

Horniman Primary School



Teaching and Learning Policy

This policy was agreed by the governing body on: (and supersedes all previous policies relating to this area)	
Signed:	Chair of Governors
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Teaching and Learning Policy Summary

This policy highlights classroom practices and procedures that promote high quality teaching and learning based on the current DfE Teaching Standards. This policy should be read in conjunction with the Curriculum Policy, which outlines **what we teach and why**. The Teaching and Learning Policy is concerned with **how we teach** at Horniman School.

The Teaching and learning policy supports the vision and aims of the school.

Effective Learning

At Horniman we believe effective learning is built upon the Characteristics of Learning (in EYFS) and based around The 5 Keys to success:

- **Getting along**
- **Organisation**
- **Persistence**
- **Confidence**
- **Resilience**

Learning Approaches

Learning approaches and skills that are promoted across the curriculum:

- **Communication**
- **Thinking and Enquiry**
- **Creativity**
- **Social and Emotional**
- **Physical**
- **Learning about learning**

Effective Teaching

Teachers are required to:

- **Plan** engaging sequences of lessons that show challenge and differentiation
- **Teach** inclusive lessons that make effective use of additional adults
- **Assess** the children's learning and provide timely and specific feedback
- **Share** information (planning, data, targets etc.) with children, staff and parents
- **Improve** teaching through innovation, research, CPD, observations and work scrutiny

Introduction

At Horniman Primary School we believe in the concept of lifelong learning, school richness and diversity, which comes from the individual strengths and skills that each child and adult brings to the class. The quality of the relationships that staff develop with individual children and children develop with each other impacts on the achievement and progress of each child.

We maintain that learning should be a rewarding experience for everyone; it should be enjoyable. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

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This policy works within and helps promote the **vision and aims of the school**

Horniman Primary School's Vision:

To nurture and guide the whole child to be a happy, independent learner, with the confidence to achieve their maximum potential, the resilience to embrace challenges and with respect for each other and the world around them.

We aim to achieve our vision by:

- Ensuring the school is fit for purpose, safe and caring, and which fosters relationships built on respect
- Designing a stimulating, creative and engaging curriculum that is both accessible and challenging
- Nurturing a body of staff who are highly trained and motivated
- Enabling a whole school philosophy of 'learning without limits'
- Making a contribution to the communities in which we live
- Building understanding of how to create economic and environmental sustainability
- Actively tackle inequalities and celebrate diversity

At our school we will provide rich, relevant and varied learning experiences which allow children to develop their skills, interests and abilities and achieve, be proud and succeed together.

Through our teaching we aim to:

- deliver the requirements of the National Curriculum
- develop children's knowledge, skills and understanding in the core and foundation subjects
- ensure attainment and progress in reading and mathematical fluency so that they can access the whole curriculum and giving them opportunities to apply their literacy and numeracy skills across subjects
- enable children to become **confident, organised**, independent learners, who demonstrate **persistence** and **resilience** and **get along** with each other (**The 5 Keys to Success**)
- foster children's self-esteem and help them build positive relationships with others, both peers and adults, based on mutual respect
- develop the highest standards of behaviour and conduct
- develop children's self-respect and self-awareness and encourage them to show positive attitudes and respect towards the ideas and feelings of others regardless of sex, age, sexuality, race, culture or religion
- enable children to understand, feel valued within, and make a positive contribution to their community, through embracing Fundamental British Values
- help children grow into reliable, independent-thinking citizens, who are Secondary ready

- help children be proud of their own work and recognise the achievements of others.

Effective learning

We acknowledge that people learn in many different ways and we recognise the need to develop pedagogies which enable all children to learn in ways that suit them.

