

Hardwick Primary

LEARNING AND TEACHING POLICY

Rationale

Our Learning and Teaching Policy reflects our values and beliefs based on a shared vision of education, and is a record of agreements that are fully understood, endorsed and valued by all staff and based on our shared understanding of:-

1. The need for learning to be fun
2. How we learn most effectively
3. How and why children succeed or fail
4. The learning environments that support effective Learning and Teaching
5. The variety of teaching styles which meet the needs of different learners
6. The principles that therefore underpin learning, namely that:
 - a. A multi-sensory approach should be adopted when appropriate
 - b. High quality achievement depends upon structured progression which builds on prior experiences
 - c. High quality achievement arises directly from consistently high expectations.

A VISION OF EDUCATION AT HARDWICK

We would like Hardwick to be a school in which:

- ☺ children receive every encouragement to develop intellectually, physically, aesthetically, socially, emotionally and spiritually.
- ☺ children understand how to be an effective learner and know about a range of *learning styles* and strategies
- ☺ work in all areas of the curriculum shows clear continuity and progression, is regularly of a good standard and is often outstanding.
- ☺ the high quality of presentation of children's work reflects the high value we place on their efforts.
- ☺ every opportunity is taken to celebrate children's achievements, academic or otherwise.
- ☺ the classroom environment is attractive, stimulating, well organised and planned in such a way as to encourage industry and independence.
- ☺ other areas of the school environment are attractive, well maintained and stimulating and provide areas where children can run, play, learn or just sit quietly as they choose.
- ☺ children and adults' attitudes towards one another are based on genuine caring and mutual respect.
- ☺ children's behaviour and self discipline is exemplary.
- ☺ the children's education benefits from a successful working partnership between children, parents, staff, governors and the local community
- ☺ parents perceive a clear sense of purpose, an exciting, challenging and fulfilling education for their children and the opportunity to work in harmony with the school
- ☺ all teaching and associate staff participate in a continuous process of professional development which celebrates successes and which identifies and provides resources for areas of further development

- ☺ attainment and achievement levels across the curriculum are high, especially in literacy and maths
- ☺ agreed whole-school policies, both curricular and extra-curricular, are well defined and evident in practice
- ☺ staff and children have access to a wide range of quality resources which are well used to enhance their education
- ☺ a warm, friendly and welcoming atmosphere is consistently promoted

EQUAL OPPORTUNITIES AND INCLUSION

We believe that children should have opportunities to acquire positive attitudes, values, personal and social skills. We regard these opportunities as being each child's entitlement and we ensure equal access by our commitment to an equal opportunities and inclusion policy. This document sets out our aims and outlines ways in which these can be put into practice through curriculum content, the school's 'hidden curriculum', organisation and management of the classroom, the use and deployment of resources, staff responsibilities and home/school co-operation.

BEHAVIOUR MANAGEMENT

We believe that a valuable support to our Learning and Teaching policy is our plan for behaviour management, which consists of a system of rules, rewards and sanctions through which our aims for a positive, pre-emptive whole school approach can be realised. Through negotiated, simple rules, a common set of basic expectations of behaviour have been established. Through a structured system of rewards, good behaviour is acknowledged and recognised by teachers and support staff alike. Through easily understood and agreed school sanctions, all children experience a continuity of approach by all staff throughout their time at Hardwick. All parents are informed about how our behaviour policy works when their child starts at the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

We believe we have a responsibility to develop the full potential of each individual and this will include encouraging children's personal development, through participation in a full and active school life. We seek to nurture the whole child by encouraging self-esteem and a positive self image, independence and the ability to cope with difficulties or the unexpected. We encourage personal development through self-fulfilment, striving for personal goals, curiosity, resourcefulness, perseverance and the willingness to identify problems and seek solutions. We aim to encourage co-operation through communication, collaboration, receptivity and open minds. We aim to encourage social responsibility through self-discipline, respect, empathy with and care and concern for others.

