



HUSTHWAITE AND SESSAY CE PRIMARY FEDERATION

Teaching and Learning Policy

Children, staff, governors and parents have high expectations of one another and themselves.

Core Principals

What has been learned is more important than what has been taught. How we learn and approach learning can affect our progress- Growth mindset versus Fixed mindset.

- To develop a community of learners where learning is valued, enjoyed, supportive and lifelong
- To enable children to become confident, resourceful, enquiring and independent learners
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others
- To encourage children to be resilient learners, take pride in their work and be ambitious for themselves

Values

In addition to the British Values: democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs including those without faith, we have established school values which underpin our school community.

Hustwaite school values are: respect, challenge, enjoyment, caring and sharing, community and Christian roots.

Sessay school values are: challenge, trust, responsibility, enjoyment, respect and friendship.

Rationale

At the Hustwaite and Sessay CE Primary Federation we value all teaching and learning experiences which contribute to the development of the whole child. We strive to raise levels of attainment for all pupils enabling them to achieve their personal best and to become confident and enquiring life long learners.

The purposes of this policy are to:

- promote a shared understanding of what makes for effective teaching and learning;
- children taking ownership of their learning using growth mindset principles;
- ensure the progress of all children;
- provide an agreed basis on which to evaluate effectiveness in teaching and learning;
- identify opportunities for continuous professional development to enhance teaching and learning;
- create opportunities to share good practice.

Equal opportunities

In accordance with the Equal Opportunities Policy all children are given full access to the curriculum. Staff help all children to reach their full potential irrespective of race, gender, age or ability.

Good learning happens when teachers:

- promote a growth mindset
- maximise all learning time
- have good subject knowledge and understanding of subjects to be taught
- maintain good personal relationships with pupils – individuals need to feel valued to learn effectively
- plan effectively using agreed proformas, with clear learning objectives, success criteria and appropriate activities
- share and model good work and use these to generate success criteria
- a range of question types
- plan a broad and balanced curriculum
- assess children's work to ensure progress and inform future teaching
- involve the children in setting challenging but realistic targets, give children opportunities to improve their work in lessons
- success criteria created during and referred to during the lesson
- self- or peer assessment related to success criteria
- use a variety of teaching styles including use of 'learning through play' in both the Foundation Stage and main school
- embed Computing skills in all curricular subjects in addition to teaching in 'isolation'
- differentiate the curriculum

- inform and deploy teaching assistants and helpers effectively
- range of interactive strategies, **not** dominated by teacher talking
- create a secure and stimulating learning environment – working walls

Teachers are supported by:

- having a clear understanding of their role
- colleagues (subject leaders), mentors, line managers and the School Management Team
- evaluation and feedback on their planning, teaching and children's work
- appropriate In Service training and Professional Development Opportunities.

Children's Learning

Children enter school at different stages of development; they learn in different ways and make different rates of progress.

Learning is most effective when children:

- are engaged, appropriately challenged and extended
- are motivated to work to the best of their abilities using the growth mindset model
- clearly understand what they are doing, how well they have done and how they can improve
- acquire new knowledge and skills through a practical 'hands on' approach rather than purely through didactic teaching approaches
- are given time and opportunities to develop ideas and increase their understanding by explaining, mastering and reflecting on topics
- work in a secure environment supported by Positive Behaviour Management

What has been learned is more important than what has been taught

Learning opportunities provided should include:

- investigation
- experimentation
- listening, talking, discussion
- observing
- asking questions
- role play
- use of imagination
- repetition and consolidation
- problem solving
- promoting independent choice
- use of Computing

Learning styles should include

- individual learning
- collaborative learning in pairs and groups including planned use of Activity and Challenge Days
- one to one learning with adult or peer
- opportunities for Visual, Auditory and Kinaesthetic learners

Home-School Links

Each term a class newsletter is issued, detailing work to be undertaken, as well as how parents can support learning at home.

The school has a separate Homework Policy.

Children are encouraged to take home reading and library books daily.

Parents receive feedback during consultation evenings, where targets are shared and annual reports.

Parents also share responsibility for learning by

- ensuring children have the best attendance possible
- equip their children for school with correct uniform and PE kit
- help their child to be healthy and fit for school
- promote a positive attitude to school and learning

Resources

High quality resources are essential to assist children in their learning.

Each classroom is equipped with a basic set of resources appropriate to the age range of the children ensuring equality of access. We have a wealth of digital resources to engage learners. Each class teacher has personal access to a

laptop for planning, preparation and assessment. Specialist resources are stored in central or curriculum area stores, and are audited by the Subject Leaders.

Evaluating our effectiveness

Teaching and learning is monitored and evaluated through:

- planning
- assessment
- records and reports
- classroom observation
- children's work
- talking and listening to children
- formal and informal staff discussion
- parent consultation
- data analysis
- performance management

This policy is to be read in conjunction with the following policies.

Special Educational Needs

Assessment and Marking and Feedback

Equal Opportunities

Health and Safety

Behaviour Policy

Homework Guidance

This policy is supported by appendix 'What Makes a Good Lesson?'

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