



## **Monken Hadley CE Primary School**

*Seek what is good, treasure what is true, do what is right.*

# **TEACHING & LEARNING POLICY**

<b>Ratified by</b>	Senior Leadership Team
<b>Date</b>	1 <sup>st</sup> April 2016
<b>Date for Review</b>	Spring Term 2019

## **Aims and Implementation**

Monken Hadley CE School aims to provide children with the opportunity to develop towards their full potential: academically, emotionally, socially and spiritually by:

- a) Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- b) Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- c) Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- a) Promoting high quality learning and attainment.
- b) Providing a high quality learning entitlement and environment.
- c) Valuing each other and ourselves.
- d) Working in partnership with parents/carers and the community.

## **Introduction**

- a) Teaching and learning are the key functions of our School.
- b) At Monken Hadley CE School we work towards the aims of the School through providing high quality learning experiences within all we do; in the discreet and hidden curriculum, in the School environment and the interactions between all members of the School community.
- c) We believe that:
  - i. Learning should be a rewarding and enjoyable experience for everyone i.e. learning should be fun and enable children to make expected or accelerated progress;
  - ii. Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future;
  - iii. High quality teaching and learning experiences support children to be able to lead happy and rewarding lives, now and in the future;
  - iv. High expectations of learning behaviours are evident through explicit teacher modelling.

## **Aims**

### **a) General**

To ensure all staff, children, parents/carers and governors are aware of the aims for Teaching and Learning at Monken Hadley CE School and that these are consistently applied in order to:

- i. Promote high quality teaching and learning across the school;
- ii. Raise standards by ensuring consistency and continuity of teaching and learning;
- iii. Ensure all children are included, motivated and engaged by their learning;
- iv. Promote high quality learning experiences that focus on the development of skills, knowledge and understanding;
- v. Promote the idea of lifelong learning for all members of the School community: children, parents/carers, staff and governors.

### **b) Staff**

To support the aims of the School through:

- i. Promoting positive relationships between all members of the School community;
- ii. Providing a secure, stimulating environment where all children are supported in responding to the challenges involved in moving towards their full potential;
- iii. Providing a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of the children;
- iv. Addressing issues of entitlement to ensure equality of opportunity for all children;
- v. Rewarding children for all the good things they do both in School and in the wider community;
- vi. Promoting a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others;
- vii. Providing the skills which encourage children to become confident, independent learners.

### **c) Children**

To support the aims of the School through:

- i. Promoting positive relationships between all members of the School community;
- ii. Attending school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn;

- iii. Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts;
- iv. Persevering with their learning and knowing that when they find it difficult they can ask for help;
- v. Taking pride in their work, always trying their best and aiming to get better all the time.

#### **d) Parents/Carers**

To support the aims of the School through:

- i. Promoting positive relationships between all members of the School community;
- ii. Being understanding and supportive of our aims in learning and teaching and sign the School's Home-School Agreement;
- iii. Attending and contributing to Parent Consultation Meetings;
- iv. Supporting their children with their homework activities including reading;
- v. Praising their children for the good things that they do in school;
- vi. Communicating and working with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding.

#### **e) Governors**

To support the aims of the School through:

- i. Promoting positive relationships between the Governing Body and all other members of the School community including;
- ii. Work with Senior Leaders to review the School's Teaching and Learning policy annually.
- iii. Appointing a designated link governors for each class who will:
- iv. Visit their designated class at least twice a year;
- v. Have an informed understanding of
- vi. the school's systems for planning work, supporting staff and monitoring progress;
- vii. the achievement of groups of pupils;
- viii. Attend training and other related events;
- ix. Report to the governing body with recommendations, if appropriate;

### **Implementation**

#### **a) What is 'good learning'?**

We believe that children learn best when:

- i. They are encouraged to form positive relationships with their teachers, peers and other members of the school community;
- ii. They have clear direction and are praised for all the good things that they do;
- iii. They are actively involved in their learning at an appropriate level to match their learning needs;
- iv. They are encouraged to become increasingly autonomous learners;
- v. They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
- vi. They are working in an environment which is safe, caring, supportive and stimulating;
- vii. Their learning is well-structured and delivered;
- viii. Their learning is effectively differentiated;
- ix. Their learning addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision;
- x. Their learning encompasses the values and skills of the school in aiding the development as future effective citizens;
- xi. Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.

