

Hutton Rudby Primary School

Teaching and Learning Policy

November 2014



Rationale

At Hutton Rudby Primary School we value all learning experiences which contribute positively to the rounded development and achievements of our pupils. We strive to improve the quality of our teaching and are systematic in doing this. Everything we do is focused on improving pupils' standards; their attitudes and behaviour; and their attendance to enable all our pupils to achieve their full potential.

Aims and purposes

We aim to maintain and improve excellent attainment and achievement by focusing on learning in every aspect of school life. Continued and sustained improvement is dependent upon sustaining the high quality of teaching and learning that is taking place on a daily basis. Across our school the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

By adopting a whole school approach to teaching and learning across our school, we aim:

- To foster curiosity and enthusiasm for learning
- To have a fostering and nurturing environment with positive challenge
- To provide consistency of teaching and learning across our school.
- To enable teachers to teach as effectively as possible.
- To enable children to learn efficiently.
- To give children the skills they require to become effective independent lifelong learners.
- To provide an inclusive education for all children.
- To learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared.
- Situate learning in a cultural and community based context

There is no single recipe for improving teaching and learning in a school. However this policy outlines some of the **key elements** which raise standards in teaching and learning.

We Learn:

10% of what we READ

20% of what we HEAR

30% of what we SEE

50% of what we SEE and HEAR

70% of what is DISCUSSED with OTHERS

80% of what is EXPERIENCED PERSONALLY

95% of what we TEACH TO SOMEONE ELSE

William Glasser

In Hutton Rudby Primary school we use a range of teaching approaches depending on the needs of the class and the subject being taught.

We work within the local context of a broad and balanced curriculum. At Hutton Rudby we believe that all our children can benefit from the methods and styles of teaching that stimulate and develop higher order thinking skills. For example in many subjects we provide open-ended tasks with a focus on problem solving, discussion, collaboration and imaginative thinking that leads to the following creative behaviours:

- enquiry based learning facilitated by the teacher
- questioning and challenging ideas
- envisaging what might be, using imagination
- exploring ideas, keeping options open
- reflecting critically on ideas, actions and outcomes
- developing connections and understanding relationships
- independent research
- communicating with others

Although we make connections between subjects and their connectivity to the world, we teach children in subject areas so that subject knowledge and understanding is built upon year on year. Children are helped to recognise relationships and patterns in their learning and they gain a deeper understanding of their learning and different cultural experiences and the unique contribution each of these provides. Children make connections with life experiences understanding and interacting positively in their environment with a knowledge of the wider United Kingdom and world.

Key elements and principles of teaching and learning across our school – a practical guide

All lessons have...*Clear Learning Objectives*

- Learning objectives are shared orally and displayed in child friendly language.
- Children will know exactly what they are going to learn and what is expected of them by the end of the lesson.

All lessons have... *Well planned success criteria*

- All pupils are clear about how they will achieve the learning intention.

All lessons ...*enable all pupils to access learning*

- All learners are challenged appropriately.
- Lessons are differentiated appropriately.
- A range of learning styles are understood and catered for through visual, aural, physical, creative, artistic, communicative and other means of active participation that access the full range of learning efficiencies.

All pupils are...*Actively engaged in learning and work co-operatively*

- Pupils are actively engaged during all parts of the lesson
- All pupils are encouraged to work with peers and within groups to support, review and improve learning

Learning is enhanced through... *effective use of questioning*

- Blooms taxonomy and question stem prompts may be used

All pupils receive regular and clear ...*feedback which enhances learning*

- Assessment for learning is embedded in everyday practice and is used to inform teaching and learning.

- All pupils are clear about how they need to improve through their personal targets, through teacher marking and other kinds of feedback.
- Clear next steps are discussed through in class marking.
- Pupils are encouraged to be involved in setting their own next steps for learning.
- Teachers set deliberately ambitious and aspirational targets. These are related to the ‘I Can’ statements in each of their exercise books.
- Targets are set and reviewed regularly. The children have a reading, writing and mathematics target.

Marking

- When marking children’s work, the main focus is on meeting the learning intention, success criteria and/or targets. Marking identifies next step prompts. Pupils are given regular time to address issues raised in marking.

Learning is enhanced through ...*The use of ICT.*

- ICT is used to enhance learning where ever possible.

Learning is enhanced through positive *behaviour management*

- Effective, positive behaviour management is used to foster a positive learning environment in the classroom. For further details, please refer to our Behaviour Management Policy.

Learning is enhanced through the ...*Effective use of additional adults*

- Additional adults are clearly directed to support learning and teaching assistants are fully engaged with pupils on the carpet and tables during lesson times. For example teaching assistants use higher order questioning, apparatus, and model the use of whiteboards.

