



Haggonfields

Primary School



DIOCESE OF SOUTHWELL
& NOTTINGHAM

MULTI ACADEMY TRUST

Teaching & Learning Policy

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Introduction

Every child has the right to the best possible education. At Haggonfields Primary School, we aim to ensure that all pupils, regardless of ability, special educational needs and disability (SEND) or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives. This policy provides procedures aimed towards ensuring high quality teaching and learning throughout the school.

Haggonfields Primary School Vision

Believe Aspire Excel



At Haggonfields Primary School we aim to ensure that all of our children become confident, independent learners with an enthusiasm for acquiring knowledge. Children are supported to develop and maintain positive relationships and to respect and value both themselves and others. We deliver an exciting and innovative curriculum that engages and develops the whole person. We ensure that the curriculum and resources are flexible, adaptable and relevant for the needs of all learners in an evolving world and encourages individuals' interests and aptitudes to flourish.

Believe in yourself, everything is possible.

Aspire to be the best you can be.

Excel in all that you do.

Through a passion for learning rooted in mutual respect and strong relationships, Haggonfields Primary School provides a supportive community and a platform for all to **Believe, Aspire** and **Excel**. Haggonfields Pupils leave the school equipped with the knowledge and skills to continue their journey through education and beyond as resilient passionate individuals.

Aims

We believe that children learn best in different ways, we therefore aim to provide a rich and varied learning environment, which allows children to develop their skills and abilities and to meet their full potential.

Through our teaching we aim to:

- Embed an agreed range of good practice across the school
- Provide a unified focus for monitoring learning and classroom practice
- Ensure that the needs of pupils are met
- Establish targets for improvement
- Ensure that pupils are receiving a broad, balanced and relevant curriculum that addresses barriers to learning
- Ensure that teaching is appropriately modelled and scaffolded for all pupils
- Enable children to become confident and resourceful, enquiring and independent learners
- Foster children's self-esteem and help them to build positive relationships with each other and other people
- Develop children's self-respect and encourage them to respect the ideas, attitudes, values and feelings of others
- Show respect for all cultures and in doing so 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

Our Curriculum:

EYFS – Nursery & Reception

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception school year. In our school, children join our EYFS in the part-time Foundation Stage 1 class or join our Foundation Stage 2 year after attending a different setting for their pre-school years. At Haggonfields Primary School, we follow the Statutory Framework for the Early Years Foundation Stage. Our school ethos underpins everything we do in EYFS and beyond.

We strive to create a rich and stimulating learning experience for all the children every day. We plan our half terms through topics and we always use high quality texts to introduce this to the children as a way in for their learning to begin. We link all areas and activities as much as possible so the children immerse themselves in new experiences.

Our focus is to secure learning and development in the three prime areas of learning- personal, social and emotional development; communication and language; and physical development as well as begin teaching children through the four specific areas of learning – English, Maths, Expressive Arts and Understanding the World.

Learning to read is one of the most important things children will learn at our school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible. Phonics at Haggonfields Primary School is taught following the Fisher Family Trust “Success for All Phonics” programme. This complete systematic synthetic phonics programme has been validated by the DfE. Phonics is an integral part of the curriculum across EYFS. Lessons are taught daily to ensure that children develop the skills needed to become successful readers and writers.

We want children to love reading – and to want to read for themselves. This is why we work hard to make sure children develop a love of books as well as learning to read.

Years 1 - 6

We have designed our curriculum to ensure our children develop the knowledge and skills to prepare them for life and work in the modern world. We are committed to providing a broad and balanced curriculum which inspires and engages- sparking a passion towards learning as well as addressing barriers to learning. Our school ethos underpins teaching and learning in all subject areas. Reading remains an important focus throughout Years 1- 6 and children are encouraged to develop their speaking and listening skills, de-coding and comprehension ability as well as continuing to develop their love of books through exposure to a range of quality texts.

At Haggonfields Primary School, the bespoke knowledge based Curriculum is built to exceed the requirements of the National Curriculum

We have adapted the curriculum to ensure a continuing learning journey for our children in mixed age classes. The learning is structured, each subject has a clear progression of knowledge that children build on throughout their time at Haggonfields Primary School. Long term plans ensure coverage of objectives in our mixed age classes over a two year rolling cycle. They also enable us to make cross curricular links to inspire and engage the children. Our staff plan enrichment activities throughout the year to support and enhance the curriculum giving children further experiences as a whole school or class.

Classes:

- Curious Creators - Foundation Stage (Reception & Nursery)
- Imagineers – Year 1 & 2
- Adventurers – Year 3 & 4
- Entrepreneurs – Year 5 & 6

Teaching and Learning Standards:

Pupils are encouraged to:

- Listen to each other
- Adopt various roles in groups
- Volunteer thoughts and opinions
- Respect the thoughts, ideas and contributions of others
- Give honest and positive feedback

To encourage all pupils to contribute to lessons, teachers:

- Plan each lesson to include key knowledge and vocabulary, revisit of prior knowledge and use of key questions
- Allow sufficient thinking time between questions to enable pupils to consider their responses
- Use a 'no hands up' approach
- Plan time in their lessons for pupils to discuss their learning with a partner or group before committing to a response

Please see 'The Haggonfields Way', Relationships and Behaviour Curriculum for more information.