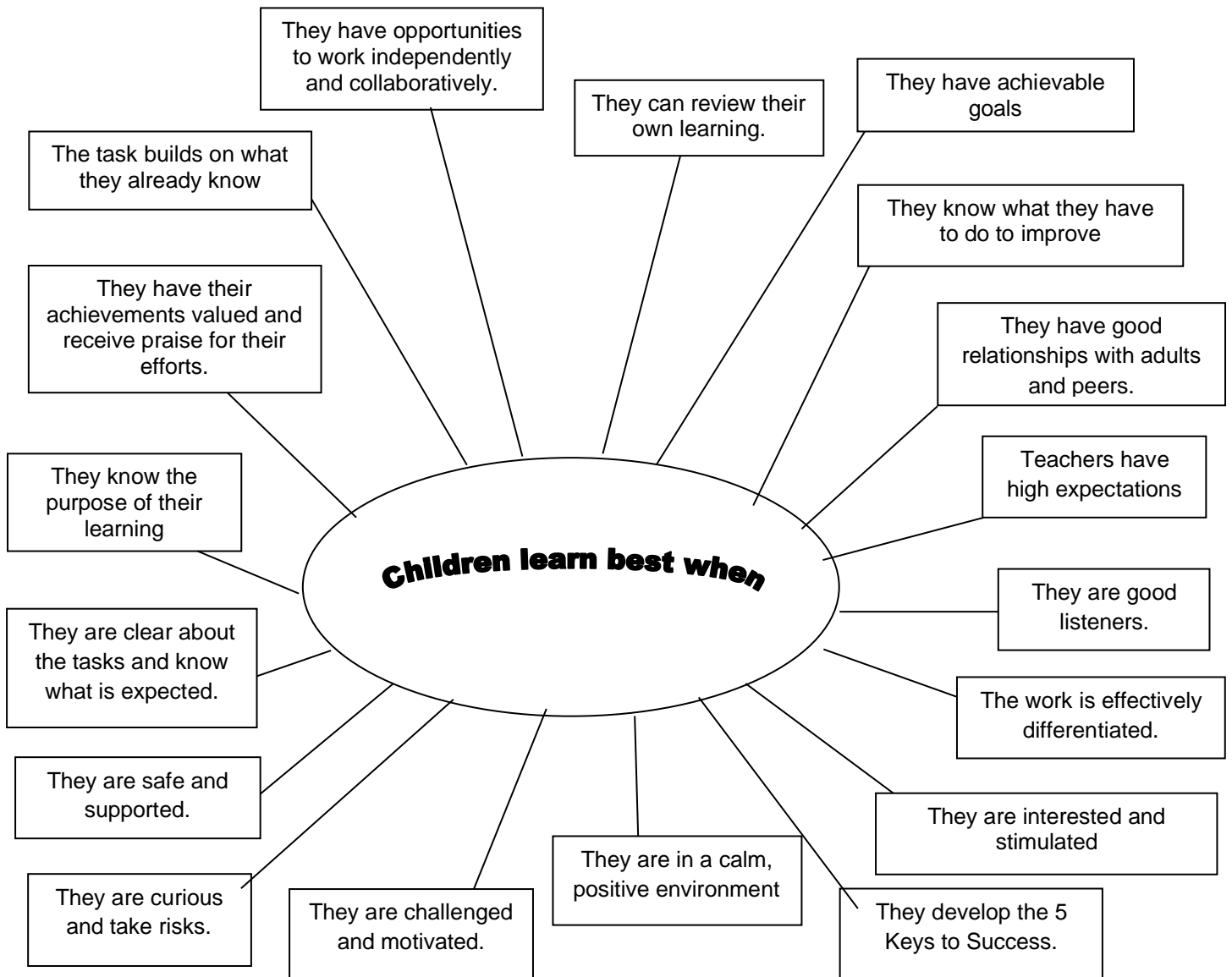
At Horniman we want to build upon the **Characteristics of Learning** in the Early Years:

- Playing and exploring – engagement
 - Finding out and exploring, playing with what they know, being willing to 'have a go'
- Active learning – motivation
 - Being involved and concentrating, keeping trying, enjoying achieving what they set out to do
- Creating and thinking critically – thinking
 - Having their own ideas, making links, choosing ways to do things

This continues throughout the school through **The 5 Keys to Success**:

- Getting along
- Organisation
- Persistence
- Confidence
- Resilience

Children learn best when:



Learning approaches and skills that are promoted across the curriculum

Communication (speaking & listening, reading, writing, ICT, demonstrating, creating visuals such as posters and artworks, using tables, charts and diagrams etc.)