#### **b) What is 'good teaching'?**

At Monken Hadley CE School we believe that good teaching is when teachers (and support staff when applicable);

- i. Form positive relationships with the children in their class and other members of the school community;
- ii. Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children;
- iii. Insist on high expectations of learning and social behaviours;

- iv. Ensure that effective direction and support is given in order that the children make good progress;
- v. Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- vi. Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;
- vii. Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning;
- viii. Develop and maintain safe, secure and inspiring classroom and learning environments;
- ix. Demonstrate effective lesson organisation;
- x. Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time;
- xi. Use resources effectively, including other adults, to support children's learning;
- xii. Use technology effectively in order to support children's learning;
- xiii. Develop the range of reading skills required to access all the curriculum effectively;
- xiv. Use questioning effectively to gauge and extend children's skills, knowledge and understanding;
- xv. Are reflective regarding their professional practice and the overall provision the School offers.
- xvi. Ensuring that teachers and teaching assistants are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions.

**c) What is a good lesson?**

At Monken Hadley CE School we believe that a good lesson should comprise of the following elements:

**1. Planning**

- i. Use formal and on-going assessments in order to determine where the children are in their learning and their next steps;
- ii. Establish a clear learning objective in 'child friendly' language arising from this assessment, the steps to success that will enable the children to achieve the learning and opportunities for both children and the teacher to assess progress against these;
- iii. Establish an initial 'hook' that will motivate and engage the children;
- iv. Contextualise the learning either by making it relevant to the lives and/or interests of the children, and where appropriate making cross-curricular links;
- v. Plan an appropriate structure of differentiated activities that will enable the children to engage in their learning and meet the learning objective;
- vi. Include the use of other adults and the timings of the lesson, ensuring maximum learning opportunities and catering for all learning styles.

**2. Introduction to the lesson**

- i. Recap on prior learning, allowing time for the children to look at their feedback from the previous lesson;
- ii. Share the learning with the children and refer to it at different stages throughout the lesson to keep learning focussed;
- iii. Share the learning objective with the children so that they know exactly what they need to do in order to achieve the learning objective and where appropriate enabling the children to develop own steps to success through clear modelling;
- iv. Introduce subject specific language which is modelled by the teacher during the session with an expectation that the children will use the vocabulary in their verbal and written responses;
- v. Put the learning into context; explaining to the children why they are learning what they are learning;
- vi. Use appropriate resources, including ICT and other adults, in order to support children's learning;
- vii. Ensure there is a good balance between teacher and child talk and that all children are actively involved, engaged and challenged in meaningful activities;
- viii. A wide range of assessment strategies are used by both the children and the teacher in order to ascertain progress made and assessed in-line with Key Performance Indicators for Reading, Writing and Mathematics;

- ix. Evidence of positive relationships between children, their teacher and the other adults in the room; everyone displaying good social and learning behaviours.

### **3. Main part of the lesson**

- i. Inform the children of the learning, steps to success and specific language to be used;
- ii. Teacher modelling the process and task which is expected of the children;
- iii. Use resources which stimulate, sustain and support children's learning;
- iv. Appropriately differentiated questioning;
- v. Good pace to the lesson; ensuring that it is not too quick that children are not understanding their work and are being left behind; but pacy enough that children remain engaged;
- vi. Secure subject knowledge demonstrated by the class teacher;
- vii. All children actively involved and engaged in their learning;
- viii. High expectations of children both in terms of their work and their learning and social behaviours;
- ix. Praise for the children when they do the right thing, achieve well and make progress;
- x. A wide range of assessment strategies which are used by both the children and the teacher;
- xi. Evidence of positive relationships between children, their teacher and the other adults in the room; everyone displaying good social and learning behaviours.

