

# Hunton & Arrathorne Community Primary School

## Teaching & Learning Policy



<b>Date: July 2021</b>	<b>Headteacher: Mr S Donaldson</b>
<b>Review Date: July 2023</b>	<b>Chair of Governors: Mr P Barber</b>

### 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.

### **Subject Specific Guidance at Hunton & Arrathorne**

**English (Writing)** – Separate guidance for English is laid out within the English Policy. We follow a bespoke sequence and approach to the teaching of English lessons which we have found to be highly successful for our learners.

**English (Reading)** – It is our core aim that our pupils leave us as lifelong readers. As well as instilling a passion for reading, the teaching of reading is central to our curriculum offer. In R/KS1 we follow 'Little Wandle' as our SSP. Book bands continue throughout school to ensure pupils are reading age appropriate texts. Teachers have daily story times with classes. We teach bespoke reading lessons through the Reading VIPERS approach from Year 2 upwards. Each day within the cycle, focuses on a particular domain of reading.

**Handwriting** – We teach Handwriting following 'Letterjoin'. Pupils have one taught Handwriting session, followed by 1/2 practise sessions per week.

**Spelling** – 'No Nonsense Spelling' is used as our spelling programme from Year 2 upwards. Pupils have spelling sessions at least twice per week.

**Mathematics** – In Mathematics, we follow the White Rose Mixed Age Planning (KS2) and single age planning (R/KS1) alongside the 'Small Steps Guidance'. Further to this we have cultivated our own approach towards mastery through the 'Teach It', 'Twist It', 'Deepen It' cycle. Further information is available within the Mathematics Policy.

**Science** – We follow our own bespoke planning for the teaching of Science. All Science lessons begin with a knowledge retrieval activity. Pupils wear Science Shirts to record key facts. The 'SC Characters' are central to the pupils developing disciplinary skills in science and are discussed overtly within each science session.

**Geography** – In Geography we have designed a bespoke long-term plan which builds on our local area, the children's cultural capital and their development as geographers. Staff are supported through the 'Connected Geography' scheme of work to deliver this. In addition to the SOW, adaptations have been made. Each Geography lesson begins with

knowledge retrieval. Disciplinary knowledge is taught discretely during 'launch days' and also interwoven as 'golden threads' throughout learning.

**History** – Staff are supported in the delivery of History through the 'Connected History' and 'Key Stage History' schemes of work. The decision has been made to focus on 'Connected History' in lower school whilst pupils develop the substantive knowledge they need. Key Stage History allows for greater studies and disciplinary learning so is used in Upper Key Stage 2.

**Art & Design** – We are proud to hold five 'Art Weeks' throughout the year. The benefit of this is that staff can work together on CPD; work can be shared and celebrated and progress is evident from the youngest to oldest children! Within Art Weeks, most year groups focus on linked areas with carefully planned progression. Staff are supported through 'Kapow Art & Design'. Artists, including local artists and craftspeople, are also carefully and progressively planned.

**Design Technology** – We are pleased to hold termly 'Design Technology Days' where pupils are given uninterrupted time to focus and develop their DT skills and knowledge. Within these DT Days, skills developed are often under the same umbrella but at vastly different areas of the spectrum because of carefully planned progression. Staff subject knowledge is further enhanced through membership of the DT Association.

**Religious Education** – We follow the NYCC Agreed Syllabus for the teaching of R.E. At the end of every R.E lesson, pupils are encouraged to focus on our R.E Golden Threads and discover how the content of the lesson links to the broader, enveloping themes.

**MFL** – We follow 'Language Angels French' planning. All pupils from Year 1 upwards experience French teaching by a specialist member of staff. Planning is further enhanced with 'sticky knowledge' or key vocabulary and phrases which pupils will learn at various parts of their school career.

**Music** – Music is central to what we do at Hunton & Arrathorne Primary School and our pupils are passionate about it. Alongside weekly Music lessons, we also hold weekly Singing Assemblies. The County Music Service deliver instrumental lessons to all pupils for one term per year. Music is taught following the Charanga scheme of work and aided by bespoke progression documents.

**PSHE** – Following extensive research, school opted to follow CORAM SCARF for bespoke PSHE planning. This is delivered alongside the 'No Outsiders' programme which helps prepare our pupils for life in Modern Britain. Our curriculum is linked to PSHE in several exciting and innovative ways ; further information on these can be found within the PSHE section of the school website.

## **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...)