Learning is enhanced through... the effective use of plenaries that review what has been learned, reflect on how it has been learned and evaluate learning.

Learning is enhanced through...a great classroom environment

- Across our school we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use to learn and be proud of.

All classes across the school have:

Working walls

Every class has a learning wall for English, Maths, PSHEe and Science. This reflects the work currently being studied in each of the subjects.

Well labelled and neatly organised resources

The learning environment should be well organised and clearly labelled to foster independent learning skills.

Overview of marking at Hutton Rudby Primary School

Across our school, we think of marking in terms of feedback about a child’s work. This feedback may take a number of forms – oral, written, formal and informal- and may be given on a group basis as well as an individual one – see marking policy.

Overview of the teaching of Reading and Writing at Hutton Rudby Primary School

We teach English writing and reading every morning, we also use a cross curricular approach to embed literacy skills across the curriculum in every lesson we teach.

Reception

- Children have Read Write Inc grouped lessons each day in the autumn term. After which phonics, guided writing and guided reading use a variety of resources in order to extend learning and to access different learning styles, for example by the end of EYFS children can read and write key words. So that children become independent readers and writers.
- The key adults read a variety of genre every day, poetry, rhymes, fiction and nonfiction.
- There are weekly additional reading and writing sessions

Year 1 and Year 2:

- The year one class has a transition time in the Autumn term from Read Write Inc. to fully planned English lessons following the National Curriculum.
- Handwriting, guided reading and phonics each have their timetabled teaching and learning times fully and creatively aligned to Curriculum 2014.
- Children are encouraged to use their creativity and become spontaneous independent writers.
- Interventions are run in English and Mathematics.

Year 3-6

- Daily reading, writing and handwriting lessons are fully and creatively aligned to Curriculum 2014.
- Interventions are run for reading and writing and mathematics.
- Booster lessons and differentiation in class lessons secure and extend learning e.g. for gifted and talented pupils.

Assessment of Reading and Writing

There is statutory assessment for Year 2 and Year 6 pupils in reading and writing. There is statutory assessment for year 1 pupils in phonics.

Teachers complete an Assessing Pupil Progress assessment on a half termly basis for children in their class following the half termly writing assessments.

Reading is continually assessed during guided reading sessions. Reading comprehension skills are also tested more formally once a term using optional SATs papers for children from Years 3-6.

In the EYFS children's attainment in literacy is tracked half termly.

Overview of the teaching of Mathematics at Hutton Rudby Primary School

We place a strong emphasis on teaching Mathematical skills and concepts in concrete and practical contexts. Teachers should use, where possible, models and practical activities which enable the children to use and *apply* skills, knowledge and understanding in a range of contexts.

We also place a strong emphasis on the teaching of basic Maths skills, knowledge and understanding (times tables, calculation methods etc). To help with this, we have a daily early bird maths time which includes a range of questions and maths based problems.

In the Early Years Foundation Stage maths is taught in Reception as a whole class and in groups. Maths games are played daily and there are mathematical opportunities offered throughout the learning environment, both inside and outdoor.

Assessment of Mathematics

There is statutory assessment for Year 2 and Year 6 pupils in mathematics.

Teachers continuously assess the children informally through their marking and interactions with the pupils during lessons. Maths is more formally assessed every half term using ‘Assessing Pupil Progress’ grids. This is a diagnostic assessment tool which enables teachers to pinpoint the gaps in children’s knowledge, skills and understanding. In the EYFS children’s mathematical development is observed daily. The information from these assessments is used to plan the following day’s work

KEY PROMPTS FOR PLANNING AND DELIVERING A LESSON

Am I clear about what I want the children to be able to do/understand/know at the end of the lesson?	Is the learning objective in child-friendly language?	Have I thought about the steps to success and planned the success criteria in advance? Are the children going to be involved in formulating the success criteria?
Have I thought about the questions I will need to ask to deepen children’s understanding/assess learning?	Have I thought about how I am going to engage and motivate the children at the start and during the lesson?	Have I thought about how I will meet the needs of all learners, including the more able? Are activities challenging and designed to deepen understanding?
How are pupils going to assess their own learning or that of their peers?	Have I thought about how I will meet the needs of all learners in my class eg. what visuals will I use in the lesson?	Am I giving the children thinking time and talking time before answering questions?
Am I going to be introducing new vocabulary to the children	Have I made sure children are not going to be sitting for long periods?	Have I included any time for pupils to respond to marking from previous lesson?
How am I going to meet the learning styles of all pupils?	Have I shared the planning with my teaching assistant?	Have I got a balance of teacher instruction, intervention and children working independently?
How am I going to conduct my plenary?	Have I planned opportunities for pupils to talk about their learning in pairs and groups?	How are pupils going to assess their own learning or that of their peers?