- By focusing on communication with others, we encourage children to see a purpose in what they are learning and build a sense of audience. The 'basic skills' of reading and writing are a means to an end: to express your own ideas meaningfully and to understand the ideas of others. Speaking and Listening are emphasised as key tools in developing your own thoughts as well as central means of communication in life.

Thinking and Enquiry (investigations, questioning, comparing, debating, explaining, problem-solving, logical thinking, reasoning, separating fact from opinion, weighing up evidence etc.)

- Enquiry based learning helps the children to discover things for themselves rather than being told.

- By focusing on thinking skills, we help children to develop different approaches to different learning situations as well as sustaining curiosity and willingness to challenge authority and ask for evidence to back up opinions.
- Children need to evaluate how well they are thinking individually, in groups, as a class and begin to decide when to use different approaches

Creativity (viewing and participating in the arts, creating, risk-taking, generating ideas -brainstorming, hypothesising, speculating, making interesting connections, making unusual comparisons, asking unusual questions etc.)

- Developing Cultural Capital and giving all children experiences of professional arts and culture
- By focusing on creativity, we help children to develop confidence in being original or different and willingness to try things out and make mistakes. Creativity is about exploration and curiosity about the world.
- Creativity is not just about art – you can be creative in all subjects

Social and Emotional (self-awareness, self-control, empathy, social skills, sharing, turn-taking, co-operation, leading, negotiating, playing, following rules, group work, Zones of Regulation)

- Children can't leave their emotions outside the classroom and learning is often a very emotional experience (excitement, frustration, elation, fear, panic etc.).
- Children need to learn to understand their own emotions and realise that emotions are not bad but sometimes need to be managed or channelled. We need to be more aware of how our emotions affect us so that we can express them in ways that help our learning and development.

Physical (OPAL, Forest School, role play, drama, fieldwork, 5-a-day fitness, Horniman Mile etc.)

- Children need a balance of physical and intellectual learning activities every day. Learning is better when it is varied and broken up by physical activity.
- Opportunities for outdoor learning
- Extended simulations: e.g. visiting somewhere such as the Golden Hinde dressed as Pirates, planning and taking part in an Ancient Egyptian day
- Collaborative learning approaches often involve moving around and working together
- Being involved in productions of learning e.g. class assemblies, end of year productions

Learning about learning (reflecting, evaluating, planning, sharing, choosing strategies etc.)

- Learning conversations – 1-1 or group conversations with the class teacher about what the child is doing well and what they need to work on.
- Talking about their learning enables children to identify how to apply skills, knowledge and understanding to different situations. Focusing on the *how* we are learning can help children identify ways to overcome problems and select appropriate strategies.
- By making it OK to explore learning openly, including mistakes, children can become more resilient and prepared to risk sharing their thinking with others.
- Learning about learning helps children to see the purpose of being at school and then to take responsibility for moving forward in their learning, accessing the resources they need.

We offer opportunities for children to learn in different ways including:

- Investigation, problem solving and reasoning
- child initiated play
- open-ended tasks
- repetition and application of skills in new contexts
- research and finding out, with independent access to relevant resources
- group work, paired work and working on their own

- whole-class work, talk partners, ability and or mixed ability seating
- use of games and fun competitions and challenges
- role play, drama and debate
- use of ICT, multi-media, visual and aural stimulus
- fieldwork, off-site visits and guest visitors and live drama, dance and music performances
- creative activities, designing and making
- participation in physical activity
- home learning
- after school clubs

The Curriculum

See Curriculum Policy which outlines our curriculum intent, implementation and impact. This policy outlines what we teach and why.

