



# HPP

## Teaching and Learning Policy

Version	Date	Comments	Review
2	January 2018	In line with new leadership structure	<b>Summer 2019</b>

## **Introduction**

Within the Hampton Primary Partnership the policies in both schools for Teaching and Learning will develop children and staff to ensure that they can **'Be the best they can be'**.

Our vision is that children within the HPP will develop lifelong skills and lead happy and fulfilling lives. Through our teaching and learning we aim to equip children with skills, knowledge and understanding to fulfil their intellectual and personal potential.

The Teaching and Learning Policy is a central document which underpins and supports our whole school vision.

# HAMPTON INFANT SCHOOL & NURSERY

Our vision for every child at Hampton Infant School & Nursery ensures that we will:

**Provide a safe and happy environment for top quality teaching and top quality learning for ALL.**

**To achieve our aim we will:**

- **Provide a safe and secure environment in which every child is valued as an individual and can succeed,**
- **Build a community based on the home and school agreement in which everyone is involved in fostering attitudes of care, tolerance and understanding,**
- **Encourage positive attitudes to, and have a love of, learning,**
- **Help every child to acquire the knowledge and skills which provide the foundation for their future learning,**
- **Provide equal opportunities for each child to develop independence and responsibility for their actions and, most important of all...**
- **MAKE EVERY DAY COUNT!**

## **1. Key Elements of Teaching**

**Planning and preparation should:**

- Be clearly linked to objectives from the National Curriculum
- Be differentiated to demonstrate how pupils of all abilities are to be catered for
- Have clearly identified learning objectives and success criteria including support and extension activities as appropriate
- Identify how teachers, early years practitioners, nursery staff and teaching assistants work in partnership
- Identify resources that are utilised within the lesson
- Identify the structure of the lesson
- Take into account children's prior understanding and knowledge through accurate assessments (formative or summative)
- Value pupils as unique individuals and ensure that all relevant equal opportunities legislation is adhered to. We strive to meet all the needs of all our pupils through inclusion

**The curriculum should:**

- Have complete coverage of all statutory and non-statutory subjects
- Ensure that the content is pitched correctly for children
- Be cross curricular where appropriate

- Be accessible to all children through appropriate differentiation
- Be relevant, engaging and enjoyable

### **Lessons should:**

- Have specific lesson objectives that are clearly explained within the lesson and regularly referenced
- Have a clear introduction
- Have clearly set tasks matched to children's ability and prior attainment
- Provide sufficient time for children to complete the tasks
- Give children appropriate opportunities for independent learning
- Provide opportunities for children to reflect on their learning which enables them to take actions to improve where necessary
- Have clear success criteria to support expectations and independence
- If necessary be adapted according to the teacher's assessment of pupils' needs
- Allow children to practise higher order thinking skills
- Use effective questioning techniques
- Provide pace and challenge for all pupils
- Be enjoyable and interesting
- Be modified in accordance with pupils special educational needs ensuring that individual targets and provision maps are considered

### **Nursery staff, Early Years Practitioners and Teaching Assistants should:**

- Be deployed as effectively as possible both inside and outside the classroom
- Be actively aiding pupils' learning
- Be involved in prior planning and preparation
- Have a good understanding of the needs of individual pupils
- Support different focus groups at different times.
- Provide effective feedback to pupils and class teachers

### **Assessment/marking should:**

- Marking should be positive and constructive
- Engage children in a dialogue with their teacher about their learning
- Allow children the opportunity to reflect on both their own work and that of their peers
- Ensure that children are aware of their own learning targets
- Clearly identify next steps which are needed to secure improvement

Detailed information on this is included in our Marking Policy

## **2. Key Elements of Learning**

### **We believe children learn best when:**

- The learning is fun and employs VAK methods
- They are interested and motivated
- They are given tasks which match and extend their ability
- They are confident, feel secure and are aware of boundaries
- They are challenged and stimulated
- Learning is relevant to them

- They have ownership of their learning

### **Effective Learning:**

We acknowledge that people learn in many different ways and we recognise the need to develop pedagogies which enable all children to learn in ways that suit them.