Teaching and learning in the Early Year’s Foundation Stage.

All of the principles stated in the school’s teaching and learning policy applies to the Early Years Foundation Stage and we recognise that learning begins at birth and continues throughout life. Everyone has the ability to be a competent learner, regardless of disability or other special needs.

All children follow the Early Years Foundation Stage curriculum. The principles which guide the work of all early years practitioners are grouped into four themes:

A Unique Child –Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships – Children learn to be strong and independent through positive relationships.

Enabling Environments – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

Learning and Development – Children develop and learn in different ways. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

They foster the characteristics of effective early learning

- Playing and exploring
- Active learning
- Creating and thinking critically

Teaching and Learning Aims

- That teaching should recognise that early years is a distinctive phase of education requiring specialised teaching to a developmentally appropriate curriculum.
- To observe, support and extend the individual child’s learning and to recognise that they are entitled to learn at their own pace and in their own way.
- Parents are valued in a partnership approach, we appreciate all the support and knowledge they give us.

How to achieve these aims:

A focus on the prime areas

Prime areas are fundamental, work together, and are moved through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The importance of play:

At Hutton Rudby Primary we facilitate learning through play in the education of the young child. We understand how play based learning is the foundation for pupils creativity, communication and language skills, emotional and social skills, and physical competence. Whilst the pupils are engaged in learning the reception team in scaffolding learning.

Assessment

The Reception team in Early Years Foundation Stage observe, assess and plan daily, weekly and half termly.

Every child has an individual learning story which includes observations and information from both staff and parents that record the child’s journey and progress through the foundation stage.

Learning journeys contain:

1. Observations
2. Pieces of work and photographs
3. Comments from children and families
4. Wow certificates (certificates of achievement given by parent or a member of the teaching team).

Assessment book / folder contains

1. Ongoing original assessments (often a sticky note)
2. Termly assessments
3. Next steps

Together they form an essential evidence base for planning children’s next steps and sharing learning with families.

Planning:

Planning takes place half termly, weekly and daily and takes account of information from observation and information from parents. This may include children's interests and preferred ways of working.

Evaluation: Monitoring and evaluation form the basis of informed planning. Verbal or written evaluations take place constantly and planning is flexible to take account of this information.

The important role of all adults:

We recognise the importance of the role that all early years educators play in the care and education of our youngest children. These roles include:

- Building relationships. Getting to know all of our children and families
- Key working with small groups of children
- Observing children to identify their wellbeing and involvement, their needs, strengths, and interests
- Planning for next steps in learning
- Supporting and extending child initiated activity
- Engaging children in focussed activity
- Maintaining and developing a stimulating, welcoming safe and challenging learning environment
- Working as a team to ensure that all children reach their full potential

The Learning Environment:

At Hutton Rudby Primary we recognise the importance of providing a stimulating, interesting, welcoming, safe and challenging learning environment. The Early Years Foundation Stage areas are organised and resourced to provide learning opportunities in the seven areas of learning in the Early Years Foundation Stage curriculum. Children are taught how to access the equipment in each area of provision independently from the moment they are able, to enable them to follow their own ideas and interests.

There is a high level of staff involvement in children's chosen activities and play. There are also planned age appropriate 'focused activities' for specific children, or groups of children providing a balance of child and adult initiated activity.

In the reception class, whole class carpet times happen at the beginning and end of each session both morning and afternoon to ensure that children have access to daily communication and language sessions, mathematics, and story. Phonics and writing is enabled in group work. Additionally, suitably differentiated activities are organised to meet the learning needs of each child. There is some whole class teaching for short periods of time.

Outdoor Provision

All children in the Early Years Foundation Stage have daily access to the outdoor learning environment. The outdoor learning environment is organised into areas of provision that promote the seven areas of learning in the Early Years Foundation Stage curriculum.

Partnership with Parents

At Hutton Rudby Primary we recognise the importance of parents as children's first educators and the important role the home learning environment plays in the development and education of the young child. We regularly monitor our provision to ensure every child's learning is well supported and builds on children's own home, cultural and linguistic backgrounds. We use materials, equipment and displays which reflect the local community and wider world. We ensure that bilingual children have access to the full curriculum and are involved in all the learning experiences offered and are given the extra support needed so that they can participate and understand.

Cherishing childhood:

The early years are a time where children progress and grow at a rapid rate and where children are bursting with awe and wonder, fun and joy. The Early Years Foundation Stage team recognise the special responsibility they hold as early years educators to develop the whole child and their love of learning.

Agreed January 2015

To review January 2016