

Hunton & Arrathorne Community Primary School

Teaching & Learning Policy



Date: July 2021	Headteacher: Mr S Donaldson
Review Date: July 2023	Chair of Governors: Mr P Barber

Aims & Intent

Our curriculum is rooted in our core values ‘Care – Aspire – Excel’, which permeate all actions in our school. Further to this, our ‘Curriculum Aims’ are bespoke to our children and their individual needs.

Through careful weaving into the curriculum and wider school life, it is our intent that pupils at Hunton & Arrathorne Community Primary School will be:

- Lifelong readers
- Happy and healthy
- Inquisitive, with a thirst for knowledge
- Change-makers
- Risk takers
- Creators

High Quality Teaching

Our core principles of teaching and learning are built upon four aspects

- Engagement
- Autonomy
- Challenge & Support
- Successful feedback

These principles are the focus of the monitoring of teaching and learning which is completed in a variety of ways, including lesson walks, pupil voice, book looks and environment checks.

Teaching Strategies at Hunton & Arrathorne

Clear Learning Intentions - Each session has a clear learning intention. Pupils understand what the learning intention is and are encouraged to reflect on how it can be applied across a range of contexts. Learning Intentions are challenging and link closely to end of year expectations

Modelling - At our school, teachers and support staff use modelling across the curriculum to move learning forward. It is crucial for teachers to close the gap between what pupils can currently do and what we want them to be able to do. Teachers are confident about the learning intention; they are secure about the success criteria needed to achieve it and model the thinking and strategies needed to develop expertise. Modelling and scaffolding are crucial for effective progress and can be seen in writing and maths, as well across the entire curriculum.

Questioning - Bloom's Taxonomy is used throughout the school as an aid for adults and pupils to ask effective questions. Questioning is a key strategy in driving learning forward. Teachers use questions to challenge pupil's thinking. Pupils use questions as part of the 'tuning in' process to shape their learning journeys.

Talk Partners - Talk partners are used across the school to ensure pupils are actively engaged in their learning. Adults model how to be an effective talk partner and pupils are responsible for ensuring that they use talk partner time efficiently.

Collaborative Classrooms - Group work and collaboration are used to allow pupils to support each other as they learn new skills. Pupils are encouraged to work as part of a team and they will regularly work with other children, who may not be of the same 'ability' or in the same friendship group. We believe it is essential to teach children the skills to work effectively within a group.

Drama - Drama is used across the curriculum to make learning relevant for pupils. A range of drama techniques such as roleplay, hot-seating and freeze-framing, allow pupils to consider a range of perspectives. We know that drama can unlock children's imaginations and help them to identify with others.

Active Learning Opportunities - We realise that children learn better by 'doing'. Consequently, teachers and support staff will deploy strategies which increase engagement by keeping children involved in all stages of their learning.

Knowledge Checks - Teachers plan regular opportunities to assess what children know and what they have remembered from their prior learning. This ensures that children build knowledge over time and that learning is incremental, allowing for true depth.

Support & Challenge - Clear differentiation is shown within all areas of the curriculum; meeting the needs of individual children as well providing opportunities to stretch the children's learning through critical thinking and real life problems. Within Maths, children have developed the skills to choose their own challenge based on their understanding and confidence within that area of learning. This means that there is challenge in every session for every child. Children are responsible for ensuring that their learning is stretched and driven to complete the most challenging work.

Outdoor Learning – Adults are encouraged to plan for the children to use the outdoors as much as possible.

Learning Behaviours at Hunton & Arrathorne

We are continually developing children's ability to discuss their learning and encouraging reflection. Our children will face huge challenges in the wider world and we are working with them to develop skills and attitudes that will help them be successful; encouraging skills to learn for life.

Growth Mindset – We believe that it is crucial for children to embrace challenges in learning. We talk to them about the importance of a growth mindset and a positive attitude to learning. When you believe that you can achieve, anything is possible!

Resilience – Children learn from their mistakes and are keen to improve their work. We believe that our focus on confidence and self-esteem in school leads to increased resilience. Our aim is for children to be critically evaluative of their work and for them to have the resilience to embrace criticism and further challenge as a learning opportunity.

Risk Taking - We encourage children to take risks and see their mistakes as a key part of the learning process. Children are not afraid to try to answer challenging questions.

Kindness – Kindness is a golden rule at Hunton & Arrathorne and links closely with our curriculum aims.

Reflection – We see children analysing their work and developing the ability to believe that they can always improve. They take pride in their own and others work and achievements.

Independence – We encourage children to believe that they can help themselves when they are stuck. In addition we encourage pupils to independently make right choices in terms of their behavioural conduct around school.

Responsibility – Children take ownership of their learning and effort is valued and praised.

Creativity – This is instilled across the curriculum. Open-ended challenges allow children to be creative in their problem-solving.

Support Staff

We recognise the valuable role which support staff, including teaching assistants, play in the development of our pupil's. In order to maximise the impact of teaching assistants, we are guided by research – including from the Education Endowment Foundation. Therefore, we:

- Teaching assistants are used to provide children with the skills and learning behaviours which will enable them to become autonomous learners – rather than reduce independence.
- Teaching assistants are deployed across all ability groups to challenge and support.
- When interventions take place they are meaningful, and carefully planned.
- Teachers and support staff have regular opportunities to plan and feedback together.

The Physical Environment

We take pride in our physical environment– it is the window to our school, our pupil's learning and it should stimulate children to 'care, aspire and excel'.