This should be organised to ensure that the children have the opportunity to learn in different ways including:

- Working independently and collaboratively
- Investigating and solving problems
- Researching and finding out, with independent access to relevant resources
- Developing and discussing ideas
- Effective questioning
- Working co-operatively
- School trips
- Using initiative and being creative
- Use of multi-media, visual and aural stimuli
- Receiving support as well as being challenged
- Taking ownership of their own learning
- Providing opportunities for challenges
- Reflecting upon their progress and identifying their next steps
- Responding to the teacher's marking
- Participating in after school clubs
- Completing homework

### **The Learning Environment:**

Learning takes place in an environment which:

- Is challenging and stimulating
- Is interactive
- Is organised
- Provides equal opportunities
- Is well resourced
- Is happy and caring
- Is encouraging and appreciative
- Is peaceful and calm where appropriate
- Makes learning accessible
- Is welcoming

And where:

- Additional adults are well deployed and have a positive impact on children's learning
- Displays celebrate and challenge learning.

## **Displays in the classroom:**

Within each classroom the following should be present:

- Our school rules – ‘Be the best that we can be’
- Key literacy vocabulary appropriate to the EYFS or National Curriculum
- Key numeracy vocabulary appropriate to the EYFS or National Curriculum
- Interactive and celebration displays linked to current topics and themes

## **3. Roles & Responsibilities**

### **Nursery staff, Early Years Practitioners and Teaching Assistants:**

Our support staff across the EYFS and KS1 work in partnership with the teachers to for support the learning of the pupils they work with. This is achieved by:

- Ensuring they are in the classroom before school to engage with the class teacher in planning and preparation for the day’s learning.
- Having a good knowledge of the needs of individual pupils.
- Supporting a variety of groups of children to actively aid their learning.
- Providing written and oral feedback regarding their group’s progress to the teacher
- Using their initiative to enhance learning within the classroom.

### **Teaching Staff**

Teachers are responsible for the progress of pupils in their classes and for self-evaluating their own professional development. This is achieved by:

- Self-evaluation of their subject knowledge and understanding of educational initiatives.
- Self-evaluation of the quality and effectiveness of their own teaching, management of support staff and the classroom environment.
- Monitoring pupil progress to ensure the children achieve their progression and attainment targets.
- Reviewing pupil progress data at termly meetings with the leadership team.
- Adopting and effectively implementing the school’s policies and aspirations.
- Encouraging and developing the ability of pupils to evaluate and take responsibility for their own learning.
- Monitoring classroom behaviour, home/school communication including reading and spelling records, rewards and sanctions, uniform, punctuality and attendance.
- Effective communication with parents through regular discussions, home/school communication books, curriculum evenings, parent meetings and end of year reports.

## **Senior Management Team (SMT)**

The SMT is responsible for creating conditions that allow for quality teaching and learning which advances pupils' progression and attainment. This is achieved by:

- Creating the school development plan to identify targets to improve teaching and learning across the school.
- Monitoring and evaluating pupil progress and attainment through year group pupil progress meetings, classroom observations of teaching and learning and the monitoring of children's work.
- Strategic implementation of agreed actions towards desired outcomes.
- Reviewing progress against targets set.

## **Deputy Headteacher**

The Deputy Headteacher is responsible for providing professional leadership and management of teaching and learning throughout the school, in partnership with the Headteacher and Senior Management Team. This is achieved by:

- Conducting classroom observations, learning walks and termly performance management meetings with teaching staff to ensure standards of teaching and learning are continually improving.
- Analysis of data to evaluate attainment and progress of pupils and groups.
- Organising the timetabling and deployment of staff within the classrooms to maximise their impact on learning.
- Conducting annual performance management reviews with staff
- Organising CPD
- Organising the provision of additional professional involvement e.g. educational psychologist.
- Working with the Head teacher to identify improvements to the teaching and learning of pupils and groups.

## **Headteacher**

The Headteacher is responsible for providing professional leadership and management of teaching and learning throughout the school, to ensure quality standards of teaching and learning. This is achieved by:

- Driving improvements to teaching and learning through monitoring the effectiveness of teaching and learning strategies and identifying new priorities
- Ensuring an appropriate and engaging curriculum is in place which fulfils statutory obligations
- Working with the staff, local colleagues, governors, the local authority and Ofsted to identify and monitor the actions and impact towards key priorities in teaching and learning.
- Disseminating national and local educational initiatives to governors and staff.
- Working with the Management Team and following the programme of the annual school self-evaluation policy to monitor standards of teaching and learning. This includes conducting classroom observations, learning walks, pupil progress meetings, termly performance management meetings with teaching staff.

