Hadley Wood Primary School Learning and Teaching Policy

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Name of person responsible for this policy	**Fran Worby**
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HADLEY WOOD SCHOOL LEARNING AND TEACHING POLICY 2023

Our Learning and Teaching Policy is a statement of the aims, principles and strategies for teaching and learning at Hadley Wood School. It lays the foundations for our delivery of the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read.

To create confident, capable and caring children, our **Aims** for Learning and Teaching are to:

- ensure that children attain skills and knowledge that will equip them for life
- personalise learning and foster independence and responsibility in our learners
- ensure that our teaching does not limit the children's learning
- equip the children with the skills they need to fulfil their creativity

1. Our Learning Ethos

Hadley Wood is a 'can do' school for all where every child matters. We firmly believe that every child is unique and therefore brings different experiences, skills and ideas into the classroom. This in turn influences how they and others around them learn. We would like all children to achieve their very best in all areas of school life in order to become confident, capable and caring individuals.

Hadley Wood is a 'can do' school for all.

Being CONFIDENT + CAPABLE + CARING = SUCCESS

Our Vision

...that every child will leave our school confident in their own abilities and excited about the future, with the strategies and skills to tackle tasks and situations in a capable manner and caring about their planet and their fellow humans.

Teachers, pupils and parents work together in strong partnership towards the school's aims, vision, values and ethos (see vision statement). The sharing of the Home-school agreement reinforces this partnership between home and school and provides a common vision, values and ethos for all. This in turn impacts positively on learning and teaching.

We employ a rigorous selection process when appointing teachers and have confidence in trusting them to make professional decisions when choosing a suitable teaching method for each lesson, whether this be in the form of an independent or adult led agile learning opportunity (children being taught at their own level, rather than sitting through a whole class teaching session), group work or whole class input. We acknowledge that pupils have a variety of prior knowledge and will learn at different paces. We encourage our more experienced teachers to share their skills and knowledge with other staff.

To secure effective learning we will commit to:
- providing a safe, enabling environment in which all children can learn and all staff are prepared to identify children who may benefit from early help (KCSIE 2023)
- ensuring all children are fully aware of behavioural expectations (see School Behaviour Policy)
- raising any concerns about a child's welfare immediately with the school Designated Safeguarding Lead (KCSIE 2023)
- respecting children as individuals within their own rights, values and beliefs
- giving the children a common language with which to discuss their values
- allowing children to make mistakes from which they can learn in a safe environment, so that they develop resilience
- giving all children the opportunity to experience success, so that they develop self-confidence
- enhancing the children's independence in and mastery of their learning and enabling them to take responsibility for all aspects of their schooling
- ensuring that children have opportunities to be aware of and interact with current issues and debates

2. Strategies for Effective Learning

In order for our curriculum to lead to effective and creative learning and teaching, the approaches in school need to be founded on the following principles:

- children to take control of their own learning and develop a love of learning through the use of a 'Big Question' approach
- providing a wealth of opportunities for children to be engaged and challenged by a relevant and purposeful curriculum
- learning is effectively sequencing by sharing prior learning 'Building Blocks'
- children are encouraged to communicate their findings in a variety of ways (this is particularly important for children with additional needs)
- opportunities are provided for children to become involved in decision making
- children understand how to be masterful learners and have the relevant skills to achieve, drawing on the school values to help them
- expectations are high and children are actively involved in setting and reviewing their own targets, through discussion with adults and their peers
- children are encouraged to continue their learning outside of school through homework, trips and a variety of off-site learning opportunities

3. Strategies for Effective Teaching

Teachers plan inspiring, relevant and appropriate learning experiences taking into account the diversity of children in their care.

- teachers make sure they are aware of the children's knowledge and skill levels so that work is personalised in a way that ensures each pupil has the opportunity to reach his/her full potential (see SEN Policy)
- teachers ensure learning is explicitly shared so children are clear on the learning taking place in each lesson

- learning objectives and success criteria are used by teachers and pupils to assess their learning
- teachers model expectations through shared and modelled opportunities
- teachers promote resilience and problem-solving strategies through the use of a 'Deliberate Mistake' mini plenary
- teachers develop children's cognition, through making explicit links between learning and ensuring the opportunities to revisit past learning through 'flashbacks' are employed
- teachers maintain flexibility and spontaneity in their approach, ensuring agile teaching enables all children to make rapid progress
- learning environments are structured so that children can access learning materials independently, promoting the school values effectively to become confident, capable and caring as described in our vision statement
- children are given relevant feedback which may take the form of: developmental marking to which they respond; peer marking and self-marking (see Marking Policy)
- regular Enhancing Outcomes Meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards, aligned with our school values
- subject leaders ensure that they stay abreast of new initiatives and regularly feedback to staff
- subject leaders ensure that the children's skill set is developed over the years in foundation as well as core subjects
- teachers regularly evaluate their own teaching and reflect upon their practice
- teachers share year group curriculum overview with the parents and the wider public
- teachers share children's progress with parents informally and formally through parent meetings and a written report
- all staff espouse the school values and will act as role models for the pupils

