



## **POLICY FOR TEACHING AND LEARNING**

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

At Grappenhall Heys Primary School we are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best evidence informed practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

This policy should be read in conjunction with our subject policies – homework policy, behaviour policy, assessment policy, special educational needs policy and EYFS policy.

### **Principles of Teaching and Learning**

At Grappenhall Heys Primary School we recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements
- ensure children can self regulate and develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being
- develop children's confidence and capacity to learn and work independently and collaboratively through metacognitive strategies
- develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world

- encourage children to value the diversity in our society and the environment in which they live
- encourage children to become active and responsible citizens, contributing positively to the community and society

As a school, we are committed to our motto – Aim. Believe. Achieve. and our values of ‘WE CARE’ (Working together, Excellence, Caring, Aspirational, Roles models and Embracing change). These foster our school ‘My Rights Charter’.

### **Roles and Responsibilities**

Learning and teaching is a shared responsibility and all members of the school community have an important part to play. (See Home-School Agreement)

All members of the school community should work towards the school’s aims by:

- esteeming children as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of belonging to the school community
- providing a well ordered environment in which all are fully aware of behavioural expectations
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- celebrating, encouraging, praising and positively reinforcing good relationships, behaviours and work
- working as a team, supporting and encouraging one another

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
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice

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, wellbeing, progress and behaviour
- support the school's homework policy and give due importance to any homework
- 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

Children 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.
- conducting themselves in an orderly manner in line with the expected behaviour policy
- taking increased responsibility for their own learning

(Refer to Our Promise to You)

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 children's' knowledge and skills
- supporting school events
- voluntarily helping in the classroom

## **Curriculum**

### EYFS

Opportunities are created for the children to explore all areas of the EYFS framework; with the focus being primarily on the prime areas to ensure all children have a strong foundation on which to build. We have developed a thematic planning structure that reflects different seasons and celebrations throughout the year to support our pupil's understanding of the world. Our planning is flexible to allow us to follow and facilitate our children's interests and passions which in turn creates enthusiastic and engaged learners. Planning is progressive and demonstrates our commitment to making each individual child reach their full potential.

The foundation for curricular development is the School Improvement Plan, developed through a process of collaboration between staff, and approved by governors.

At Grappenhall Heys Primary School we are committed to following the programmes of study as required by the National Curriculum 2014. We follow a knowledge based curriculum that can be done through a cross curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Planning is in line, with reference to the National Curriculum 2014, Early Years Foundation Stage, the Whole School Long Term Curriculum Plan and subject progression documents. Swimming instruction with specialist teachers takes place at the local swimming pool. Teachers use long term,

medium term and short term planning documents, which consider our school personalised progression documents.

Planning is based upon previous assessment data, pupil need and subject expectation. Curriculum time can be planned as continuous study throughout the term, or as blocks of study. At Grappenhall Heys Primary School we are committed to raising standards of basic skills; the ability to read, write and speak in English and to use mathematics at a proficient level to facilitate learning across the curriculum.

Subject leaders have a variety of roles. These include:

- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities
- monitoring progress in their subjects and advising the Headteacher on action needed
- taking responsibility for the purchase and organisation of central resources for their subjects
- keeping up-to-date through reading and attending relevant courses

Teachers ensure progression, breadth and balance to the curriculum and endeavour to make use of well planned, cross curricular opportunities to enhance learning.

### **Differentiation and Scaffolding**

We have high ambition for all children, so they can demonstrate what they can do, understand and achieve, teachers will personalise the curriculum according to individual needs:

- pace
- content
- task
- relevance
- resources
- extension
- autonomy
- outcome
- through technology
- teacher/adult support

Personalised tasks will be detailed in planning and children's learning. Learning objectives will be specified for all differentiated/scaffolded teaching and reference will be made in planning. Children with special educational needs (including more able and talented children) will receive carefully planned support to meet their needs. Additional support is given in the classroom from teaching assistants and teachers. Recognised needs with intervention plans, are carefully timetabled as part of the school day. Additionally, advice is sought from relevant external support agencies when and where the need demands it (See Special Educational Needs Policy).

Teachers set individual targets each term per child in English and mathematics. This is in addition to the formative assessment cycle; the teachers communicate to the children on a weekly or daily basis where appropriate as part of our marking and feedback. Targets are visible in children's books for maths and English so they are fully involved in their learning and next steps (See Marking and Feedback Policy).