Effective teaching

Our teaching will focus on motivating the children and building on their skills, knowledge and understanding in each area of the curriculum, so that they can reach the highest level of personal achievement.

This policy seeks to enable staff to evaluate the quality of learning and teaching in their classroom.

Teaching expectations

All teachers are subject to the requirements of the current School Teachers Pay and conditions regulations and all teachers have agreed job descriptions.

We expect teachers to:

Plan

- Plan learning opportunities carefully using agreed planning procedures, policies and the agreed curriculum map.
- Sequences of lessons are planned in a Learning Journey to address key aspects of learning and allow for progression. Teachers use their assessments of children's progress and attainment to inform lesson planning. They have high expectations and use effective differentiation to ensure **all children are challenged** and make progress during a sequence of lessons.
- Creative lessons and sequences of lessons are planned that:
 - Develop the learner's knowledge and skills in the subject
 - Ask and encourage enquiry questions which move the learner forward
 - Develop skills and then use them in real life situations which have purpose and value
 - Try something new or different whilst being adaptable, open minded and flexible
 - Link learning to previous learning across subjects and in new contexts
 - Use creative hooks for learning such as artefacts, problems, stories, topical event, visitors / specialists, media etc.
- Tasks are set appropriate to each pupil's level of ability, including higher attaining children. **All children are challenged from the start.**
- Classrooms are organised, safe environments which celebrate and support children's learning. Displays should reflect the core subjects along with topics being studied currently. A stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high quality work. (*see Appendix 2 : The Learning Environment*)
- Educational off-site visits are planned to support and enrich the curriculum. (*see Educational Visits policy*)

Teach

- Use a wide variety of techniques and approaches, methods of presentation and organisation to hook pupil interest
- Deliver optimum learning by ensuring that each lesson is built around each of the following features:
 1. Setting the context for learning (sharing the big picture)
 2. Connecting it to previous learning
 3. Lessons have clear learning objectives that are shared with children
 4. Exploring, discussing and making clear the success criteria, involving children's views, as appropriate
 5. Using strategies and methods which support the different ways that children learn
 6. Provide scaffolds for children who need support, removing them when no longer needed
 6. Building opportunities for children to talk to each other about their learning
 7. Giving timely feedback relating to the learning objective/success criteria
 8. Making learning non-stressful – using fun, humour, low stakes quizzes
 9. Reviewing learning regularly to encourage stickability, via retrieval practice
- Split teaching is sometimes used to target groups of children within the class and to ensure that all children are challenged
- Children are valued as unique individuals, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We strive to meet the needs of all our children, and to ensure that all statutory requirements related to matters of inclusion are met.
- When planning work for children with special educational needs, due regard is given to information and targets contained within their provision maps. Teachers modify learning and teaching as appropriate for any pupil's special educational needs or disabilities. (*see inclusion/SEND policy*)
- Ensure that children are able to demonstrate their learning in that subject regardless of their abilities in reading and writing. Teachers plan a variety of creative ways for children to record their work and utilise available technologies
- Teaching assistants are deployed as effectively as possible to work both inside and outside of the classroom with individual children or small groups, depending upon the nature of the work. Interventions are planned for based on pupil progress meetings and are taught in short term flexible groups with measurable outcomes.

