



HOWITT PRIMARY COMMUNITY SCHOOL

Embark Multi Academy Trust



Teaching and Learning Policy March 2023

Policy on Teaching and Learning

March 2023



This policy covers Early Years Foundation Stage to Year 6.

1 Introduction

- 1.1 At Howitt Primary Community School, we believe in the concept of lifelong learning, and in the idea that both adults and pupils learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching, we equip pupils with the skills, knowledge and understanding necessary to be able to make informed choices. We believe that appropriate teaching and learning experiences help pupils to lead happy and rewarding lives.

2 Aims and objectives

- 2.1 We believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows all pupils to develop their skills and abilities to their full potential.
- 2.2 Through our teaching, we aim to:
- enable pupils to become confident, resourceful, enquiring and independent learners;
 - foster pupils' self-esteem, and help them to build positive relationships with other people;
 - develop pupils' self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
 - show respect for a diverse range of cultures and, in so doing, promote positive attitudes towards other people;
 - enable pupils to understand their community, and help them feel valued as part of it;
 - help pupils grow into reliable, independent and positive citizens.

3 Effective learning

- 3.1 Research tells us that people learn in many different ways, and respond best to different types of input. We must therefore deliver teaching in different ways to address the needs of all our learners. We take into account the different forms of intelligence when planning our teaching and apply the mastery approach when appropriate.
- 3.2 We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe; they enjoy being challenged; but in which they enjoy learning and know that they will succeed because they know the challenge will have been set at the right level.
- 3.3 All teaching will be structured to maximise learning opportunities and lessons will be planned in accordance with the following principles:
- the teaching builds on previous learning;
 - it gives pupils the 'big picture' of the learning;
 - it allows opportunities for the pupils to build up their own understanding through various activities;
 - it has built-in opportunities for feedback to the pupils, celebrating success and reviewing learning strategies;
 - pupils are expected to respond to marking and are given opportunities to do this. The marking will challenge the child to the next step of learning.

3.4 We offer opportunities for pupils to learn in different ways, these include:

- investigation and problem-solving;
- research and discovery;
- group work;
- paired work;
- talk partners;
- independent work;
- whole-class work;
- asking and answering questions;
- use of IT;
- fieldwork and visits to places of educational interest;
- outdoor learning;
- visitors into school;
- creative activities;
- watching and responding to film clips or pre-recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

3.5 We encourage pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn. Subject leaders monitor their subjects and ensure work is marked in line with the marking and feedback policy and that pupils make progress.

4 Effective teaching and learning

4.1 When we are teaching, we focus on motivating all the pupils and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school, and details what is to be taught to each year group.

4.2 Teachers make ongoing assessments of each pupil's progress, which is intrinsically linked to the marking and feedback policy, and they use this information when planning their lessons. It enables them to take into account the abilities of all their pupils. When planning work for pupils with special educational needs, we give due regard to information and targets contained in the pupils' Individual Education Plans (IEPs) or EHCP (Education Health Care Plan). Teachers modify teaching and learning as appropriate for pupils with disabilities. We value each pupil as a unique individual and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our pupils, including the more able and ensure that we meet all statutory requirements related to matters of inclusion.

4.3 All teachers will be aware of the various groups of pupils in their class. Including those pupils in the East Midlands challenge groups; CIC, Disadvantaged and EAL and ensure that they are all challenged through teaching, assessments, feedback and marking.

4.4 Teachers set academic targets for the pupils in each year at their level and we share these targets with pupils. Teachers review the progress of each child at least 3 times during the academic year with the SLT and subject leaders and set revised targets and plan interventions.

- 4.5 We plan our lessons with clear learning objectives and success criteria which are shared with the pupils; lessons always include a challenge. Our lesson plans build on previous learning, contain information about the tasks to be set, the resources needed and the way in which we assess the pupils' work. We evaluate lessons and record this so that we can modify and improve our future teaching. We continually review progress.
- 4.6 Non-negotiables are displayed in every classroom and they are referred to on a regular basis. Please see Appendix A, B and C.
- 4.7 Each of our teachers establish good working relationships with all the pupils in the class. We treat the pupils with kindness and respect. We recognise that they are all individuals with different needs and we treat them fairly and give them equal opportunity to take part in class activities. All of our teachers follow the school policy with regard to discipline and classroom management. We set and agree with pupils the class code of conduct and we expect all pupils to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise pupils for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on and recognise positive attitudes at all times. When pupils misbehave, we follow the guidelines for sanctions as outlined in our policy on behaviour.
- 4.8 We ensure that all tasks and activities that the pupils perform are safe. When we plan to take pupils out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and specific permissions are obtained. We inform parents or carers, and obtain their permission for local visits at the beginning of the school year – see Visits policy.
- 4.9 We deploy teaching and learning assistants and other adult helpers effectively. Sometimes, they work with individual pupils and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment. We use appropriate interventions as needed to ensure the pupils achieve their potential.
- 4.10 Our classrooms are effective learning environments. We use displays as learning prompts for the pupils. We believe that a stimulating environment sets the climate for learning, which results in high-quality work. Each year group plans trips and visitors to enhance the curriculum and give experiences.
- 4.11 Teaching and learning is monitored throughout the school by the SLT and subject leaders. Constructive feedback is given and areas for development identified and this informs the School Improvement Plan and CPD
- 4.12 We include the teaching of British values in our curriculum.
- 4.13 We use the pupil voice to find out the pupils' interests.