## **Assessment for Learning**

At Grappenhall Heys Primary School we recognise the importance of formative assessment and the important role it has to play in creating a learning culture. We believe that formative assessment furthers and deepens learning and consists of four basic elements, underpinned by confidence that every child can improve and an awareness of the importance of children's high self-esteem. The four elements are: sharing learning goals; effective questioning; self and peer evaluation; effective feedback. Formative assessment carries with it the expectation that, when properly motivated and appropriately taught, all learners can reach a level of achievement which may currently appear beyond them. It provides a breadth of proven life-long learning skills based on an understanding of how we learn rather than what we ought to be learning. This includes:

- creating a positive learning environment
- focusing all feedback on specific performance improvements which can be acted on
- sharing an overview of content, process and benefits of the learning to come
- engaging learners by posing problems and challenging thinking
- providing opportunities for learners to meet the challenge in a variety of pairings and with multiple ways of representing their understanding
- creating space for reflection and meaningful dialogue
- reviewing what has been learned, how it was learned and how it will be used

## **Assessment, Recording and Reporting**

Regular assessments are made of children's work to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment. Phonics is tested in Year 1 and re-tested where necessary in Year 2. Every term, Year 1-6 undertake assessments in Maths and English. In other subjects like science, geography and history prior learning and end of unit quizzes are undertaken to support teacher assessment. Initial assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained.

Suitable tasks for assessment include:

- group discussions
- short quizzes in which children's write answers
- specific assignments for individual pupils
- discussions in which children are encouraged to appraise their own work and progress
- pupil observations
- SATs
- Pupil Progress Meetings, termly with SLT to monitor progress and plan for early intervention
- termly tests (NFER)

Feedback to pupils about their own progress is achieved through discussion and the marking of work. Effective marking:

- helps children understand how to improve and comments aim to be positive and constructive

- is often done while a task is being carried out through discussion between child and teacher
- written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task

Cross phase continuity and transition is ensured by:

- pre-school liaison meetings
- cross-phase liaison meetings
- in-school liaison meetings between staff
- liaison meetings between Year 6 teachers and those from prospective secondary schools
- visits to secondary schools by Year 6 pupils
- transfer of pupil records of progress and summative assessment results
- Pupil Progress Meetings
- end of year Pupil Transition Meetings

Records of progress kept for each child are in line with the Retention Policy. Reporting to parents is done three times a year through consultations and a written report. Results of individual pupils' assessments are made available to the parents concerned and the overall statistical profile (but not individual results) is made available to parents, governors, LA and national government.

### **Monitoring and Evaluation**

Children's work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and the Teaching and Learning lead. 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 learning. The Performance Management cycle informs learning and teaching (See Appraisal Policy).

### **Homework**

Nursery have suggested tasks that can be done at home to support their learning on the weekly newsletter. Homework begins in Reception after our settling in period. Homework will commence after October half term and is reflective of our current learning in class and is based around our current focused text. Homework task sheets will be uploaded onto Seesaw and are to be completed over a three week period. They will be linked to different aspects of the Early Years Framework covering both prime and specific areas of learning. A weekly overview of our phonics teaching is uploaded onto Seesaw for parents/ carers to support their children at home and reinforce prior learning.

Homework is a valuable element of the learning process (See Homework Policy).

At Grappenhall Heys Primary, we use Seesaw as a platform for all children to access their homework. In addition to this other online platforms like TTRockstars, Spelling Frame etc. support the homework in maths and English set.

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:

- 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

### **Teaching Strategies and Styles (Pedagogy)**

**In Early Years we promote the importance of play and interaction with our children to provide them with a rich and purposeful learning environment. Through quality interactions with our children, we can scaffold their individual development, facilitate their own needs and interests and create a challenging and ambitious curriculum for all. Through adult monitoring and guidance, children are taught essential self regulation skills that contribute to children's development of executive functions, metacognition and their emotional and motivational dispositions.**

To ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. This is not an exhaustive list but may include:

- provision of an integrated accessible curriculum
- teacher observation
- discussion and questioning (open and closed as appropriate)
- previewing and reviewing work
- interactive teaching
- conferencing
- listening
- brainstorming
- providing opportunities for reflection by children
- demonstrating high expectations
- providing opportunities for repetition/reinforcement
- providing encouragement, positive reinforcement and praise
- making judgements and responding to individual need (scaffolding)
- intervening, as appropriate, in the learning process in order to encourage development
- providing all children with opportunities for success
- using a range of communication strategies – verbal and non-verbal
- active learning

- reflective editing and improvement time
- metacognitive strategies
- integrating core curriculum subjects with technology to enhance learning

Activities should show a balance in terms of individual, group and whole class work. Specialist teaching is available from subject leaders when they can be released from class and in the form of visitors.