Assess

- Evaluate and assess children's learning (*see assessment policy*)
- Learning is reviewed within or at the end of lessons, as appropriate.
- Lessons can be reshaped according to the teacher's assessment of children's needs.
- Children receive prompt and regular developmental feedback which enables them to reflect upon their performance and take actions to improve. This can be verbal, through marking comments or conferences with the child.
- Children are taught how to self-assess their own learning and peer assess the work of others.
- Learning conversations help children to articulate what they are doing well and what they need to develop
- Teachers respond to children's work with marking which informs children of their successes and indicates clearly the next steps needed. (*see Marking Policy*)

Share

- Work in partnership with parents to support children's learning. Parents are given topic plans, suggested home learning opportunities and are invited to regular workshops and meetings to discuss the curriculum and their child's progress.
- Share best practice across year groups through joint planning, buddy classes and CPD.
- Planning and assessment are shared with all adults working with the children

Improve

- All our teachers are expected to reflect on their strengths and weaknesses and help shape their own professional development plan. Along with school self-evaluation and appraisal, this informs a programme of CPD to address staff needs, with in-house expertise as well as external providers used to support professional development. We support our teachers in increasing their knowledge and skills, so that they can continue to develop their practice and ensure they contribute to improving the school's provision.

EYFS Teaching and Learning

While much of this policy applies to Early Years teaching and learning, please see EYFS Policy for more details about our approaches to teaching in the Reception.

Monitoring and evaluation

We believe that teaching should be conducted in an atmosphere of trust, respect and honesty. This policy, along with Teachers' Standards, pupils' standards of progress and attainment and the OFSTED criteria for teaching and learning provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school. Staff development needs will be identified in line with this policy and Appraisal and Continuing Professional Development policies. Monitoring is carried out by class teachers, subject leaders, the SLT and governors.

When evaluating teaching and learning in school, we make use of:

- Peer Partnership Reviews, School Development Groups and School Improvement Visits
- Ofsted reports
- classroom observation
- data analysis
- analysis of children's work and teachers' feedback
- planning scrutiny
- moderating and discussing the quality of children's work with colleagues
- learning walks
- pupil interviews
- feedback from parents and wider stakeholder surveys

Role of the Head Teacher and Governing Body

Senior leaders and governors are responsible for school effectiveness and efficiency. They should:

- drive improvements to teaching and learning
- monitor the effectiveness of teaching and learning strategies in raising pupil attainment and ensuring progress
- ensure that staff development and appraisal policies promote good quality teaching
- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the school premises and resources are best used to support successful teaching and learning
- monitor teaching strategies in the light of health and safety regulations.

Role of all members of staff:

- treat children as individuals; respecting their rights, values and beliefs
- promote good relationships and a sense of belonging to the school community
- provide a well ordered environment in which all are fully aware of behavioural expectations
- ensure equal opportunities in all aspects of school life and recognise the importance of different cultures
- encourage, praise and positively reinforcing good relationships, behaviour and work
- Work as a team, supporting and encouraging one another

Role of Teachers:

- deliver 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 who are punctual, well prepared and organised
- give timely feedback to children following the marking policy
- 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

Role of TA/LSA

- support teachers in teaching and learning
- contribute to planning for small groups and individuals
- Know individual children's SEND targets and recommendations
- use MITA (Maximizing Impact of Teaching Assistants) principles when working with children (provide the right amount of support at the right time, use open ended questions, children to be responsible for own learning, giving the least help first, encourage risk taking and learning through mistakes)
- feedback to teachers about the progress of children they have been supporting

Role of Parents/Carers/Children

We believe that parents have a fundamental role to play in helping children to learn.

We inform parents about what and how their children are learning by:

- being available whenever possible for informal discussions at the beginning and end of the school day
- holding parent evenings when parents/carers can discuss children's progress
- providing termly assessment information in reading, writing, spelling, grammar and punctuation and mathematics with suggested activities to help children progress further
- producing an annual written report in which children's progress is explained
- providing parent topic plans
- providing suggested home learning and homework projects
- arranging presentations, workshops or meetings to explain specific developments (e.g. calculation workshops etc.)
- publishing documents and updates on the school website
- inviting parents to classroom, curriculum events, assemblies and performances.

We believe that parents have a responsibility to support their children and the school in the implementation of school policies.

