



Teaching and Learning Policy

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Striving for Excellence. Achieving Together.

Striving for excellence. Inspiring to achieve collaboratively through respect, happiness and creativity. We are independent and reflective for continuous improvement.

Aims for our pupils:

- I will make every second count.
- I will always try my hardest and learn from my mistakes.
- I will show good learning behaviours like our learning superheroes.



This policy should be read in conjunction with the following policies:

- Behaviour
- Marking and Feedback
- SEN
- Staff Handbook
- Our Expanded Vision Statement

Why Teaching & Learning?

“The principle goal of education is to create men and women who are capable of doing new things, not simply repeating what other generations have done.”

Jean Piaget

Outstanding teaching in lessons:

“.....ideas and skills are taught in an inspiring and highly effective way.”

- Gives pupils opportunities for independence, responsibility, choice making and involvement in their learning.
- Develops well-planned, prepared and well-paced lessons that maintain high levels of interaction and engagement and are pitched and personalised appropriately.
- Provides ample, challenging work stemming from expert knowledge of curriculum, how to teach it and how pupils learn.
- Maintains high levels of pupil engagement and interest throughout.
- Maintains high expectations of pupil outcomes.
- Nurtures a culture of meaningful classroom talk.
- Creates a positive atmosphere in the classroom through excellent relationships.
- Incorporates high levels of praise for all pupils.

- Develops a 'Growth Mindset' ethos, where children feel safe to take risks, make mistakes and tackle challenges.
- Challenge at all levels is provided and there is an element of choice within the lesson.
- Talk partners are used in all lessons. Questions are asked to everybody and answered by everybody. Pupils should not put their hands up to answer a question, only to ask one.
- Thinking thumbs are used in the Early Years to show the pupils have thought about their answers and are ready to share; this should not substitute hands up.
- No opt out strategies are used to ensure all pupils are set high expectations for their learning (e.g. lollysticks).

According to Dewey, a distinguished researcher of learning:

“Give the pupils something to do, not something to learn. And the doing is of such a nature as to demand thinking. Learning, naturally, results.”

Accelerated learning in lessons is:

- An active process; every minute of time must be used effectively.
- Collaborative; it flourishes through cooperation, dialogue and creating knowledge with others.
- Enables learners to evaluate and reflect on their own learning and encourages metacognition strategies.
- Supported by passionate, enthusiastic role models.

OUR MAIN AIM: TO MAXIMISE EVERY LEARNER'S POTENTIAL

In order to make this aim a reality, teachers at Harrington Hill should, as a team of staff, always:

- Set high expectations of learners at school that clearly define the effort and behaviour that students should put into learning in lessons. ***Ensure that all pupils reach their potential and achieve their best.***
- Ensure lessons are pitched appropriately and are exciting.
- Communicate optimism by using positive language and designing challenging tasks.
- Promote growth, independence and responsibility for their own learning through using a variety of assessment for learning strategies.
- Demonstrate a commitment to every learner's success, making him or her feel included, secure and valued. Good teaching and learning is a means to enhance emotional wellbeing.
- Create an environment where learners feel able to make mistakes and comfortable to learn from them, without feeling inadequate or foolish.
- Create opportunities for learners to develop effective language and social skills as well as personal qualities such as considerate behaviour and positive and tolerant attitudes that will enable them to contribute effectively to the community.
- Set high expectations of learners at home - engaging parents in their child's learning in partnership with the school. Parental partnership and support in the home is critically important, including project based learning opportunities at home.
- Provide a clear moral code as a basis of behaviour, which is promoted consistently through all aspects of the school that will enable them to be role models within the wider community.

- Create a 'high challenge-low stress' environment for learning in which pupils are relaxed, believe that they can learn (high self-esteem) and want to learn (motivated). Adapt teaching in light of strengths and needs of all pupils.
- Create a range of opportunities (including outdoor) for pupils to enjoy themselves or have fun: this is when pupils learn best, because their emotional state is fundamental to learning.

Elements in practice

All lessons should contain the following elements listed below in some shape or form. They are the strategies formulated with staff as being most important to empower us to consistently deliver high quality lessons. In so doing, we believe these elements are core to enable us to unlock our students' full potential and hence maximise their progress and level of attainment:

1. **Learning Intentions and Success Criteria are Identified & Shared**

This needs to be a two-step approach in which students are told not only the purpose of the lesson but also what the teacher expects in terms of outcomes from activity. There is a need to communicate why they are doing what they are doing and how it fits into the bigger picture of the subject or their wider learning across the curriculum. Learning intentions and success criteria should be referred to several times during lessons in order to accelerate the learning.