- Identifying and supporting CPD opportunities for staff to improve teaching and learning standards.
- Ensuring the school is sufficiently resourced to support the delivery of the curriculum.
- Ensuring the school site is well maintained and complies with Health & Safety legislation.
- Ensuring the school buildings and premises are effectively used to support successful teaching and learning.
- Creating a productive learning environment that is engaging and fulfilling for all pupils, drawing on the support of the school community.'

## **The Governing Body**

The Governing Body is responsible for working with the school to ensure that high quality teaching and learning is delivered. This is achieved by:

- Working with the Headteacher to create the School Development Plan including teaching and learning aims and policies
- Conducting Headteacher performance management
- Working with the school to promote equality and diversity within school
- Monitoring the effectiveness of teaching and learning through monitoring visits with subject co-ordinators and senior leaders.
- Assessing progress towards the school development plan targets

## **Parents**

Parents are responsible for working in partnership with the school to support its teaching and learning aims and values. This is achieved by:

- Ensuring the pupil arrives at school by 8.50am, in school uniform
- Ensuring the pupil has good attendance and does not take holidays during term time
- Informing the school on the first day of any absence
- Notifying the school of any changes to normal collection arrangements
- Supporting the school policies
- Attending parent consultations meetings to discuss the pupil's progress and how they can be supported
- Ensuring the pupil has adequate rest and is prepared for the day at school
- Supporting the pupil at home with reading, spellings, phonics and any other home activities
- Keeping the school informed of anything that might affect the pupil in school including absence and ensuring contact details are up to date
- Supporting the school's behaviour policy and encouraging the pupil to be responsible
- Upholding the school's safeguarding policy by not publishing photographs taken at school on social networking sites or other public places

## **Pupils**

We are working to help the children to develop responsibility for themselves and their learning during their time in the Nursery and at the Infant School. We aim for them to improve their progress and attainment by:

- Coming to school every day and on time
- Being friendly and helpful to others
- Following our school rules – the 'Be's'
- Doing their best work
- Trying their best
- Taking good care of the school and everyone in it

# HAMPTON JUNIOR SCHOOL

Our **Aspire** vision is that Hampton Junior School offers every child:

- An inspirational curriculum, which promotes outstanding achievement
- Stimulating teaching which inspires a lifelong love for learning
- Promoting high standards for learning, behaviour and responsibility
- Independent children, who are motivated, challenged and able to think for themselves
- Responsible young citizens who take pride in their school and their community
- Equal opportunities which allow all children and staff to flourish

## 1. Aims

At our school we provide rich, relevant and varied learning experiences which allow all children to develop their skills, interests and abilities. Through appropriate challenge and exciting teaching children are able to achieve, be proud and succeed together.

Through our teaching we aim to:

- Develop children's knowledge, skills and understanding in all subjects
- Focus on developing children's skills and competencies in English and mathematics
- Enable children to become confident and independent learners
- Develop children as resourceful and resilient learners
- Encourage children to challenge themselves in all areas of the curriculum
- Foster children's self-esteem and help them to build positive relationships with all members of the school community
- Develop high standards of behaviour and conduct
- Develop children's self-respect and self-awareness
- Encourage children to show positive attitudes and respect towards the ideas and feelings of others regardless of gender, race, culture and religion
- Enable children to feel valued within and positively contribute to the wider community
- Help children to grow into reliable, independent thinking citizens
- Help children to be proud of their own work and recognise their achievements

## 2. Key Elements of Teaching

**Planning and preparation should:**

- Be clearly linked to objectives from the National Curriculum and Target Tracker progress statements
- Be differentiated to demonstrate how pupils of all abilities are to be catered for
- Have clearly identified learning objectives and success criteria (Bronze, Silver, Gold and Challenge system to be used)
- Show how Learning Support Assistants are to be deployed within the lesson
- Identify resources that are utilised within the lesson

- Identify the structure and timings of the lesson
- Take into account children's prior understanding and knowledge through accurate assessments (formative or summative)
- Value pupils as unique individuals and ensure that all relevant equal opportunities legislation is adhered to. We strive to meet all the needs of our pupils through inclusion

**The curriculum should:**

- Have complete coverage of all statutory and non-statutory subjects
- Ensure that the content is pitched correctly for children
- Be cross curricular where appropriate
- Be accessible to all children through appropriate differentiation
- Be relevant, engaging and enjoyable

