



Teaching & Learning Policy

January 2019

Hurst Park Primary School

Respect, Resilience, Positivity

Introduction

At Hurst Park, we work towards achieving the aims of the school by providing high quality learning experiences; in the curriculum, in the school environment and in the interactions between all members of the school community.

We believe that:

- learning should be a rewarding and enjoyable experience for everyone;
- 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;
- high quality teaching and learning experiences support children to be able to lead happy and rewarding lives, now and in the future;
- high expectations of learning behaviours are evident through explicit teacher modelling.

Aims

At Hurst Park, we aim to:

- provide children with the opportunity to develop towards their full potential; academically, emotionally and socially;
- provide the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future;
- promote an ethos of care, mutual respect and support, where effort is valued and success celebrated;
- enable children to become active, responsible and caring members of the school and wider community.

We work towards these aims by:

- promoting high quality learning and attainment;
- providing a high quality learning entitlement and environment;
- valuing each other and ourselves;
- working in partnership with parents and the community.

Effective teaching and learning

We believe that children learn best when

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

What is excellent teaching?

At Hurst Park, we believe that excellent teaching occurs when teachers and other staff with teaching responsibility:

- form positive relationships with the children in their class and other members of the school community;
- 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;
- insist on high expectations of learning and social behaviours;
- ensure that effective direction and support is given in order that the children make good or better progress;
- demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;

- develop and sustain good links and focussed communication with parents/carers in order to support the children's learning;
 - develop and maintain safe, secure and inspiring classroom and learning environments;
 - demonstrate effective lesson organisation;
 - effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time;
 - use resources effectively, including other adults, to support children's learning;
 - use technology effectively in order to support children's learning;
 - develop the range of reading skills required to access all the curriculum effectively;
 - use questioning effectively to support and extend children's skills, knowledge and understanding;
 - are reflective regarding their professional practice and the overall provision the School offers.
- promoting positive relationships between all members of the school community including children and children, children and staff, children and their parents/carers and staff and parents/carers;
 - providing a secure, stimulating environment where all children are supported in responding to the challenges involved in moving towards their full potential;
 - providing a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of the children;
 - planning, delivering and assessing day-to-day learning including marking and feedback;
 - addressing issues of entitlement to ensure equality of opportunity for all children;
 - rewarding children for all the good things they do both in school and in the wider community;
 - promoting a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others;
 - providing the skills which encourage children to become confident, independent learners;
 - adhering to the Teachers' Standards.

Roles and Responsibilities

Teachers will support the aims of the school by:

Learning Support Assistants will support the aims of the school by:

- supporting the learning of pupils, following the guidance of the class teacher;
- liaising with the class teacher regarding pupils' learning and progress;
- supporting the teaching; either through direct delivery or by enabling access for identified children;
- supporting a small group within the classroom;
- delivering intervention groups;
- carrying out assessments including marking;
- preparing resources;
- supporting children with special educational needs.
- sharing co-responsibility for the creation and maintenance of an effective learning environment.

Children will support the aims of the school by:

- promoting positive relationships between all members of the school community including children and children, children and staff, children and their parents/carers and staff and parents/carers;

- attending school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn;
- working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts;
- persevering with their learning and knowing that when they find it difficult they can ask for help;
- taking pride in their work, always trying their best and aiming to get better all the time.

Senior Leaders will support the aims of the school by:

- providing learning centred leadership;
- keeping up to date with developments regarding teaching and learning and sharing these with staff;
- encouraging and supporting staff to enable them to carry out their roles effectively and challenging underperformance, if necessary;
- monitoring the quality of teaching and learning, identifying areas for development and implementing CPD as necessary;
- monitoring pupils' progress and attainment across the school and reporting to governors.

Parents and Carers will support the aims of the school by:

- promoting positive relationships between all members of the school community including children and children, children and staff, children and their parents/carers and staff and parents/carers;
- ensuring children attend school, are punctual and are ready to learn.
- being understanding and supportive of our aims in teaching and learning and sign the school's Home -School Agreement;
- attending and contributing to parent-teacher consultation meetings;
- supporting the work of the school, including supporting their children with their homework activities including reading, spelling and number work (please refer to Homework Policy);
- praising their children for the good things that they do in school.

Governors will support the aims of the school by:

- promoting positive relationships between the governing body and all other members of the

school community including children, their parents/carers and staff.

- visiting school and talking to children about their learning experiences;
- promoting and supporting the positive involvement of parents within the school;
- attending training and other related events;
- reporting to the governing body with recommendations, if appropriate, annually;
- working with senior leaders to review the quality of teaching and learning;
- holding the school accountable for the quality of teaching for learning, for pupil progress and for attainment;
- supporting and challenging the school to maintain the focus on developing effective teaching and learning.

Curriculum Planning

Our planning is based on the following requirements:

- The new Primary National Curriculum 2014;
- The Early Years Foundation Stage Framework;
- The Surrey Agreed Syllabus for Religious Education;
- The needs of the children we are teaching.

Planning is based upon the new National Curriculum (2014). Programmes of study should inform medium term plans and subsequently weekly planning. Class teachers are responsible for the relevant provision of their own classes and individually develop weekly plans which give details of learning objectives and appropriate differentiated activities. Although planned in advance they are adjusted on a daily basis to better suit the arising needs of a class and individual pupils.

Planning is undertaken at three levels:

Long term planning is based on the programmes of study in the new curriculum.

Medium term planning is carried out half-termly. Teachers select their focused key objectives from new curriculum.

Short term planning is carried out weekly. These plans include key learning objectives, well-matched differentiated tasks, key vocabulary and key questions.

Behaviour Management

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

Inclusion

All children receive high quality inclusive teaching. Where possible, we aim to fully include SEN pupils in the lessons so that they benefit by listening and participating with other children in demonstrating and explaining their thinking. There are high expectations for all pupils. Resources are provided to encourage children to learn independently and support their learning. Specialist resources are also used, where appropriate. When planning, teachers will try to address the child's needs through simplified or modified tasks. Support staff are deployed effectively.

Health and Safety

All learning activities need to be taught within the guidelines of the schools Health and Safety Policy.

Equal Opportunities

At Hurst Park School, we ensure every child has equal opportunities to access high quality teaching and learning. This is achieved through careful planning, focused assessment of individual children's needs and detailed and regular tracking of progress. This includes monitoring the relative performance of various groups across the school. We aim to take into account cultural background, gender and Special Needs, both in our teaching attitudes and in the published materials we use with our pupils.

Monitoring and Review

The Senior Leadership Team and Governors are responsible for monitoring teaching and learning in the school and for providing a strategic lead and direction in the school.

This policy should be considered alongside other relevant policies:

- Assessment, Feedback and Marking
- EYFS
- Inclusion
- Safeguarding

- Equal Opportunities
- Health, Safety and Welfare
- Homework
- Behaviour

Reviewed: Jan 2019

*The values of
Hurst Park Primary School aim to ensure
respect, resilience and positivity.*