4. Questioning

The use of open and closed questioning is vital to teaching and learning. Questions are used to assess children's starting points, as part of assessment for learning, AFL, to deepen understanding and to check children's progress.

A range of question types should be used from literal to higher order. Children must always be given thinking time and a range of strategies are employed in this school to facilitate a 'no hands up' approach: talk partners, think-pair-share, word wave, countdown timer. We teach children how to raise their own questions and how to use a range of techniques to find the answers to questions that have been posed.

5. The Physical Environment

There are positive effects on standards and motivation of pupils associated with the physical environment. Factors include the use of displays, music, the use of resources including technology, the consideration of pupil groupings in the physical layout of the room. Teachers are responsible for ensuring classrooms are an exciting, stimulating and welcoming place to be by:

- Arranging furniture and space to create a safe, flexible learning environment including a carpet focus area
- Creating a topic focussed environment which stimulates interest in the theme of study e.g. wall/door display, themed book corner or role play area
- Making sure the equipment is labelled and accessible to promote independent learning
- Creating a space for each student; labelling trays, where applicable, and pegs
- Using music to 'set the scene'
- Teaching, and expecting, children to respect and care for their environment

- Ensuring classrooms are inviting and all areas are clear and clutter free
- Providing an inviting book corner
- Creating role play areas (where and when relevant)

6. Displays

We use displays to support, reinforce and celebrate learning. Display should aid recall, stimulate further thinking, give new information, make connections, celebrate achievement, remind children of rules and targets and motivate children towards further learning.
Each class across school should have:

- A writing display featuring the focus text which is annotated with relevant information to support the learning (where relevant) and or the class writing target
- Modelled examples illustrating the Talk 4 Writing text
- A mathematics display mainly promoting conceptual understanding around number and must include concrete, pictorial and abstract
- Wider curriculum displays that are innovative and use captions to effectively generate interest. The Big Question is clearly displayed.
- The Hadley Wood Green Rules Way and Good to be Green behaviour chart, clearly placed in the children's eye line
- Visual timetable on display at all times during the day using symbols where appropriate
- Esteem raising well-presented displays of high quality children's work that reflects their achievements on allocated shared display areas
- Displays that reflect the make-up of the school population i.e. positive images of culturally diverse groups, examples of community languages and images that challenge stereotypes of gender and disability
- Vision, purpose and core values displayed clearly in the classroom
- Values display board with the value of the month clearly signposted

7. Teaching Assistants

Each class team has assigned teaching assistants to support pupils with additional needs; teachers are responsible for the effective direction and deployment of TAs to support learning. Teachers hold regular planning and feedback meetings with TAs and are responsible for ensuring learning intentions and activities are clear.

8. Pupil Voice

We encourage and respect pupil voice. We have a School Council which meets regularly and makes recommendations and undertakes work to improve our school. All classes use circle time to make sure children have opportunities to raise concerns and voice opinions. Children's opinions are regularly sought through questionnaires and discussions.

9. Homework

It is vital that a strong partnership is built with parents and homework gives the chance for parents to become involved in their child's learning Homework gives the opportunity to reinforce what has been covered in lessons, practise a skill or to introduce a new unit of work. Teachers are responsible for setting and marking this work in line with the school policy.

The role of the Head Teacher, Senior Management Team and Governing Body is to:

- support the use of appropriate teaching strategies by allocating resources effectively
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensure that staff development and performance management policies promote first class quality teaching

Other reference documents
- Anti-Bullying Policy
- Appraisal and Capability Policy
- Assessment Policy
- Behaviour Policy
- Collective Act of Worship Policy
- Early Years Policy
- Educational Visits Policy
- English Curriculum Guidance
- Marking Policy
- Maths Curriculum Guidance
- Physical Education Guidance
- Progression in Calculation
- Relationship and Sex Education Policy
- RE Curriculum Guidance
- Inclusion (SEN, A&G, EAL) Policies
- Equal Opportunities
- National Curriculum