PLANNING, ASSESSMENT, RECORDING AND REPORTING

Another major policy document agreed by Hardwick Primary School staff has been our document for planning, assessment, recording and reporting. We believe that assessment and recording are an integral part of the Learning and Teaching process, that these provide a basis for future planning and that meticulous, informed planning is vital if each child's needs are to be addressed and progress achieved. We believe that the teachers' intuitive, professional judgement should be reinforced by a compilation of accumulated evidence of the children's work, as well as by involving pupils in the assessment of their work and selection of evidence.

Through a range of carefully structured stages, Hardwick Primary School staff carry out detailed planning, assessment and recording procedures, and mark work sensitively and appropriately. Parents receive an Annual Report and are encouraged to attend parents' meetings in the autumn and spring terms. Receiving teachers are provided with records and evidence to facilitate their planning. In a wide variety of ways, teachers at Hardwick Primary School use planning, assessment, recording and reporting to promote effective learning.

PERFORMANCE MANAGEMENT

POLICY FOR PARENTAL INVOLVEMENT

We are mindful of the fact that Hardwick Primary School parents have entrusted their children to our care and are aware of our responsibility and accountability to them. We believe it is essential to involve parents at every opportunity and to provide a free flow of information, encouraging dialogue and the interchange of ideas and opinions. We are therefore planning to develop a policy for parental involvement, believing it is important to seek parents' co-operation and involvement in a variety of capacities which complement and support the work of the school.

PRESENTATION OF CHILDREN'S WORK

Children should be led towards an understanding that the way they present their work is important. Consequently we have agreed the following principles about presentation of work across the curriculum:

DISPLAYS

At every stage of primary education, stimulating and relevant displays are an essential learning resource. Interest tables, discovery tables, two and three-dimensional displays of children's work, models etc., in all curriculum areas extend children's learning and celebrate their work. Whenever possible, children should be involved in mounting and displaying their own work **but they must first be taught the skills in order to be able to do this!**

It is agreed that in order to create an atmosphere of care and concern for quality in the classroom environment, teachers and support staff need to have access to and to use effectively artefacts, display boxes, drapes, corrugated card, etc., and that good quality frieze paper, careful lettering and presentation are very important in creating the impression of purpose and order, and in indicating a concern for quality and excellence.

KEY AGREED PRINCIPLES (see appendices – agreed principles – completed with staff)

AT HARDWICK PRIMARY SCHOOL WE BELIEVE THAT CHILDREN LEARN BEST WHEN:

1. they feel cared about and are happy, secure, motivated and stimulated.
2. the learning environment is well organized, attractive, stimulating and positive.
3. they experience a variety of learning situations and understand how to be a good learner
4. routines, systems and procedures are clearly defined and understood by all
5. they form appropriate relationships and partnerships with their peers and adults
6. the relationship between home and school is good
7. their physical, social, spiritual, moral and emotional needs are catered for
8. they value and respect others
9. there is awareness of gender and cultural issues.
10. lessons are interesting, stimulating and fun and they have the opportunity to learn through first hand experience
11. the learning task is matched to their ability and individual learning style
12. expectations are high
13. feedback is formative and positive
14. there is continuity and progression throughout the school
15. they use modern technology as an appropriate aid to learning.

THE LEARNING ENVIRONMENT

Hardwick Primary School staff have spent much time and thought considering the classroom learning environment, what it should contain, how it can be made aesthetically pleasing and stimulating, and how it can be organised to ensure quality learning experiences. We have agreed that our classrooms will provide:

- ✓ a safe, happy and stimulating learning environment;
- ✓ appropriate furniture conducive to good working conditions;
- ✓ a literacy area which highlights and displays a variety of up to date reading and writing materials in an attractive and accessible way;
- ✓ high expectations which aim to maximise each child's learning potential;
- ✓ opportunities for children to produce and present work in books or folders made by themselves;
- ✓ a variety of classroom displays (three of which will always be Literacy, Maths and one other) which reflect our agreed display policy, including some which have been established to stimulate curiosity;
- ✓ classroom organisation which ensures that all materials and equipment are properly stored, easily accessible and clearly labelled and that surfaces remain uncluttered.
- ✓ classrooms in which the following are clearly displayed (at child height where possible):
 - a number line, days of the week, months of the year
 - a list of common words/words that support current topics (as appropriate to the ages of the children)
 - an alphabet strip or frieze
 - numbers to 20 (in words and figures)
 - other numbers (in words and figures) as appropriate to the ages of the children
 - a list of children with health issues and the agreed procedure e.g. Asthma, allergies etc
 - posters/information to show the four mathematical operations and accompanying language (as appropriate to the ages of the children)
 - talk partners, maths buddies etc (with digital photos)
 - welcome sign/list of staff who work in the classroom
 - timetables
 - Fire notice
 - Marking code
 - Wet break information/code of conduct