Parents/Carers

I /we will:

- Make sure that my child attends school regularly, on time and properly equipped.
- Inform the school of any changes that may affect my child's learning or behaviour.
- Support Horniman School's behaviour policy.
- Find out about my child's life and learning at Horniman School.
- Build up a supportive relationship with staff at the school.
- Respect the staff, other children and the school environment and encourage my child to do the same.
- Support my child to complete home learning activities.
- Read regularly with my child.
- Inform the school of any changes to my contact details
- Take responsibility for your child's online activity

The Child

I will follow Horniman School's Rules:

Be Respectful

Treat others how you would like to be treated.

Remember to say please, thank you, I'm sorry and you're welcome.

Be Honest

Always tell the truth

Be Responsible

Try your best.

Accept consequences and learn from your mistakes.

Take care of personal and school property.

Be Kind

Be gentle with others.

Include others and be cooperative.

Be Safe

Be in the right place at the right time

(As set out in the Home/School Agreement)

Related policies:

- Curriculum Policy
- Assessment policy
- Inclusion /SEND policy
- Home/School Agreement
- Home Learning Policy
- Educational Visits Policy
- Feedback Policy
- EYFS Policy

Appendix 1: Teaching non - negotiables

Non-negotiables for lessons – what we expect to see in each lesson

General

- Planned and well-resourced lessons
- Clear purpose to activity – why are they doing this? What knowledge and skills will they learn/practise? – is learning taking place or is it just an activity?
- Clear instructions – not too much teacher talk, reminders of previous learning but not over teaching
- Differentiation – by scaffold, support, task, resources, time, expectations etc
- Challenge for all from start – not extensions – children working hard, sometimes struggling and showing perseverance and resilience
- High quality questioning – no hands up thinking time, think pair share, cold calling, responding to each other
- High expectations of learning behaviour
- Engagement – all children active – no passive learning or opt outs
- In lesson marking and feedback
- Using misconceptions as teaching points

Reading

Whole class/ group reading

- Use of quality text in KS2 with range of genres
- Phonics books matched to sounds learnt in KS1 – readwriteinc
- Children reading in pairs with lolly stick/ ruler
- Teacher circulating hearing children read and correcting/modelling correct pronunciation, expression etc
- Children with LSA reading to adult
- Lower ability children in for extended reading sessions but reading in intervention age appropriate texts during fluency sessions

1-1 Reading/ paired reading

- Efficient use of time – books ready, adults on time
- Well matched books to ability
- Clear strategies to decode eg phonics, context, sight vocab, prediction etc
- Not jumping in too soon – let children notice and correct own mistakes – just provide the missing bit of information eg phoneme etc
- Checking understanding of vocabulary
- Questioning around text – direct retrieval, inference, giving opinions
- Record in reading record and check child's reading hobbies/ comments from parents

Writing

- Teaching sequence based on quality text
- Explicit purpose and audience – do children know why they are writing and what is the purpose is?
- Success criteria – do children now how to succeed?
- Shared or modelled writing – focused on key areas of writing
- Working wall with relevant support and models
- Children are aware of feedback and are given time to improve work
- Focus on basics of grammar, spelling and punctuation so children secure these skills
- Children writing for lots of lesson rather than listening to instructions and explanations
- High expectations for presentation, spelling and punctuation – children to redo work if not their best
- Children checking own and others work – use of word banks, thesaurus, word mats, displays
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Maths

- Manipulatives available
- Working wall with models and support linked to current learning
- Opportunities for reasoning
- Quick recall of number facts – opportunities for retrieval practice
- Worked through problems / scaffolds
- Children able to articulate methods and evaluate efficiency of strategies

Foundation

- Clear learning intentions – what knowledge and skills being learnt
- Vocabulary focus
- Opportunities for retrieval practice and building on previous knowledge
- Challenge – especially for more able
- Support and scaffold
- Assessment of what children have learnt