This can be achieved through:

Our Learning Intentions

- The learning intentions being outlined to the students in each lesson and throughout as appropriate.
- The students being clear about the learning intentions in terms of what they are expected to learn. Objectives should be written as titles for the piece of work and should be phrased in terms of the stem:

'Today we are learning to...'

- identify ... (for knowledge – factual information such as names of people or equipment, places, symbols, formulae etc.);
- understand how/why ... (for understanding – concepts, reasons, effects, principles, processes etc.);
- develop / be able to ... (for skills – using knowledge, applying techniques, analysing information etc.);
- develop / be aware of ... (for attitudes and values – empathy, caring, sensitivity towards social issues, feelings, moral issues etc.);
- explore and refine strategies for ... (creating, designing, hypothesising, exploring alternatives).

The above are just a few examples.

- Context should be removed from learning intentions at all times so that the learning is transferable. For example:

- To write instructions.
Context: a sandwich rather than to write instructions on how to make a sandwich.
- To write a character description.
Context: a monster instead of to write a character description of a monster.

Success Criteria is Clear and Shared with all Students

Success criteria can be formed either as process and or product criteria.
For example:

OLI: To be able to count reliably a set of random objects to 10

Process Success Criteria:

- Count one by one
- Move each one as you count
- Put them in a line to check.

OLI: To maintain a formal tone.

Product Success Criteria:

- I can use formal vocabulary and phrases. e.g. **due to, opposed to**
- I can write the full form of words instead of contractions. e.g. **it is, will not**
- I will not use 'slang' expressions.
- I can use a range of formal conjunctions. e.g. **however, whilst, furthermore**

To have maximum impact, success criteria should be generated with/by the children. Children have more ownership of their work if they are generating their own success criteria, as it is more relevant to them rather than being teacher directed.

2. Themes and topics

Each year group's curriculum is split into three themes across the academic year. These themes may be science, humanities or art/DT focused. For example 'Creepy Creatures' in science. Within those themes are half termly topics, for example 'Minibeasts'. Themes have a humanities focus in the autumn term, a science focus in the spring term and an art/DT focus in the summer term.

To ensure we are meeting the needs and interests of our pupils, and further develop creativity in the curriculum, all classes carry out an Entry Point Activity and Knowledge Harvest. The Entry Point Activity enables pupils to be creatively submersed in their new topic, creating awe and interest at the start. Following this, the teacher carries out a Knowledge Harvest to identify what the children know already, what they would like to find out and what skills they will need to do this.

RE, PE, Music, PSHE, Spanish and computing are taught discreetly each week. Where meaningful links can be made to the term's topic, these subjects are taught in a cross curricular way. In English, texts are carefully chosen to support the term's topic so that the children are exposed to high quality vocabulary. Trips, visits and experiences are an essential part of each topic.

3. Challenge For All to Enable All Learners to Succeed

At Harrington Hill, we ensure that challenge for all is provided to enable all learners to succeed. Lessons feature lots of opportunities for reasoning, application of skills, independence and problem solving. The children work in mixed attainment groups for all subjects and challenge for all is provided through a variety of ways, for example: targeted questioning, additional resources and additional targeted support.

4. Make Accurate and Productive use of Assessment

The key focus of assessment in teaching and learning must be to enable students to be continually aware of where they are now in their learning, where they can or need to get to, and most importantly how best to get there.

This might be achieved through:

- Sharing learning objectives with students at the appropriate point in the lesson, in the form of 'Today we are learning...'
- Sharing success criteria with pupils very early on in tasks, in a way that is easy for them to understand and is transparent for all (process or product).
- Generating the success criteria with the children.
- Recognising the standards to aim for by effective modelling or showing pupils exemplars of work produced in the session by other students or previously produced work by other students.
- Providing the basis for varied and effective feedback and development points for pupils to help them realise their potential by making them active partners in their own learning.
- Developing pupils' questioning skills.
- Developing pupils' self and peer assessment (using school wide symbols).
- Promoting confidence among pupils and being aware of pupils' preferred learning styles.
- Providing experiences and activities that enable pupils to be involved in assessing and monitoring their own achievements.
- Evaluating the understanding of the learning objective through effective feedback.
- Ensuring that assessment yields information that is useful in helping to inform planning to improve learning; helping pupils and parents to understand how they learn best, and how well they have learned.
- Planning is adapted based on on-going assessment.
- Ensuring pupils know what they are currently working on to improve (targets/next steps) and ways to get there.
- Rubbers are only used in drawing activities, as we need to see the mistakes pupils are making in order to support their learning.
- Assessment is of prime importance to staff to inform their future planning and activity with classes. We must recognise equally that it has a profound influence on pupil motivation and self-esteem. Therefore it must show consideration and be both constructive and sensitive. Also our ability to share this information with parents effectively is key to students being supported as well as possible at home.