This policy was formulated by staff and governors – June 2007

This policy was reviewed and updated by staff and governors – September 2008

APPENDIX 1 - AGREED PRINCIPLES

AGREED PRINCIPLE 1

Children learn best when they feel cared about and are happy, secure, motivated and stimulated.

There will be evidence in the learning environment and teachers will make sure:-

- Children are on task, engaged, happy and independent learners
- They access resources independently, with minimum disruption
- There are interactive wall displays which are updated regularly
- There are clear procedures for dealing with conflict
- Children have ownership of their work
- Work is displayed and celebrated and children have sense of pride
- There are good levels of attendance and punctuality
- Children show a willingness to share ideas and take risks
- Awards are used to motivate and enthuse
- Positive encouragement is used by adults in the learning environment
- Children benefit from high quality guidance from well qualified and skilful support staff
- Children know what to do and to whom to go when they have a problem
- Lessons are well planned and high quality and up to date resources are ready
- Lessons are high-quality, motivating, engaging and inspire children to take their learning further
- Children are welcomed in the morning
- Children feel confident, safe, secure and well cared for
- The diverse needs of all learners are met
- Appropriate health and safety considerations are taken
- Awards and sanctions are applied consistently
- The effort of all learners is celebrated, regardless of ability

AGREED PRINCIPLE 2

Children learn best when the learning environment is well organized, attractive, stimulating and positive.

There will be evidence in the learning environment and teachers will make sure:-

- High quality equipment is available throughout school, of which ICT is an integral part
- Up-to-date and age appropriate teaching and learning materials are used, supported by ICT
- There are clearly labelled and well organized resources which pupils can access independently
- displays are attractive, interactive and stimulating with key vocabulary that the children use to support their learning
- Children's achievements are celebrated
- Positive language and messages are displayed throughout the school
- Positive and purposeful atmosphere pervades all aspects of learning and behaviour

- Wall displays are updated regularly
- The effort of all learners is celebrated, regardless of ability

AGREED PRINCIPLE 3

Children learn best when they participate in a variety of learning situations and understand how to be a good learner

There will be evidence in the learning environment and teachers will make sure that they:-

- plan for a variety of learning styles
- explain to children the way the brain functions and how to be a good learner (see appendix 2)
- ensure the physical conditions for learning are right e.g. supply water, good air flow etc
- try to include a practical activity each day and have a time each day when there is no written recording
- ensure pupils work with a variety of different adults, through a balance of groupings e.g. ability groupings, mixed ability groupings, whole class, paired, independent
- plan to use different learning environments, e.g. trying to plan for a session out of the classroom
- pupils regularly engage in discussing and assessing their own learning/work and can effectively identify their own strengths and weaknesses and link this to setting their own targets
- social skills/nurture groups support children who have difficulties in understanding how to be a good learner
- plan trips or guest speakers / visitors / residential trips / productions
- use ICT or different mediums

AGREED PRINCIPLE 4

Children learn best when routines, systems and procedures are clearly defined and understood by all

There will be evidence in the learning environment and teachers will make sure that the following is in place:-

- organised resources that children can independently access
- visual timetables
- teachers well planned
- consistent routines
- positive rewards, e.g. team points, marble jar etc
- age appropriate signs and symbols used throughout the classes, e.g. stop/go signs, red/green spots, music for tidying up
- class rules, agreed and displayed
- general class routines and well established and differentiated according to ability/age
- procedures, e.g. wet play displayed in age appropriate way
- jobs / responsibility lists / badges