### **4. Group teaching and independent activities**

- i. Differentiated activities through prescribed outcome, support, resources, etc which match the learning and steps to success;
- ii. Opportunities provided for the children to talk about learning, experimenting with concepts, asking questions and learning in preferred learning style;
- iii. The teacher normally teaching a focus group; moving that group's learning forward and maximising all opportunities for learning;
- iv. Effective use of other adults both class based TAs and Learning Support, in order to support learning and/or move it forward;
- v. Mini plenaries, where appropriate, to either move learning on, consolidate learning or address misconceptions;
- vi. Children receive positive and diagnostic feedback about their effort and their learning;
- vii. Time reminders to indicate to the children how long they have left to complete activities;
- viii. A purposeful learning atmosphere dependent on the task the children are completing.

### **5. End of the lesson – plenaries & mini-plenaries**

- i. Reference to the learning that has taken place and steps to success;
- ii. Teachers and increasingly children making assessments which will inform future learning;
- iii. The use of a range of assessment strategies; allowing children time to reflect on their learning, checking to see if they have met the lesson's learning using the lesson's steps to success;
- iv. Children receive positive and diagnostic feedback about their effort and work;
- v. Consolidation on the lesson's learning, reflecting on whether the steps to success have been achieved, moving learning forward, addressing misconceptions, further peer or teacher modelling of work, making links to future learning.

### **6. After the lesson - assessment and evaluation**

- i. Evaluate whether all the children or groups of children achieved the learning and met the lesson's steps to success, and whether the children's learning moved on and if it didn't, why not?
- ii. Reflect on which parts of the lesson went well, which parts were the children most engaged in; and which parts of the lesson did not go so well and why;
- iii. Reflect on whether the work needs to be revisited at the start of the next lesson or does the learning objective need to be completely revisited again;
- iv. Diagnostically mark the children's work, clearly stating what they have done well and what the next stages in their learning are (refer to the School's Marking and Feedback policy);
- v. Use assessment to inform future planning and next steps in learning and the Key Performance Indicators for Reading, Writing and Mathematics to regularly moderate and ascertain whether the child is at national standard and what is needed in order for them to achieve this.

#### **d) Curriculum Planning**

1. Monken Hadley CE School's planning is based on the following:
  - i. Primary National Curriculum 2014;
  - ii. Cornerstones Curriculum;
  - iii. Early Years Foundation Stage Framework ;
  - iv. Southwark Agreed Syllabus for Religious Education;
  - v. Computing Scheme of Work based on Barnet Computing Scheme of Work (2014)
  - vi. *Christopher Winter Project* for Sex and Relationships Education;
  - vii. *Rigolo* Scheme of Work for French;
  - viii. *Music Express* Scheme of Work for Music.
  
2. Long Term Planning
  - i. Our 'Whole School Curriculum Map' plots the content covered from Reception to Year 6;
  - ii. It enables us to ensure balance and progression across the school and to identify cross-curricular links and opportunities for educational visits.
  
3. Medium Term Planning.
  - i. For English we use Hamilton planning;
  - ii. For Mathematics we use the planning provided by Abacus;
  - iii. For the foundation subjects our medium term planning is based on the Cornerstones Curriculum;
  - iv. In the Early Years Foundation Stage, our medium term plans are based on guidance within the Foundation Stage Framework and the Cornerstones Curriculum.
  
4. Short Term Planning
  - i. Detailed, daily short term plans are drawn up by teachers for all subjects each week, unless a unit of work is being taught as a block when it will be planned accordingly.
  - ii. The plans identify the learning objective, key vocabulary, assessment opportunities, direct teaching input, key questions, differentiated activities and resources for learning.

#### **e) The Role of Teaching Assistants**

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- i. To support the teaching; either through direct delivery or by enabling access for identified children;
- ii. Supporting a small group within the classroom;
- iii. Delivering intervention groups;
- iv. Carrying out assessments;
- v. Preparing resources;
- vi. Supporting children with Individual Education Plans.