### **Behaviour for Learning**

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning, children develop their skills through a variety of processes and learning styles. These include:

- investigation
- experimentation
- listening
- observation
- talking and discussion
- asking questions
- child-initiated play
- active learning
- using technology
- practical exploration and role play
- retrieving information
- imagining
- repetition
- problem-solving
- making choices and decision-making

At Grappenhall Heys Primary School opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills. We aim to provide opportunities to develop a wide range of learning styles. We recognise that each child has a unique way of learning and that learning preference is affected by previous experience, competence, confidence, beliefs and values. We shall ensure that learning is accessed by as many means as possible, developing learning and rewarding achievements through 'Our Promise to You'. Metacognition in subject areas, supports knowledge and growth mindset in the way we produce and record information. It supports learning strategies effectively to reflect on and evaluate our own thinking and the way in which we take on problem solving.

### **Teachers at Grappenhall Heys feel that pupils learn best when:**

- they are happy, healthy and alert – receptive and positive
- they are interested and involved – learning is relevant and stimulating
- the purpose of a task is understood – they understand why they are doing it
- they feel secure – in terms of environment, relationships and learning
- they feel valued – teachers and other adults care about their development as learners
- they have opportunities to explore and take risks
- they are actively involved, making choices and taking responsibility in their learning
- they have an element of control and can work with independence
- they receive positive feedback and praise for achievements
- the learning environment is well-organised and resources are easily accessed



- tasks are differentiated, matched to the child
- learning is built on existing knowledge and experience – clearly defined small steps
- they have opportunities to talk about their work, reflecting, discussing and sharing ideas
- the teacher is knowledgeable, enthusiastic and motivated
- they have clearly defined targets which they can successfully achieve e.g. appropriate time scale

Effective learning is ensured through the process of monitoring successful teaching and pupil's learning outcome i.e. Baseline Assessment, reading ages and SAT results.

Successful teaching takes account of children's prior learning, their starting point and must ensure continuity and progression.

Linked to the above, successful teaching is:

- confident – teachers have a clear understanding of subject knowledge and setting objectives
- high expectation – there is optimism about, and high expectation of success
- well planned – there is differentiation with methods and organisation strategies which match curricular objectives and needs of all pupils
- interactive – pupil's contributions are encouraged, expected, extended
- characterised by high quality oral work
- well-paced – there is a sense of urgency, driven by the need to make progress and succeed
- informed – by assessment outcomes
- providing effective feedback to move learning on

### **Learning Environment**

The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a calm and effective working environment, in which each child can produce his or her best work
- providing a welcoming environment, in which courtesy, kindness and respect are fostered
- providing positive role models
- providing a fair, safe, secure and stimulating environment, in line with the school's behaviour policy
- effective management of their professional time
- developing links with all stakeholders and the wider community
- valuing and celebrating pupils' success and achievements
- reviewing personal and professional development to ensure a high level of professional expertise
- encouraging ambition for all

Our learning environments will be managed in such a way as to facilitate different styles of learning appropriate to the age of our children. Opportunities will be made for:

- whole class teaching
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc)
- one to one teaching
- conferencing
- collaborative learning in pairs or groups
- independent learning

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and the development of independence. For example:

- use of working walls to support children's learning in English, maths and science
- resources in each area will be grouped according to curriculum subject
- class reading areas will be comfortable and attractive
- help desk fosters independence
- labels and posters should be used wherever possible/appropriate to reflect the language diversity in the school
- areas for imaginative play will change regularly, to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner
- children will be involved in the maintenance and care of all equipment and resources
- through metacognition and being active in learning, prior knowledge in a sequence of learning is carefully and successfully built upon

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays. Class Learning Environments will be:

- Learner centred: excellent lessons, smooth and orderly
- Knowledge centred: Thinking classrooms, knowledge and vocabulary rich
- Skills centred: Knowledge delivered and displayed through a skill based curriculum
- Assessment centred: Meaningful interactions, feedback loops, scaffolding of learning
- Community centred: Links with community, sharing values with home

Classroom support is available in the form of both teaching assistants and volunteers. These are used at the discretion of the school. Volunteer helpers assist with the many aspects of school life, including supporting reading and providing assistance with school visits.

### **Resources**

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that:

- there is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable to the task in hand
- all children know where classroom resources are kept and the rules about their access and use
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate
- the library is a valued resource and used appropriately
- children work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/area and will be regularly audited by the subject leaders. Consumables will be replenished as necessary. Staff may contact subject leaders with suggestions for specialist materials which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

At Grappenhall Heys Primary School the use of visits (See Educational Visits Policy) and visitors to enrich the curriculum is valued and these are used throughout the school to widen children's experiences and support learning across a range of subject areas. We work with our parent body and their specialism/expertise to enhance and enrich our curriculum offer.

Policy written: Emma Newman

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