AGREED PRINCIPLE 5

Children learn best when they form appropriate relationships and partnerships with their peers and adults

There will be evidence in the learning environment and all teaching and support staff will make sure that:-

- children feel confident to approach adults
- adults respond in a calm and friendly manner
- talking partners/social skills/nurture groups are available
- there is some emphasis on group work, paired work, peer evaluation, paired reading
- opportunities for dialogue are planned in each lesson. Children can express and discuss aspects of their learning with teachers, support staff and peers
- children have a 'response/talk partner' and make effective use of them
- the Playground Squad are effective in caring for others
- every child's view is valued through the School Council
- parents have opportunities to come in to school and work alongside their child. e.g. through SHARE activities, themed curriculum weeks etc

AGREED PRINCIPLE 6

Children learn best when the relationship between home and school is good.

There will be evidence in the learning environment teachers will make sure that:-

- a dialogue is maintained via home/school books, reading record books and class / whole school newsletters
- the parent noticeboard is regularly updated
- the parents are informed of PTA events via their class representatives / newsletters
- parents are invited to parent meetings / school events, e.g. beetle drive, brain awareness week, maths week, reading week, etc
- they are approachable for informal discussions at times agreed with parents
- targets are sent home to parents
- they set appropriate home tasks to ensure an integrated approach to learning
- they inform parents if they have any concerns

AGREED PRINCIPLE 7

Children learn best when their physical, social, spiritual, moral and emotional needs are catered for.

There will be evidence in the learning environment and teachers will make sure that:-

- pastoral care is provided by ensuring children are aware of who they can talk to if they need to
- there are consistent expectations across the school to ensure continuity of care
- all staff understand the latest safeguarding procedures
- children are encouraged to adopt a healthy lifestyle through projects such as the 'Healthy Tuck Shop', through a wide range of sporting activities, Healthy Schools activities, Eco schools activities
- the environment will be comfortable, e.g. right temperature, water bottles, healthy snack, opportunity for break / exercise, brain breaks / Bright Start

- there is zero tolerance of bullying – always addressed. Circle Time, assemblies and PSHE promote positive attitudes
- assemblies and RE provide moral teaching / spiritual awareness and respect for others beliefs and values
- liaison with parents promotes emotional wellbeing through security with strong links with home
- Playground Squad, School Council and responsibilities for Key Stage 2 promote respect and interaction across the school
- there are trips to the Cathedral / Discovery Centre to cater for the children's spiritual needs
- there are residential trips to cater for social and emotional needs
- Social skills/nurture groups ensure the diverse needs of all pupils are met

AGREED PRINCIPLE 8

Children learn best when they value and respect others.

There will be evidence in the learning environment and teachers will make sure that:-

- a version of the school Aims and Values is shared with pupils and is clearly on display
- work is displayed and valued
- assemblies / RE teach respect of others beliefs and values
- class rules always include rules regarding respecting other people and their property
- there are opportunities to work in mixed age groups, e.g. enrichment afternoon, curriculum week
- Playground Buddies and School Council is in place
- there are agreed Circle Time rules including respecting what others say
- there are speaking and listening / drama activities
- there is the opportunity to share work and ideas in a supportive environment

AGREED PRINCIPLE 9

Children learn best when there is an awareness of gender and cultural issues.

There will be evidence in the learning environment and teachers will make sure that:-

- they are aware of ways in which the children's cultural background could affect their learning
- celebrate diversity
- plan their teaching to take account of gender issues / different learning styles and plan activities to stimulate boys / girls
- there are examples of different languages in notices, etc
- celebrations from a wide variety of cultures are experienced, e.g. Chinese New Year
- the children know who to go to if they have a gender / cultural issue

AGREED PRINCIPLE 10

Children learn best when lessons are interesting, stimulating and fun and they have the opportunity to learn through first hand experience.