**Lessons should:**

- Have specific lesson objectives that are clearly explained within the lesson and regularly referenced
- Have a clear introduction
- Have clearly set tasks matched to children's ability and prior attainment
- Provide sufficient time for children to complete the tasks
- Give children appropriate opportunities for independent learning
- Provide opportunities for children to reflect on their learning which enables them to take actions to improve where necessary
- Have a clearly displayed success criteria to support expectations and independence (Bronze, Silver, Gold and Challenge)
- If necessary be adapted according to the teacher's assessment of pupils' needs
- Allow children to practise higher order thinking skills
- Use effective questioning techniques
- Provide pace and challenge for all pupils
- Be enjoyable and interesting
- Be modified in accordance with pupils special educational needs ensuring that individual targets and provision maps are considered

**Learning Support Assistants should:**

- Be deployed as effectively as possible both inside and outside the classroom
- Be actively aiding pupils' learning
- Be involved in prior planning and preparation
- Have a good understanding of the needs of individual pupils
- Support different focus groups at different times.
- Provide effective feedback to pupils and class teachers

**Assessment/marking should:**

- Be positive and constructive
- Engage children in a dialogue with their teacher about their learning
- Allow children the opportunity to reflect on both their own work and that of their peers
- Ensure that children are aware of their own learning targets
- Clearly identify next steps which are needed to secure improvement

Detailed information on this is included in our Marking and Feedback Policy

### **3. Key Elements of Learning**

**We believe children learn best when:**

- They are interested and motivated
- They are given tasks which match and extend their ability
- They are confident, feel secure and are aware of boundaries
- They are challenged and stimulated
- Learning is relevant to them
- They have ownership of their learning

**Effective Learning:**

We acknowledge that people learn in many different ways and we recognise the need to develop pedagogies which enable all children to learn in ways that suit them.

This should be organised to ensure that the children have the opportunity to learn in different ways including:

- Working independently and collaboratively
- Investigating and solving problems
- Researching and finding out, with independent access to relevant resources
- Developing and discussing ideas
- Effective questioning
- Working co-operatively
- Fieldwork and off-site visits
- Using initiative and be creative
- Use of multi-media, visual and aural stimuli
- Receiving support as well as being challenged
- Taking ownership of their own learning
- Personalised learning whereby children choose their own level of challenge (Bronze, Silver, Gold and Challenge)
- Reflecting upon their progress and identifying their next steps
- Responding to the teacher's marking
- Participating in after school clubs
- Completing homework

**The Learning Environment:**

Learning takes place in an environment which:

- Is challenging and stimulating
- Is organised
- Provides equal opportunities
- Is well resourced
- Is happy and caring
- Is encouraging and appreciative
- Is peaceful and calm where appropriate

- Makes learning accessible
- Is welcoming

And where:

- Additional adults are well deployed and have a positive impact on children's learning
- Displays celebrate and challenge learning.

### **Displays in the classroom:**

Within each classroom the following should be present:

- HJS Values display
- YOYOB Chart
- School Rules - Being the Best you can be
- Photographs and the names of children in the class
- English – working wall
- English - Demon Words for Spelling
- English - Golden Word Bank
- Maths- Problem solving display
- Maths- Children's work
- Talk scaffolds
- Self-reflection shapes
- Comprehension 'dogs'
- Class name and class teachers name
- Out of class sign

## **4. Roles & Responsibilities**

### **Learning Support Assistants (LSAs)**

LSAs are responsible for supporting the learning of the pupils they work with. This is achieved by:

- Ensuring they are in the classroom at 8.35am to engage with the class teacher in planning and preparation for the day's learning.
- Having a good knowledge of the needs of individual pupils.
- Supporting a variety of groups of children to actively aid their learning.
- Providing written and oral feedback regarding their group's progress to the teacher
- Using their initiative to enhance learning within the classroom.

### **Teaching Staff**

Teachers are responsible for the progress of pupils in their classes and for self-evaluating their own professional development. This is achieved by:

- Self-evaluation of their subject knowledge and understanding of educational initiatives.
- Self-evaluation of the quality and effectiveness of their own teaching, management of LSAs and the classroom environment.

- Monitoring pupil progress to ensure the children achieve their progression and attainment targets.
- Reviewing pupil progress data at termly meetings with the leadership team.
- Adopting and effectively implementing the school's policies and aspirations.
- Encouraging and developing the ability of pupils to evaluate and take responsibility for their own learning.
- Monitoring classroom behaviour, homework, home/school diary, rewards and sanctions, uniform, punctuality and attendance.
- Effective communication with parents through regular discussions, home/school diary, year group meetings, curriculum evenings, parent meetings and end of year reports.

