



Hempsted Church of England Primary School

Teaching and Learning Policy

Growing Together in God's Love

Approved by: Full Governing Body

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Hempsted Church of England Primary School Christian Vision

Growing together in God's Love

We will aspire to achieve our unique God given potential by 'living life to the full' (John 10:10). We will share an inspiring education underpinned by the strong Christian values of our community.

"I can do all things through God who strengthens me." Philippians 4:13:

Our Mission Statement

We will achieve our vision together by:

- Enabling our children to be happy, creative and successful learners who strive to be their best; truly celebrating everyone's unique abilities.
- Providing a broad, structured and challenging curriculum, reflecting our Christian beliefs, so that each child can flourish; spiritually, morally, socially, culturally and academically.
- Being an inclusive school where everyone can feel safe, hopeful and happy.
- Fostering self-esteem, dignity and respect, founded in our deeply Christian values.
- Placing our church school at the heart of our community. Being welcoming and working in partnership to nurture our families, 'Friends', the church and wider community.
- Developing our knowledge and understanding of the Bible and the Christian faith; the faith of others and the cultural values of the world.
- Structuring our Collective Worship with the children to understand our Christian values and live them in our daily lives.

...the child grew and became strong; Jesus was filled with wisdom, and the grace of God was on him. Luke 2:40

Hempsted C of E Primary School Teaching and Learning Policy

Aims of this policy

The aim of this policy is to ensure that the children at Hempsted C of E Primary School receive consistent, high quality teaching to enable them to learn effectively. It will provide a framework for monitoring the quality of teaching and learning; it will help teachers to evaluate their practice. It will provide a calm, safe learning environment where everyone feels valued.

All staff have been involved in the formation of this policy, this has insured ownership. It identifies our beliefs about what constitutes quality Teaching which will promote Learning and raise standards throughout the school.

The 'Non-Negotiables' (appendix A) provides the basic expectations of all teachers with regard to classroom practice. This policy is built upon those expectations.

At Hempsted we believe children learn best when:

- They are positive, are self-motivated, happy and have the confidence to take risks.
- They feel that they are all treated as equals.
- They are spoken to appropriately.
- They acquire mutual respect and value the work of others.
- They have clear expectations of work and behaviour.
- Lessons are stimulating, exciting and engaging – having purpose and pace.
- Work is challenging, but achievable.
- The learning environment is stimulating, calm and secure with interactive accessible resources.
- They are encouraged and praised.
- They are given meaningful feedback on what they are doing and how they can improve - verbally and through the marking.
- They engage in self-evaluation, making choices where appropriate and play an increasing role in organising their learning.
- They are given the opportunity to talk and discuss their learning.
- When they behave appropriately.
- They have clear targets, which they understand.
- Teaching is focussed on their individual needs.
- Parents are involved and supportive.

What does great teaching look like?

At Hempsted we believe for children to achieve their best the classroom climate needs to be embedded with the belief that all pupils can learn, progress and improve. Successful learning occurs when children understand the goals they are aiming for and when they are motivated and have the skills to achieve these goals. To ensure that this happens and to continue to raise standards in our school GREAT teaching must take place in all our classrooms.

What does great teaching look like at Hempsted?

The Big Five

We believe that teachers should have the freedom to plan and teach lessons in the way that will ensure children make progress and achieve the best they can. In order to achieve this in the classroom we have identified what we think are 'The Big Five' elements that are essential to effective lesson.

At Hempsted our 'Big Five' are:

Big Five				
Autonomy	Feedback	Challenge	Engagement	Focus

Autonomy

Lessons need to be structured to reduce teacher talking time, thereby providing the 'oxygen' for learning to take place. Students need to have the knowledge, attributes, skills and habits to learn effectively not just from their teacher but also from other sources including their peers. Teachers need to give children the time to learn and make sense of new learning.

As a staff we consider the following when planning and reviewing lessons:

Who is working the hardest in your classroom, you or the children?

What is the balance between teacher-time to pupil-time? What was the focus of the pupil tasks and what impact did they have on learning? What resources other than the teacher are the pupils using to support learning? How is the teacher challenging and activating learning?

Feedback

Feedback in the classroom is a two way process. From the teacher to the pupil such as, where they can improve or what they are doing well. From the pupil to the teacher such as, identifying what is understood by the child and what additional support or challenge they need.

It is in these two-way exchanges between pupils and teacher that we identify what the learner already knows and what action can be taken to move learning on or deepen understanding.

As a staff we consider the following when planning and reviewing lessons:

Teacher to pupil feedback

What is the impact of the feedback you have given? What difference has it made? Do pupils understand what they have done well or how they can improve? Do they improve because of it?

Pupil to teacher

What questions will best help identify the level of understanding? What do you already know about the pupils understanding in this area? What are the common misconceptions? What are the key questions that will help identify misconception?

Challenge

We believe that without challenge there can be no progress; but challenge needs to be differentiated in order to appropriately stretch all students at different levels of ability. Through feedback on where the children are currently in their learning we can plan and adapt our teaching so that they are appropriately challenged. We also believe that appropriate challenge is critical to engagement.

As a staff we consider the following when planning and reviewing lessons:

Are all learners challenged? Is differentiation effective? What range of strategies for differentiation are being used to support and challenge all learners?

Other than working independently what other differentiation strategies are supporting more able pupils to make good or better progress?