In order to do this we:

- Keep all areas of the school clean and tidy – with minimum clutter.
- Arrange furniture to create a safe, flexible, welcoming learning environment – including a carpet or 'focus' area.
- Equipment is labelled to promote independent learning.
- Children have a 'space' of their own in the form of labelled drawers and cloakroom labels.
- We teach and expect children to take responsibility and care for the environment.
- Our commitment to developing lifelong readers is developed by each class having a reading corner.

Displays

We use display to support, reinforce and celebrate learning. Display should aid recall, stimulate further thinking, give new information, make connections, celebrate achievement, remind children of rules and targets and motivate children towards further learning.

Each class across school should have the below as a minimum:

- Maths and English working walls – See individual subject documents for further information.
- Vocabulary wall
- Special People – A display with photographs of the children with special people – this is because our classrooms belong to everyone and having photographs of familiar people help our children feel safe.
- Science – This should include the key topic focus and demonstrate the children’s development of knowledge in this area.
- Topic Display – An area which shares the current history or geography learning.

These items are found, but not necessarily in the form of a display-

- Phonics / Spelling prompts
- Reading VIPERS Prompts
- Modelled writing
- Behavioural prompts - 😊 😊 and Golden Rules

Keeping Up, Not Catching Up

In order to provide robust, rapid and rigorous intervention where children are struggling with concepts. Any of the following may be used:

Corrective Teaching – If a child has struggled to meet a learning objective, they are given rapid same day support to enable them to catch up.

Rapid Readers- The lowest 20% of readers in each cohort are part of our bespoke ‘Rapid Reader’ programme and read daily to an adult.

Working Walls / Toolkits – Working walls are used as prompts for learning and childrens individuals toolkits should help with this also.

Five Minute Boxes – This is where the teaching assistant’s timetable is split into boxes for short, sharp and specific five minute interventions. These have a specific focus to address a specific misconception.

Feedback – Feedback is proven to have a high impact on children’s learning. Our feedback policy combines written, oral and whole-class feedback to allow children to grow in autonomy and to be reactive to meaningful feedback.

Assessment

Assessment is an integral part of good and outstanding teaching and learning in our school. Our assessment practices ensure teaching is relevant and appropriately pitched so that pupils have the best opportunities to progress. All staff in our school are involved in regular discussions and training regarding assessment for learning strategies, teaching and learning and feedback and marking.

We assess based on the following principles:

Assessment allows pupils to show what they know and understand.

- Assessment allows teachers to reflect on gaps in children's knowledge and allows them to plan to catch-up.
- Assessment is honest
- Assessment is ambitious
- Assessment is appropriate

Summative Assessment

Summative assessment is an assessment of a child's skills, knowledge and understanding at the end of a unit of work, the end of a term or at the end of an academic year. This is an assessment of where a child is according to our assessment criteria and enables teachers to evaluate how much a pupil has learned.

Termly and end of year judgements will be made against the end of year expectation e.g. Insight Assessments.

These judgements are drawn from the bank of evidence collected through formative assessment. We make use of assessments from a variety of sources and ensure these are gathered over a period of time. We ensure children have opportunity to demonstrate their skills in a range of contexts and all assessments feed into any judgement made.

Materials supporting teacher's summative judgements include:

- Teacher produced assessment materials based upon key performance indicators
- Phonics assessments using the agreed school format
- Work in pupil books.
- Writing and Mathematics assessment grids on Insight Tracker.
- Insight Assessment tracking grids for all subjects
- Standard assessment tasks for end of Key Stages
- Optional standardised assessment tasks for each year group (PUMA, PIRA and GAPS)

Formative Assessment

Formative assessment is a continuous process and used to ascertain children's understanding and progress. It is used by teachers to evaluate pupils' knowledge and

understanding on a day-to-day basis and so that teaching can be tailored accordingly to meet children's needs.

Assessing children's learning on a day-to-day basis may take the form of:

- Questioning – probing questions - whole class, group and individual level
- Verbal discussion/ dialogue between pupils
- Whiteboard feedback - (show me, hold up 'x', solve this etc..)
- Feedback from marking
- Observations of learning approaches and application in practical activities
- Scrutiny of work produced

Parental Engagement

We believe that:

- Parents are partners and positive relationships between school and parents are key in supporting the child's development.
- Parents need to be fully informed about all aspects of school life, what the children are learning and how they are learning.
- Parents need to be given strategies to support their child in accelerating progress towards and beyond national expectations.
- Teacher workload should be a priority for school leaders

We will achieve this through:

- Highly effective communications strategies including bespoke home / school link books.
- Training for parents to support learning
- Parent events where they come into school to share in their child's learning
- Parent events where they visit school to celebrate their child's learning
- Parent attendance at assemblies, including Celebration Assembly
- An open door policy – teachers are available at the end of each school day
- Use of Seesaw and social media online platforms
- Developing strategies for hard-to-reach parents
- Regular opportunities to share with parents the learning, attainment and progress of their child
- Termly class newsletters with an overview of learning.

Monitoring

The monitoring of teaching and learning is imperative to continue to driving Hunton & Arrathorne School forward and ensuring every child is able to care, aspire and excel. In order to achieve this:

- Subject leaders conduct lesson walks, book looks and pupil voice activities.
- Staff at all levels have the opportunity to ‘drop in’ to lessons to share practice, learn from others and self-reflect.
- We dedicate time in staff meetings to discuss the impact of subjects.
- We attend moderation meetings both in school, within the cluster and within the county.
- Parents and pupils are offered regular opportunities for feedback.

Monitoring of the Policy

The content of this policy will be monitored by the Headteacher, the Lead Teacher, SENDCo, subject leaders, teaching staff, support staff, link Governors and representatives from North Yorkshire L.E.A.

Links to other Policies:

- Curriculum Policy
- Feedback Policy
- Presentation Policy
- Subject Policies (Progression In...)