

HOPE Federation Of Church of England Primary Academies
Teaching and Learning Policy
'Enabling children to flourish through the field of life.'



Hope Federation
Enabling our children to flourish
through the field of life

Teaching for Learning Policy

This policy supersedes all other Curricular Subject Policies and works in conjunction with our RE policy and Assessment Policy.

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Amendments

Date	Amendment	Page
Sept 2021	2.2 – addition of strapline bullet point	3
	4.7 – change to knowledge organisers	5
	4.14 – Formative assessment	6
	5.9 – music scheme included	7

I Introduction

- 1.1** At our Academies we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun, linked to the child’s needs and personal. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. With the introduction of our new vision, we believe that we are *enabling children to flourish through the field of life.*

2 Aims and objectives

- 2.1** We believe that people learn best in different ways. In our Academies we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

- 2.2** Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children’s self-esteem and help them build positive relationships with other people;
- develop children’s self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens.
- Enable children to flourish in their learning environments – enabling a fully inclusive curriculum for ALL

3 Effective learning

- 3.1** We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of the computer;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching television and responding to musical or tape-recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

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3.2 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. This includes asking children to mark their own or their peer’s work, at times, and assess their learning. This can be seen in hot tasks for English.

4 Effective teaching

4.1 When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. Teacher plans ensure full coverage of the National Curriculum (2014). Attainment and Progress for English and Maths are tracked half termly to ensure the children within our Academies receive a broad and balanced curriculum. Children are involved in the planning of the topics. We use topic curriculum plans in two and four year cycles according to the subject taught to guide our teaching of children in mixed age classes.

4.2 We base our teaching on our knowledge of the children’s level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child’s level of ability. When planning work for children with special educational needs we give due regard to information and targets contained in the children’s Individual Learning Plans (ILPs), pastoral and behaviour needs of the children. We have high expectations of all children within our Academies and we aim to enable individuals to achieve the highest possible standard in their work. This is celebrated through displays in the classroom and also in our weekly celebration assemblies.

4.3 We set academic targets for the children each year in English and maths and we share these targets with children and their parents at Parent Evenings or formal reports twice a year. We review the progress of each child at the end of the academic year and set revised targets.

4.4 We review the progress and attainment of each child at the end of each half term in Pupil Review Meetings – identify children who require intervention support or boosting using the deployment of support staff. At the end of each academic year we review pupil progress and set whole cohort targets based on performance, this is reflected in staff performance management targets.

4.5 We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum, Norfolk Agreed Syllabus for RE and relevant guidance from the DfE. Our planning for and assessment of all subjects is based on learning outcomes and taught through topics planned in a thematic way. We use a school topic plan and cite relevant learning outcomes linked to the curriculum (2014). We teach many Numeracy and Literacy Skills as set sessions each week but where possible try to link work into the topic being taught each term. We evaluate lessons so that we can modify and improve our teaching in the future.

4.6 Teachers share weekly plans with the adults deployed in their classrooms

4.7 Knowledge Organisers, work produced by children, planning and pupil voice are monitored by subject leaders, Actions Plans are monitored by our Curriculum Champion as part of the Operational Overview, which enable them to monitor

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coverage of the National Curriculum, outcomes of teaching, pedagogy and pupil perception.