5. An organised learning environment, which maximises learning

With appropriate organisation, the learning environment should enable the pupils to become independent and autonomous; and teach pupils to respect and use equipment and resources safely and properly.

This might be achieved through:

- Seating children in mixed ability attainment groupings for all lessons, which are changed regularly in line with talk partner expectations.
- Organising tables and chairs to facilitate independent, group and class activities.
- Ensuring equipment and resources are labelled organised and easily accessible.
- Creating space for quiet or noisy activities.
- Ensuring there are clearly defined curriculum areas.
- Ensuring that there is no clutter in the room, that the pupils know how to keep the room neat and tidy for others and all areas are safe.
- Teaching and trusting pupils to care for the equipment and resources and to take responsibility for them.
- Ensure the class is organised to provide stimulation and interest for the pupils.
- Ensuring there is a comfortable book corner where reading can take place. Books are organised into different levels and genres.
- Using displays to create an attractive and stimulating environment. The work displayed should be of a high standard, linked to current class topics and should be changed frequently. It should include work on different aspects of the curriculum and reflect the individual pupil's efforts as well as ability. Ideally displays should stimulate discussion and be accompanied by pupil's questions and answers.
- Learning walls in English and maths in every classroom to support the pupil's learning and independence. Please refer to our learning walls expectations guidance for further details.
- Consistent expectations for displays in line with our behaviour policy.

6. Classroom Climate

There are few areas of generic teaching and learning that must be evident in every classroom to help maximise learning, manage behaviour effectively and ensure an excellent and safe learning environment.

1-2-3 Strategy

To help speed up and ease transition of pupils moving from the carpet to the tables and vice versa all classes must use the 1-2-3 strategy.

For example:

Carpet to chairs:

1= sit up straight, arms folded

2= stand up

3= move

Chairs to carpet/lining up:

1= sit up straight, arms folded

2= stand up

3= move

This needs to be carried out in silence. Please refer to the behaviour guidance for further information on managing transitions.

3-2-1 Listen Strategy

The use of holding up a hand and saying “3-2-1 and listen” should be used in school to stop lessons and ensure all pupils are actively listening. A further “All eyes on me” may also be required at times. Do not lower expectations with this strategy; never begin talking when others are.

7. Inclusion and Equal Opportunities

At Harrington Hill, we aim to provide a consistent approach to including all pupils across the curriculum and work hard to ensure that we do not tolerate any form of discrimination. When planning and delivering lessons, teachers should have high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with Special Educational Needs and Disabilities, children ‘looked after’ by a local authority, gifted and talented, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. Teachers need to be aware that pupils bring to school different experiences, interests and strengths that will influence the way in which they learn. Teachers have a duty to plan their approaches to teaching and learning so that all pupils can take part in lessons and other school activities fully and effectively.

8. Parental Partnerships

We know that the most successful education takes place when parents and carers, staff and governors all work together as a team. Parental partnerships are encouraged and welcomed at Harrington Hill. We operate an open door policy to parents and carers and give formal feedback to on the progress of their child three times a year in addition to regular informal feedback. All homework is acknowledged as being most effective with the parental encouragement and supervision. **Please refer to our homework expectations.** The support of parents and carers in the education of the child is very much appreciated. We encourage and improve parental partnerships through the use of whole school newsletters, half termly year group knowledge organisers, open afternoons for parents and regular informal contact and feedback such as meetings, phone calls, certificates home.

9. Teacher and Teaching Assistant Partnerships

At Harrington Hill Primary School, we highly value the partnership between teachers and teaching assistants, and have developed these partnerships to provide high quality support for pupils. We ensure that teaching assistants receive regular professional development to improve their practice. Teachers and teaching assistants in each class are required to meet at least once a week to discuss the progress of individual children, the effectiveness of interventions taking place, as well as the week’s learning.