There will be evidence in the learning environment and teachers will make sure that:-

- they inspire, excite and motivate by using ideas and concepts which appeal to children and build on their own interests
- they use humour to engage pupils
- they use open questions to engage pupils and extend understanding
- they use up to date, interesting and stimulating resources
- lessons make full use of interactive whiteboards
- visual, kinesthetic and auditory stimuli are incorporated in planning
- experts are brought into school and educational visits are arranged linked to the curriculum
- children are involved in practical work in all areas of the curriculum
- they use 'mantle of the expert' bringing in a 'real life' problem for the children to solve

AGREED PRINCIPLE 11

Children learn best when the learning task is matched to their ability.

There will be evidence in the learning environment and teachers will make sure that:-

- there are a full range of up to date and age appropriate resources and tools
- work is well planned and differentiated
- differing learning styles / learning levels are catered for through detailed planning
- children have ownership of their learning by sometimes choosing the best method for them and accessing resources independently
- planning is shared with and used effectively by support staff
- planning makes clear subject and cross curricular links and has the flexibility to take on children's ideas and interests
- they use in depth subject knowledge to support and extend learning for all children
- they have a thorough knowledge of children's abilities through careful tracking to ensure that all children make good progress

AGREED PRINCIPLE 12

Children learn best when expectations are high.

There will be evidence in the learning environment and teachers will make sure that:-

- children's work is displayed celebrating all abilities and including examples of 'best work'
- there are targets for writing, reading and maths (target cards, reports, IEPs)
- there is passing on of tracking data and sharing this to target support
- learning objectives permeate all aspects of the lesson and where appropriate pupils are involved in formulating future objectives
- learning objectives are made clear to all pupils and there is an effective routine for sharing, reflecting and assessing the learning objective
- carefully chosen pieces of work are displayed, to demonstrate and exemplify success criteria

- they know the children well and have realistic expectations
- homework is provided regularly
- there is time to share work with parents and children to look at work and targets
- there is regular liaison with parents to communicate expectations
- they provide a wide range of activities (extra-curricular) to give opportunity to achieve in a wide range of activities. Celebration of rewards / extra-curricular achievements in newsletter
- class rules are devised as a class and upheld consistently
- they use in depth subject knowledge to support and extend learning for all children
- the teacher clearly models expectations and indicates how to meet and exceed them in learning, behaviour and attitudes

AGREED PRINCIPLE 13

Children learn best when feedback is formative and positive.

There will be evidence in the learning environment and teachers will make sure that:-

- oral feedback is given
- marking is constructive, linked to the objective and the children are given time to respond
- peer assessment takes place ensuring that emphasis is on the positive
- the children understand the targets they are given and how they can achieve them
- marking symbols are displayed in the classroom
- the learning environment is age appropriate, e.g. 6 areas of learning within EYFS
- children know that their success will be recognized and celebrated through the use of class team points / whole school certificates in 'Good Things' assembly
- children are actively involved in developing effective success criteria which are referred to throughout the lesson and used for group/peer/self evaluation
- assessment opportunities are identified and planned for
- support staff are effectively deployed and are aware of pupils individual needs and their targets

AGREED PRINCIPLE 14

Children learn best when there is continuity and progression throughout the school.

There will be evidence in the learning environment and teachers will make sure that:-

- key stages plan together
- subject leaders monitor progression
- the learning environment is appropriate to the age and resources are available to encourage independence
- they have high expectations, encouraging all children to reach their potential
- they transfer assessment data to the next teacher
- targets are set and reviewed regularly
- whole policies address progression, e.g. presentation, writing policy

AGREED PRINCIPLE 15

Children learn best when they use modern technology as an appropriate aid to learning.

There will be evidence in the learning environment and teachers will make sure that:-

- the interactive whiteboard is used as an integral part of learning and teaching
- the laptops and PC's are used effectively
- the Alpha Smart keyboards are used
- digital photographs are displayed in a variety of ways e.g. on continuous slide shows
- there is use of digital cameras for still and video photography
- Beebop / floor turtles are used

Appendix 2 – Learning to Learn Week/s

At the beginning of each academic year the school sets aside a period before the full timetable begins, where children settle in to school life and establish effective learning habits/behaviours to support and match this policy. This will usually be between one and two weeks according to the age range and needs of the children.

The list below gives examples of the type of activities, but is not exhaustive and is constantly being added to by teachers and support staff.