- 4.8** Our teachers and support staff make a special effort to establish good working relationships with all children in the school. We treat the children with kindness, respect, fairness, and equal opportunity, following the Christian Values we adopt throughout our Academies. All our teachers follow the school policy with regard to discipline and classroom management and maintain a consistent approach to the positive behaviour management strategy adopted by the school. We set and agree with children the class code of conduct and expect all children to comply with these rules. We praise children for their efforts to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines as outlined in our school behaviour policy.
- 4.9** We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission. (Unless this is a local visit). The school Safeguarding and Child Protection Policy and Educational Visits Policy is followed in full. All staff receive relevant and up to date training.
- 4.10** We deploy learning assistants and other adult helpers as effectively as possible primarily to support pupils' learning. Sometimes they work with individual children and sometimes they work with small groups. These adults often deliver intervention programmes or undertake Learning Plan work with specific children. Each academy maintains and reviews a provision map for such activities regularly.
- 4.11** Our classrooms are attractive learning environments. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to literacy and numeracy. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children. Regular Learning Walks by the Executive Headteacher, Head of School, AGEP and Governors are carried out to monitor provision, impact and effectiveness of each school's learning environment.
- 4.12** All our teachers reflect on their strengths and areas for development and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. Targets for improvement and to support individual professional development are discussed and reviewed during the performance management process and linked to priorities in the Single Change Plan. The Executive headteacher monitors teaching each term, through agreed observations, unannounced observations, learning walks, work scrutiny and pupil interviews. Many of these activities are with governors.
- 4.13** We conduct all our teaching in an atmosphere of trust and respect for all.
- 4.14** Assessments of topics is carried out before and after. Formative assessments include mini quizzes/mind maps or cumulative assessments to check children's knowledge before and after a topic.

5 The curriculum

- 5.1 Each subject taught will ensure breadth and depth of study. The teachers will plan effectively to the Programmes of Study and where possible link areas of learning together in thematic topics. Core subjects will often be taught stand alone.
- 5.2 **English** is taught daily and includes full coverage of the National Curriculum (NC), at KS1 this will include phonics, at KS2 will include Vocabulary, Spelling and Grammar. A range of strategies are used including Pie Corbett teaching methods, rich texts, Assessment for Learning and cross curricular links where appropriate.
- 5.3 **Maths** is taught daily and includes a strong focus on fluency, problem solving and reasoning skills. Coverage of National Curriculum objectives is ensured through use of the White Rose Maths Schemes of Learning, but this is adjusted by the teachers using assessments in class and from question level analysis using PIXL tests from years 2-6.
- 5.4 **Science** is taught as a topic and will have a thematic foci on a 2 or 4 year rolling programme. Scientific enquiry is a key element of learning and will feature strongly in lessons. Investigations or key elements of skill development based around scientific enquiry will form the basis of learning.
- 5.5 **History and Geography** will always be taught as part of a topic. The skills of enquiry, empathy, chronological understanding, interpretation, organisation, communication, knowledge and understanding of patterns and processes, environmental change and development covered.
- 5.6 **Art** will be taught through topic where possible. The skills of exploring and developing ideas, investigating and making skills will be covered.
- 5.7 **Design and Technology** will be taught through topic where possible. The skills of developing, planning and communicating ideas working with equipment, tools and materials, evaluating processes and products will be covered.
- 5.8 **Computing** is taught as a discreet lesson in accordance with the NC
- 5.9 **Music** - the theory and appreciation of music is experienced alongside performing and using musical instruments, the human voice is an element that is also used. Music is taught using the scheme Charanga.
- 5.10 **Languages** are taught as discreet subjects, these include the skills of learning about another culture, understanding, using and responding to a foreign language and considering the experiences if other people will be covered.
- 5.11 **P.E** will be taught as a discreet subject. Across the Federation this is taught by our trained HLTA and external providers, as well as our KS2 teacher who has an overview of PE across the Federation. Children are taught the skills of acquiring and developing techniques, selecting and applying techniques and developing knowledge and understanding of fitness will be covered.

5.12 R.E will be taught as a discreet subject using our rolling cycle. Each topic has a Big Question which leads the children to develop and use skills of enquiry, analysis and evaluation related to the key concepts of Christianity as well as other religions. This cycle is supported by the use of The Understanding Christianity Project (2016).

5.12 Breadth of Study will be covered and linked to the NC. This is mainly achieved through cross curricular links and thematic planning. Breadth of each subject covered will not be limited to suggestions for the NC, but will also focus on the interests of the children and the cohorts in each class.

5.13 Block Planning to ensure continuity of work, coverage of objectives and depth of understanding in learning, teachers use block planning to teach subjects where possible.