Quality First Teaching:

To ensure that the quality of **teaching is of the highest standard**, we commit to ensuring that our teaching staff:

- Understand what excellent teaching is
- Creatively plan and deliver engaging lessons
- Motivate pupils effectively
- Enjoy and have a passion for teaching
- Continue to learn and enhance their skills through lesson study, coaching and regular CDP
- Hold high expectations for all pupils
- Understand how thinking and questioning develop learning
- Are professional
- Engage pupils of all abilities
- Seek out and accept constructive feedback to improve their practice Are given opportunities to lead
- Involve parents and carers in their pupil's learning
- Understand and implement effective behaviour management strategies

Effective Learning:

We feel that for effective learning to take place children must:

- Have first-hand experiences to bring their learning alive and give it real-life value e.g. wow hooks to learning, trips, visitors, investigations, first hand observations, outdoor learning
- Be able to practise and transfer newly acquired skills e.g. through cross-curricular work: the skills acquired through a report writing unit in literacy can then be transferred into Geography, History, Science
- Be able to increasingly evaluate their own learning
- Be able to work within different groupings e.g. as individuals, in pairs, small groups, mixed ability pairings/groups and be taught through direct modelling the usefulness of this e.g. Talking/Thinking partners, mixed ability groups to feed-back findings etc
- Have access to relevant tools, equipment and learning aids which they can access and use independently or with partners/groups to facilitate more independent learning e.g. well- resourced and labelled equipment which children know they can use when they want to support their own independent learning

We feel that effective learning results in:

- Knowing you have succeeded and knowing what the next steps are Feeling you can achieve your targets
 - Being able to explain what you have learnt

- Applying learning to other situations (cross-curricular)
- Teaching your learning to someone else
- Feeling positive about your learning/achievements
- Confidence in making mistakes and acknowledging that these are steps in our learning
- Developing a ‘Growth Mindset’ and a love of learning for life



Effective Teaching

Effective learning only comes with effective teaching. When teaching we focus on motivating the children and building upon skills, knowledge and understanding. We aim to convey the idea that learning is a 2-way process with the teachers not only being the facilitators but also a partner in the learning process. Our teaching is guided by the National Curriculum, our long term plans, plus areas of interest for the children. We plan our lessons with clear learning intentions which are shared with the children. We reflect on and evaluate our lessons so that we can modify and improve our teaching in the future.

Assessment:

We base our teaching on our knowledge of the children’s level of attainment which is guided by our formative assessments (carried out in each lesson) and summative assessments (measured against the end of year expectations). Our aim is to further develop the knowledge and skills of each child. We strive to ensure that all tasks set are appropriate to each child’s level of ability with an appropriate level of support or challenge where necessary. When planning work for children with additional needs, we use strategies and targets contained on the children’s individual provision maps and support plans.

Formative Assessments:

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children’s continuing progress. Formative assessment is a powerful way of raising pupils’ achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- Identify children’s strengths and gaps in their skills/knowledge.
- Identify the next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.

- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the child's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

Summative Assessments:

Summative assessment is important for:

- Accurate information regarding a child's attainment and progress
- Informing both parents and teachers of a child's attainment and progress

Summative assessments:

- Identify attainment through one-off tests at any given point in time
- Record performance in a specific area on a specific date
- Provide end of key stage test data against which the school will be judged Ensure statutory assessments at the end of KS1 and KS2.
- Provide information about cohort areas of strength and weakness to build from in the future
- Age Related Expectations (ARE) used to determine a pupil's final assessment
- ARE used to monitor the progress of individuals and groups of pupils

Methods of summative assessment include:

- Termly NFER assessment tests – Reading and Maths
- Termly Writing assessments
- Phonics Screening
- Year 4 Multiplication Tables Check
- National Curriculum tests e.g. KS2 SATs

Evidence for assessment is collected in a variety of ways:

- Observations
- Discussions
- Questioning
- Written outcomes in children's books
- Class Big Books
- Target Books
- Post-it notes
- Notes on planning
- Annotated photographs

Special Educational Needs and Disabilities:

When planning for teaching and learning, we take into account the wide range of abilities of our children. Where necessary children are identified as having additional needs and are placed on the school SEND register. These children are then assessed individually and Individual Support Plans are created. Targets are set and interventions or strategies will be identified for tailored provision. Extra support is given and the delivery of the curriculum will be supported to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers.

The role of parents and carers:

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:

- Holding Parents' Evenings twice a year.
- Holding open mornings for new parents to explain our school strategies and ethos.
- Holding parental workshops on a range of subject areas
- Sending home end-of-year reports in which we explain the progress made by each child and indicates how their child can further improve.
- Providing homework which enables parents/carers to support their child's learning through a range of medium and at a time which suits their family needs

We believe that parents have the responsibility to support their children and the school in implementing policies and working alongside the school to support their child's learning by:

- Ensuring that their child has the best attendance and punctuality record possible
- Ensuring that their child is equipped for school with the correct uniform and PE kit
- Informing school if there are any matters outside of school that are likely to affect a child's performance or behaviour at school
- Promoting a positive attitude towards school and their child's education

The role of governors:

Our LGB support, monitor and review the school policies on Teaching and Learning. They:

- Ensure that the school buildings and premises are best used to support successful Teaching and Learning
- Ensure that the school buildings and premises comply with current Health and Safety regulations
- Monitor how effective Teaching and Learning strategies are in terms of raising pupil's attainment
- Ensure that staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of the school's Teaching and Learning through the school quality assurance process
- Monitor the effectiveness of the school's Teaching and Learning through analysing assessment data