Engagement

Without engagement nothing else is possible. It provides pupils with the incentive to rise to the challenge. It is essential if they are to become more independent in learning and develop the courage to take risks. It is the starting point of everything.

As a staff we consider the following when planning and reviewing lessons:

Is there a purpose to the learning? Are any pupils opting out of learning? Do you know the interests of your class? Is the work correctly pitched and provide enough challenge to engage pupils? Do you often need to offer support to more able pupils? If not are you challenging them enough?

Focus

We believe deep down the job of the teacher seems a simple one. Find out what pupils can currently do; identify what standard they should be working at; close the gap between these two points.

Clear learning objectives that aim to achieve this are the building blocks of effective learning. Helping the teacher focus on what is important and in a classroom full of distractions, perhaps more importantly, what is not.

Success criteria are a useful breakdown of the learning objective. Once the learner has a success criteria, they have a framework for a formative dialogue – with peers or adults – which enables them to:

- Identify success
- Be clear where improvements can be made.
- Reflect on progress.

As a staff we consider the following when planning and reviewing lessons:

Are your objectives focused on the skills required to close the gap; not the context of the lesson? Do the children understand the success criteria and do they have examples of the standard you are expecting from them?

Are pupils able to use the success criteria to self-improve or identify next steps independently?

Other essential elements are:

- Good or better subject knowledge of the teacher
- Learning objectives and success criteria are understood by pupils and are used as a self-assessment tool that provides focus to the session.
- Previous learning is reviewed (if appropriate)
- A range of teaching methods to foster different ways of learning is used ensuring a good balance between instruction, demonstration, modelling, discussion, questioning
- Key vocabulary is displayed and used accurately
- The method and organisation of the lesson supports the learning intention

- Teachers plan for and make effective use of additional adults in the room
- Teachers have high expectations of all pupils achievement
- Teachers have high expectations of behaviour
- Teachers make use of praise and encouragement throughout the lesson
- Teachers use a range of effective resources that are prepared
- Teachers use a range of questioning techniques and allow time for responses
- Children are given the opportunity to talk and discuss their learning
- Time is managed effectively – good organisation, smooth transitions

To be successful teachers we need to be able to identify and recognise learning that is taking place within the classrooms. ‘Learning can be considered as the process by which skills, attitudes, knowledge and concepts are acquired and understood, applied and used or advanced and extended. It should not be confused with the mere completion of tasks.’

What does learning look like in our classrooms?

- Children are motivated to learn
- They can talk to you about what they are learning *not* what they are doing
- Children have a clear understanding of the learning objectives and what is expected of them
- Children are on task and able to maintain concentration
- Children listen and are able to follow instructions
- Children are able to work well in a variety of ways – in pairs, groups, individually
- Children are independent learners and draw from a range of strategies when needed e.g. know what to do when they are ‘stuck’
- Children use appropriate vocabulary connected with their learning
- Children ask relevant and appropriate questions
- Children are well organised with their time and equipment and are able to select their own resources when appropriate
- Children feel confident to take risks, they are not afraid of making mistakes and recognise that this is part of their learning process
- Children are able to use success criteria to evaluate their work
- Children show pride in their work and the presentation of their work

To enable good teaching to take place the teacher must be organised and well planned.

Effective planning will include:

Long term planning – giving a clear overview of subjects and year groups to ensure coverage of the Curriculum, a progression in skills, continuity and securing a broad and balanced curriculum.

Medium term planning – drawn from the long term planning. A termly breakdown of objectives to be taught, into key questions in each subject area; identifying skills and the learning outcome. **The activities should focus on learning through key experiences and aim to be exciting and engaging.** They should identify opportunities for children to carry out their investigations, research, engage in discussion and debate, carry out observations and communicate their findings.

Short term / weekly planning – drawn from the medium term plans which contain key questions/learning objective, learning activities and organisation, grouping of children with differentiated activities when appropriate, assessment/evaluation opportunities.

All planning should:

- Be objective driven with clear learning outcomes.
- Build on children's previous knowledge.
- Provide appropriate challenge for all children.
- Reflect the requirements of the national curriculum and the schools subject policies.
- Show that assessment and evaluation has been reflected in future planning.
- Show progress and continuity.
- Promote cross-curricular links so that English, Maths and ICT skills are embedded into other subject areas
- Identify opportunities for oral language.
- Identify key questions to be asked in the lesson
- Identify key vocabulary to be used
- Inform classroom helpers/ LSWs.

The classroom environment has a great impact on the children's learning. The school and classroom environment should meet children's basic physical needs; their need to feel safe and secure, and their need to feel personally valued and cared for. The physical setting, the quality of relationships in school, the lesson structures and classroom expectations, the language and communication used, all offer routes into designing school and classroom environments that will meet these needs.

What does an effective learning environment look like?

- Has a calm, supportive atmosphere
- The classroom is welcoming
- The room is free from clutter, tidy and well presented
- Key vocabulary is displayed
- Furniture is arranged to aid learning
- Ensures all the children's physical needs are catered for
- Having an interactive teaching environment
- Has centralised resources and equipment for children to use (e.g. pencils and colouring pencils which should be sharpened, scissors, rulers etc) which are of good quality
- Provides access to curricular resources which are clearly labelled and organised ensuring easy access for children
- Has attractive displays that reflect current work and a range of curriculum areas with a balance between children's work, photos, prompts, information displayed. This includes working walls
- Learning Intentions, Targets and Success Criteria displayed when they aid pupils learning