6 The role of governors

6.1 Our governors determine, support, monitor and review the school policies on teaching and learning as part of the School Self Review process. Governors are responsible for monitoring different areas of school performance on an annual cycle and named governors have responsibility for SEND, PE, Pupil Premium, LAC, RE, English, maths, as well as all other curriculum areas. These are monitored through the Standards Committee. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- review the in-service training sessions attended by our staff.
- evaluate the impact of the shared resources, staffing and specialism across the federation
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7 The role of parents

7.1 We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- sending information to parents at the start of each term in the form of a Knowledge Organiser in which we outline the topics, key vocabulary and learning intentions for the term ahead. (Appendix 1).
- providing two parent evenings a year to discuss pupil progress
- reviewing progress and setting targets for pupils with SEN with parents each term
- sending a report to parents in which we explain the progress made by each child twice a year. The end of term report is followed by an open parents evening to discuss the report
- inviting parents to join in family events such as Story Cafés, build a bear/art based, decoration days and our 'in action events'.
- we welcome parents and parent helpers to support the children, including on educational visits.
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7.2 We believe that parents have the responsibility to support their children and the school in implementing school policies. Our School Prospectus confirms that we would like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child’s performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement.

8 Monitoring and review

8.1 We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will review our policy during the Summer Term each year.

Revised: September 2021
Review date: September 2024

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Appendix I.

Knowledge & Skills Organiser – Yr R/1/2 Tawny Owls Autumn Term 2021

Subjects covered in the national curriculum:			
<p>Geography/History</p> <p>Great Fire of London</p> <p>Remembrance Day</p> <p>The UK and capital cities.</p>	<p style="text-align: center;">English</p> <p>Imitating, innovating and inventing our own story using the story Meerkat Mail.</p> <p>Exploring stories about animals and the places they live.</p> <p>Great Fire of London- diary entries/newspaper articles/ letters</p> <p>StoryTime Phonics</p>	<p>Art/DT</p> <p>Art- Drawings-observations of buildings and other habitats</p> <p>D&T-designing homes/houses</p>	<p>Computing</p> <p>Online Safety and Exploring Purple Mash</p>
<p style="text-align: center;">Maths</p> <p>Word Problems- How many bricks/windows/door?</p> <p>Measuring parts of buildings.</p> <p>Number: Place Value</p> <p>Number: Addition and Subtraction</p> <p>Geometry: Shape</p>	<p style="text-align: center;">TOPIC TITLE</p> <h2 style="text-align: center; color: #D9534F; margin: 0;">Through the Keyhole</h2>		<p>Music</p> <p>Learning to Sing 'Summer, Autumn, Winter, Spring'</p> <p>Unit 'Hey You!' Copy and repeat patterns.</p>
<p>RE</p> <p>How do Christians belong to their faith family?</p> <p>What does the Nativity story teach Christians about Jesus?</p>	<p>RSE</p> <p>My Feelings/My Body</p> <p>All About Me (Reception)</p> <p>All About My Family (Yr 1 and 2)</p>	<p>Enrichment</p> <p>Trip linked to habitats.</p> <p>Visitor linked to the Great Fire of London.</p>	<p>Science</p> <p>Living things and their habitats</p> <p>Food chains</p> <p>Wormery- longitudinal study</p>
	<p>PE</p> <p>Football</p>	<p>Science</p> <p>Explore questions 'Is a flame alive?' 'Is a deciduous tree dead in winter?'</p>	
The skills you will develop in this topic:			
<p>Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate capital cities of the UK and describe features studied ♦ understand geographical similarities and differences through studying the human and physical geography of a local area.</p> <p>Art: ♦ use a range of materials creatively to design and make products ♦ use drawing to develop and share their ideas, experiences and imagination ♦ develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Design Technology ♦ build structures, exploring how they can be made stronger, stiffer and more stable ♦ generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups. ♦ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ♦ select from and use a wide range of materials and components, including textiles according to their characteristics ♦ evaluate their ideas and products against design criteria</p> <p>History ♦ recall changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ♦ learn about events beyond living memory that are significant nationally or globally- The Great Fire of London/ Remembrance Day</p> <p>Science asking relevant questions and using different types of scientific enquiries to answer them ♦ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other ♦ making systematic and careful observations and, where appropriate, taking accurate measurements ♦ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. ♦ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ♦ reporting on findings from enquiries, including oral and written</p>			