b>	Reading 3 x a week	Weekly	

## Learning Expectations

All children will experience a varied pedagogy each week at Hilderthorpe

All children will have their specific educational needs recognised and planned for each day

All children will be worked with on their writing for at least an hour each week on an individual or small group basis - there will be 3 pieces of work per week in each book and a long piece of writing each fortnight.

All children will be taught maths by their class teacher at an appropriate level on a daily basis - there will be 4 pieces of work in books per week (3 for year 1)

All children will have opportunities for Fluency, Reasoning, Problem solving in maths

All children in EYFS will have high quality independent learning tasks available to them on a daily basis. The learning tasks will cover a range of areas including daily creative learning tasks

All children from years 1-6 will experience independent learning on a weekly basis

All PP/SEND children will be read with weekly by an adult

All children from Years 1-6 will have an extended writing opportunity in each subject, each half term with an exciting stimulus

All children from Year 1-6 will be involved in whole class guided reading on a daily basis - 3 pieces of evidence in books per week.

All children will be given the opportunity to respond to feedback regularly

All children will be given an annual opportunity to offer opinions and feedback on their school experience

All children will be involved in their own target setting and progress discussions with their class Teacher and Teaching Assistants from R-Year 6

### Foundation subject expectations

Science	5 x in books per unit
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	(one of the 5 to be a long write if the topic allows) application of mathematics to be evidenced when recording experiments.
History	4 x in books per unit (alternate a long write with Geography each half term)
Geography	4 x in books per unit (alternate a long write with History each half term)
RE	8 x in books per unit (one long write each term)
Art	3 x per unit + final piece
D/T	3 x per unit + final piece
French	3 x per unit (half term).
Music	2 x recordings per unit (one from the start and one from the end)
Computing	3 x per unit (can be stored electronically and marked electronically). 1 x per half term – e-safety in topic books.
PHSCE	3 x per unit
PE	Assessments recorded on Otrack – Coach to share assessments with PE leader (half termly).

### **Behaviour for Learning Expectations**

All children will be clear about the behaviour policy and their own role and responsibility within this policy

All children will be able to explain what the values are and how they are relevant to their own life and the life of the school

All children will be verbally rewarded for positive behaviour on a regular basis as well as the team point system being used in the Summer Term

All children will be expected to take responsibility for their own behaviour

All children will enjoy challenge and utilise learning dispositions when stuck

## **Home School Communication**

All parents will receive Curriculum Information termly and this will be shared on the school website

All children will be given an annual opportunity to offer opinions and feedback on their school experience

All parents will be invited to attend a class assembly

All homework will be have the clear purpose outlined and communicated to the parents and children weekly

All homework will be available on Purple Mash

All parents will be provided with termly targets and verbal reports twice a year regarding progress in a wide range of different learning areas

All parents will receive a written report on their child's progress on an annual basis

All parents will be entitled to informal meetings regarding their child when requested by them

## **During their time at Hilderthorpe:**

All staff will run a lunchtime or after school club each term

All children will have access to a range of different clubs daily both a lunch time and after school

## **Learning Environments**

All children will understand the purpose and or audience of any written piece of work

All children will have their high quality end product work valued and some will be displayed with a focus on accuracy, imaginative display and pride

All children will be able to access ongoing learning through a high quality provision

All Classrooms will have an inspiring, useful book area

Classroom displays will be changed regularly according to the Context for Learning being taught



Corridor displays will be a celebration of the pupils work

The range and quality of pupil's work appropriately reflects the quality and breadth of the curriculum.

<b>Headteacher:</b>	Mrs S Hall	<b>Date:</b>	June 2021
<b>Chair of Governing Body:</b>	Rev R Hare	<b>Date:</b>	June 2021