5 The role of governors

- 5.1 Our governors support the monitoring and review process as it affects the school's approach to teaching and learning. In particular, they:
- support the use of appropriate teaching strategies by allocating resources effectively;
 - ensure that the school buildings and premises are used optimally to support teaching and learning;
 - check teaching methods in the light of health and safety regulations;
 - seek to ensure that our staff development and our performance management both promote good-quality teaching;
 - challenge the monitoring outcomes;
 - take part in the monitoring schedule and hold pupil interviews;
 - receive and respond to reports from subject leaders throughout the year.

6 The role of parents and carers

- 6.1 We believe that parents and carers have a fundamental role to play in helping pupils to learn. We inform parents and carers about what and how their pupils are learning by;
- holding parents' evenings to explain our school strategies for English and mathematics;
 - giving out class newsletters (on the school website each half term) outlining the topics that the pupils will be studying;
 - sending 'year ready' packs each July for the next class;
 - sending parents and carers annual reports in which we explain the progress made by each pupil and indicate how the child can improve further;
 - explaining to parents and carers how they can support their children, for example, regular shared reading and homework activities;
 - holding parent workshops on various areas of the curriculum;
 - ensuring the website has tabs for helping their child at home;
 - setting termly homework projects that are based around the year group topic.
- 6.2 We believe that parents and carers have the responsibility to support their pupils and the school in implementing school policies. It is important that parents and carers;
- ensure that their child has the best attendance record possible;
 - ensure that their child is equipped for school with the correct uniform and PE kit;
 - promote a positive attitude towards school and learning.

7 Monitoring and review

- 7.1 We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every year or earlier if necessary.

This policy will be read in conjunction with:

Marking and Feedback Policy
Positive Behaviour Policy
Feedback and Assessment

Special Educational Needs Policy
Visits Policy

Signed:

Date:

APPENDIX A

Non Negotiables for all staff in classrooms.

- Follow school policies.
- Target sheet used for all pupils for writing.
- The agreed school objectives grid to be stuck in for maths and English work and completed for assessment.
- Vocabulary sheet to be used for topic and science (Fold out sheet as discussed at staff meeting)
- Date and objective written for all other work and underlined.
- Teachers' expectation of pupils' work must be **consistently high in all subjects.**
- To give a next step/challenge in the marking to move the pupils' learning on.
- To **challenge** the **more able** pupils. This is a challenge not just more work.
- Response to marking must take place at the beginning of the session before you start the new lesson.
- Pupils to respond to marking without using their initials and without using 'ok'
- Errors made in pupils' responses must be corrected and acknowledged
- All staff to model by using the correct spelling, grammar, punctuation and handwriting at all times
- Front covers to have clear labels printed by the office.
- Green spots on back of books for SEND pupils
- Purple spots on back of books for disadvantaged pupils.

APPENDIX B

Howitt Primary Community **Non Negotiables for High Expectation of** **Pupils 's Work and Learning.** **Presentation of work**

- **Complete response to marking before starting new piece of work.**
- **Date, title** (short date for science and maths)
- **Date sitting on the top line at the start of the next piece of work.(Or sitting on the line, if starting lower down the page).**
- **Correct use of capital letters and full stops by pupils.**
- **All pupils to be able to write their forename and surname by the end of Year 1.**
- **All lines drawn in pencil and with a ruler.**
- **One square per digit for Year 1 onwards.**
- **To learn times tables.**

APPENDIX C

Howitt Primary Community School

**Non-Negotiables for High
Expectation of Pupils 's Work and
Learning in EYFS.**

Presentation of Work

- Complete response to marking before starting new piece of work.
- Clear and correct letter formation
- All letters to be the correct size
- Writing to sit on the line
- Correct use of capital letters and full stops by pupils