#### **f) Behaviour Management**

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the class room and in the wider School environment.

#### **g) Assessment, Record Keeping and Reporting**

1. Children's standards and achievements across the curriculum are assessed in-line with the School's Assessment Policy. Assessment for Years 1-6 includes:
  - i. On-going assessment practices within class and group sessions;
  - ii. Marking of children's work against the shared Learning Objective and for accuracy of response;
  - iii. Formal assessments related to the assessment performance indicators for English and Mathematics.
  
2. Children's standards and achievements in the Early Years Foundation Stage are assessed in line with the School's Early Years Foundation Stage Policy. The Foundation Stage Profile is used to assess children throughout and at the end of the academic year. On-going assessment is formally recorded using the online Tapestry tool which allows for monitoring the coverage of all areas of the curriculum and highlights areas that need further

development. In addition, marking of children's work as noted above is done at an age appropriate level.

3. Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders during Pupil Progress Meetings to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.
4. All children in Years 1-6 have individual assessment targets for English and Mathematics. Progress against these targets is reviewed regularly by the class teacher and the SLT.
5. Assessment information across the curriculum; both standards and achievements, are shared with parents/carers at Teacher Consultation Meetings, within Annual Reports and at the end of the academic year; which includes information about the next steps for learning in the core subjects.
6. **Summative Assessment**  
The school's arrangements for formal assessments throughout the year are outlined in the Assessment Policy. Results from these assessments are used for targeting and tracking purposes to ensure progress and achievement in learning.
7. **Formative Assessment**
  - i. Assessment opportunities are central to the planning and organisation of each lesson. Key elements of this are:
    - a) Recap of previous knowledge at the start of lessons;
    - b) Adult observation of children's responses to questions;
    - c) Adult observation of children on task;
    - d) Use of steps to success against learning;
    - e) Continuous feedback throughout the lesson;
    - f) Self and peer assessment;
    - g) Plenary activities;
    - h) Marking linked to learning and steps to success and giving indicators for improvement of work.
  - ii. It is an important aspect of our assessment that children are encouraged to be honest in their self-assessment. Children indicating they have not understood features of a lesson will be given additional support.
8. **Record Keeping**
  - i. Records are kept of all summative assessments undertaken and of other assessments throughout the year in individual pupils' progress folders.
  - ii. Details of these are contained in the Assessment Policy.

#### **h) Inclusion**

- i. Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- ii. Successful inclusive provision at Monken Hadley CE School is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children.
- iii. In accordance with the school's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their statement of SEND indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age.
- iv. Children who receive additional or extra support, including those with statements of SEND, have Individual Education Plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.
- v. Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural

background, home language or any other aspect that could affect their participation in, or progress in their learning.

**vi. PREVENT Duty**

At Monken Hadley CE Primary School we aim to prepare our pupils to become responsible members of society now and for the future. Building resilience in our children and promoting the fundamental British values of: democracy; the rule of law; individual liberty and mutual respect; tolerance of those with different faiths and beliefs as well as the celebration of diversity is at the heart of preventing radicalisation. We do this by providing a safe place in which children can discuss issues, and we aim to give them the knowledge and confidence to challenge extremist beliefs and ideologies. Our Prevent duty is carried out with regard to the *Prevent Duty Departmental Advice for Schools and Childcare Providers June 2015* as well as Section 26 of the *Counter-Terrorism and Security Act 2015*, which legally requires us to take steps to prevent pupils from being drawn into terrorism and radicalisation. For further details of how we aim to prevent radicalisation and tackle extremism and what we do if there is a concern, please read the school's Prevent Policy.

**Monitoring and Review**

The Headteacher and Deputy Head will monitor the effectiveness of this policy throughout the academic year. The Headteacher will report to the governing body on the effectiveness of the policy through Headteacher reports termly and, if necessary, makes recommendations for further improvements.