## **Curriculum Teams**

Curriculum Teams are responsible for the effective medium term planning of subjects within their team, ensuring that appropriate resources are in place and that the aims of action plans are met. This is achieved by:

### **Senior Leadership Team (SLT)**

The SLT is responsible for creating conditions that allow for quality teaching and learning which advances pupils' progression and attainment. This is achieved by:

- Creating the school development plan to identify targets to improve teaching and learning across the school.
- Monitoring and evaluating pupil progress and attainment through year group pupil progress meetings, classroom observations of teaching and learning and the monitoring of children's work.
- Strategic implementation of agreed actions towards desired outcomes.
- Reviewing progress against targets set.
- Manage the allocated budgets effectively

### **Executive Leadership Team**

The Executive Headteacher and Head of School are responsible for providing professional leadership and management of teaching and learning throughout the school, in partnership with the Senior Leadership Team. This is achieved by:

- Conducting classroom observations, learning walks and termly performance management meetings with teaching staff to ensure standards of teaching and learning are continually improving
- Analysis of data to evaluate attainment and progress of pupils and groups.
- Working with the Head teacher to identify improvements to the teaching and learning of pupils and groups
- Conducting classroom observations, learning walks and termly performance management meetings with teaching staff to ensure standards of teaching and learning are continually improving
- Driving improvements to teaching and learning through monitoring the effectiveness of teaching and learning strategies and identifying new priorities

- Ensuring an appropriate and engaging curriculum is in place which fulfils statutory obligations
- Working with the staff, local colleagues, governors, the local authority and Ofsted to identify and monitor the actions and impact towards key priorities in teaching and learning.
- Disseminating national and local educational initiatives to governors and staff.
- Working with the Senior Leadership Team and following the programme of the annual school self-evaluation policy to monitor standards of teaching and learning. This includes conducting classroom observations, learning walks, pupil progress meetings, termly performance management meetings with teaching staff.
- Identifying and supporting CPD opportunities for staff to improve teaching and learning standards.
- Ensuring the school is sufficiently resourced to support the delivery of the curriculum.
- Ensuring the school site is well maintained and complies with Health & Safety legislation.
- Ensuring the school buildings and premises are effectively used to support successful teaching and learning.
- Create a productive learning environment that is engaging and fulfilling for all pupils, drawing on the support of the school community.'

### **Inclusion Manager**

- Organising the timetabling and deployment of LSAs within the classrooms to maximise their impact on learning
- Conducting annual performance management reviews with support staff
- Organising CPD for staff related to SEND
- Organising the provision of additional professional involvement e.g. educational psychologist.
- Organise the support and timetabling for those pupils with an EHC plan
- This should be read in conjunction with the SEND Information Report

### **The Governing Body**

The Governing Body is responsible for working with the school to ensure that high quality teaching and learning is delivered. This is achieved by:

- Working with the Executive Leadership Team to create the School Development Plan including teaching and learning aims and policies
- Conducting Executive Headteacher performance management
- Working with the school to promote equality and diversity within school
- Monitoring the effectiveness of teaching and learning through monitoring visits with subject co-ordinators and senior leaders.
- Assessing progress towards the school development plan targets

### **Parents**

Parents are responsible for working in partnership with the school to support its teaching and learning aims and values. This is achieved by:

- Ensuring the pupil arrives at school by 8.40am, in school uniform and with suitable equipment for the school day
- Ensuring the pupil has good attendance and does not take holidays during term time
- Attending parent consultations meetings to discuss the pupil's progress and how they can be supported
- Encouraging the pupil to take responsibility for their learning and complete homework
- Keeping the school informed of anything that might affect the pupil in school including absence and ensuring contact details are up to date
- Supporting the school's behaviour policy and encouraging the pupil to be responsible
- Upholding the school's safeguarding policy by not publishing photographs taken at school on social networking sites or other public places.

## **Pupils**

Pupils are responsible for taking ownership of their own learning and aiming to improve their progress and attainment. This is achieved by:

- Following the class and school golden rules
- Working to the best of their ability in school and when completing homework
- Wearing the school uniform and taking responsibility for their belongings
- Arriving in to school on time
- Being reflective and trying to learn from their mistakes
- Taking responsibility for their behaviour