- ✓ Work on learning styles, brain awareness, healthy learning & living etc takes place
- ✓ All pupils and staff make a learning journal
- ✓ Discuss and work on 'Whole Body Listening' – visual reminders
- ✓ Put up slogans and posters around school
- ✓ Establish 'talk partners'
- ✓ Establish rules/rewards/sanctions
- ✓ Establish routines/explain timetables – reinforce with clear visual reminders (photographs etc)
- ✓ Classroom organisation/effective learning environment set up – labelling, tidying, children make laminated labels for the whole school environment e.g. stop/go signs, no entry signs etc
- ✓ Copy of timetable for older pupils
- ✓ Visual timetables set up
- ✓ Home/school diaries set up/reading books chosen
- ✓ Exercise books set up/labelled
- ✓ Targets from summer annual report reviewed
- ✓ Health and safety issues e.g. fire routes and fire practice
- ✓ Handwriting and presentation practice – spend plenty of time promoting high expectations of this from day one
- ✓ Initial assessments – using support staff
- ✓ Train children to trim and mount work (depending upon age)
- ✓ Organise class and school monitors

Appendix 3

In addition to Learning to Learn activities the following will also be established during the first two weeks

- ✓ Class information and planning files updated
- ✓ Class and support timetables on display
- ✓ Minor incident log set up in classroom
- ✓ Fire notice on display
- ✓ Wet play procedures on display
- ✓ Classroom sign.....Welcome to class.....the teacher is.....support staff are....
- ✓ Class newsletters for parents agreed and sent out, to include
 - Overview of curriculum for term – topics that children/parents can bring in books/resources for
 - Any significant trips and events
 - PE days
 - Homework arrangements
 - How parents can help at home
 - A message from teacher encouraging parents to ask if unsure of anything in newsletter
 - Other information the teacher would like parents to know

Appendix 4 – Exercise books to be used in school

To ensure consistency the following exercise books will be used;

Key Stage 2

<i>Subject</i>	<i>Type & size</i>	<i>Colour</i>
Maths	A4 10mm squared exercise books	Yellow
Literacy	A4 8mm lined	Green
Science	A4 8mm lined, alternate plain	Red
Geography	A4 8mm lined, alternate plain	Pink
History	A4 8mm lined	Light Blue
Handwriting	Red/blue lines	Purple
RE/PSHE	A5 10mm lined	Pink
Art	A4 Plain sketch books	Black
MFL	A5 8mm lined	Blue
Wordbooks	8mm lined notebooks	Green
Spellings	8mm lined notebooks	Yellow
Reading	Reading Record books	
Learning journals	Make own booklets	
Homework books	Use spare older stock (until used up)	
Progress books	Black sugar paper/red cover (with child through school from Reception)	

In addition to the above each child will have a folder in which additional sheets of Maths, Literacy, Music and Science/other work will be kept

Key Stage 1

<i>Subject</i>	<i>Type & size</i>	<i>Colour</i>
Y2 English	A5 8mm lined	Dark Blue
Y1 English	A5 13mm lined half plain	Green
Maths	A5 10mm squared	Yellow
Science	A5 lined/plain alternate	Green
Geography/History	Plain jotters	Blue
Handwriting	11mm Lined notebook	Red
Homework books	Plain A5	Orange
RE/PSHE	A5 lined/plain alternate	Pink
Art	A4 plain sketch books	Green
Wordbooks	lined notebook	Green
Reading	Reading Record books	
Learning journals	Make own booklets	
Progress books	Black sugar paper/red cover (with child through school from Reception)	

Foundation Stage

<i>Subject</i>	<i>Type & size</i>	<i>Colour</i>
General work	15mm lined/half plain	Red
	10" x 12" plain notebook	Assorted colours

APPENDIX 5 - MONITORING OF LEARNING AND TEACHING

Having agreed the principles upon which Learning and Teaching takes place at Hardwick Primary School, lesson observations will be informed by the criteria below. Every teacher can expect to be observed in the classroom at least three times in any one year.

See attached Lesson Observation key indicators – ‘Good’ to ‘outstanding’