

# HALSTEAD CP SCHOOL

# Teaching and Learning Policy



APPROVED BY THE FULL GOVERNING BODY  
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## 1. Key Principles

As a learning community, we will think about when children learn, what children learn and how they learn. We also recognise that everyone in the school community is a learner including parents, the leadership team, teachers and support staff. At Halstead CP School, we have an expectation that teaching is 'Good' or better.

Our Teaching and Learning Policy considers:

- How children learn
- What we want the children to learn
- How we want the children to learn
- How we will know that learning is happening
- Who will be involved in the learning

At Halstead CP School, we believe children learn best when the following key issues are applied:

1. Learning activities are well planned, ensuring progress in the short, medium and long term
2. Teaching and learning activities enthuse, engage and motivate children to learn and foster their curiosity and enthusiasm for learning
3. Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
4. The learning environment is ordered, the atmosphere is purposeful and children feel safe
5. There are strong links between home and school and the importance of parental involvement in their children's learning is recognised, valued and developed

## 2. Planning

**Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Effective challenging and focussed learning activities with clear objectives and outcomes
- A clear understanding by the children of the method and purpose of the learning activities in which they engage
- Progress in the children's learning (in their books, on the walls, in conversation, in their learning behaviour)

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- There is a long term curriculum plan in place (following a two year cycle) that is broad and balanced
- Where there are agreed schemes of work in place, these are known to all and are detailed in subject specific curriculum policies
- A monitoring cycle is in place to support the progress of individuals and groups of learners: Pupil Progress Meetings, lesson observations, planning scrutiny, book scrutiny and learning walks

### **3. Effective Teaching and Learning**

**Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Creative teaching and creative learning
- Teaching that builds on skills and knowledge, making learning accessible and motivating for children
- Learning-activities that enthuse children so that they persevere when faced with difficult problems
- Children have a desire to exceed expectations and aim high
- A pace of learning that allows for progress and high quality outcomes
- Children's home-learning being valued
- Children collaborating on projects
- Children enjoying their learning

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- Learning and learning outcomes, both within school and at home, are celebrated regularly in public forums such as Celebration Assembly, newsletters, display boards and the school website
- Whole school themes provide points of shared discussion and motivate learners across the school

### **4. Assessment**

**Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Children using frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning – e.g. redrafting writing in collaboration with the teacher.
- Children who are motivated to learn through differentiated learning-activities that build on their prior attainment and issue challenge that is pitched at a level that is achievable when they work hard and try their very best
- Children who are aware of, and understand, the one area that they are working towards and need to improve on
- Children with specific learning needs receiving support at the time and level that is required to optimise their learning
- Children supporting one another where appropriate
- Independent learning, where children use assessment information to direct their own learning activity

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- There is an efficient system of Pupil Data Tracking in place; data is scrutinised rigorously in Pupil Progress Meetings involving members of the Senior Leadership Team; this data is used in the deployment of resources
- The Senior Leadership Team and Subject Leaders support staff, children and parents in their teaching and learning, providing advice and intervention where necessary

## **5. Environment**

**Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- An atmosphere of mutual respect between adults and children
- Children who feel secure to speak and act freely, enjoying freedom from bullying and harassment
- Children's high self-esteem, with all children feeling valued and secure
- Children taking risks in their learning and learning from their mistakes
- Children's learning outcomes displayed around the classroom and the school for others to appreciate and admire
- Organisation of classroom routines and resources to maximise learning

IMPLICATIONS FOR THE WHOLE SCHOOL:

- A clear Behaviour Policy is in place and all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently across the whole school
- High expectations of behaviour, including children's attendance and punctuality at school, are communicated to, and shared by, all children, parents and staff
- Safe guarding procedures are in place and are adhered to

## **6. Home School links**

**Children learn best when there are strong links between home and school and the importance of parental involvement in their children's learning is recognised, valued and developed.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Children's home-learning being valued, both that resulting from tasks and activities set by the teacher and that occurring independently of school

IMPLICATIONS FOR THE WHOLE SCHOOL:

- Ensure parents are informed about school events and relevant topics through regular newsletters, letters, text messaging, notice boards and the school website
- Parents are active members of the Halstead CP School learning community
- Ensure parents are informed of the non-negotiables for their child's academic year

## **7. Non-Negotiables**

All teaching staff are aware of the Teaching and Learning Non-Negotiables which are attached to this teaching and learning policy. Halstead CP School has the expectation that non-negotiables will be written for each year group and shared with parents.

# Halstead Community Primary School

## Our Teaching & Learning Non Negotiables



### KEY AREA 1: TEACHING AND LEARNING

#### ***Basic non-negotiable practice***

- An acceptance of, and interest in, the individuality of each pupil
- A belief in equal entitlement and opportunity for all
- An understanding of equality issues and their impact on pupil learning
- Knowledge of the pupils and their particular circumstances
- Consistent and appropriate expectations of behaviour and attainment
- A range of teaching styles and strategies
- Awareness in curriculum planning which takes account of pupils' experiences, abilities and developmental stages
- An awareness of adapting the lesson structure and activities to ensure learning takes place and all pupils make progress
- Use a wide range of questioning which focuses pupils on their learning
- Ensure that pupils understand that 'making mistakes' is an integral part of the learning process
- Pupils' work is marked regularly against shared Learning Objectives in accordance with the Feedback and Marking Policy
- All Pupils are challenged through the curriculum
- Use of individual bookmark targets
- High expectations of all the pupils in their class
- High expectations with regard to presentation of work
- Pupils take pride in their work and are motivated to complete work to an acceptable standard within time limits

#### ***Good practice***

- Lessons which are responsive to pupil interest/needs and which change pace, direction and pitch to meet those needs and hold their interest
- Pupils aware of the possibility of shaping the curriculum
- The teacher will take calculated risks to extend pupil learning
- A wide range of assessment and data analysis informs teaching
- Fun and humour used in teaching
- Enthusiasm of all pupils is valued and nurtured
- Encourage independence of pupils
- Encourage pupils to formulate and ask questions
- Encourage pupils to evaluate their own work

### KEY AREA 2: ORGANISATION AND GROUPING OF PUPILS

#### ***Basic non-negotiable practice***

- A safe and organised learning environment
- Well maintained and sufficient numbers of resources which pupils use to support learning
- Classroom routines and ground rules are made clear to all pupils and adults working in the classroom

- Follow the Behaviour Policy in addition to a range of behaviour management strategies
- Additional adults involved in teaching are well briefed
- Variety of groupings used: whole class, ability, friendship, individual
- Children are given clear instructions as to what is expected of them
- Adults are used to actively promote learning and to keep pupils on task
- Effective routines and organisation in groups allow teachers to focus on teaching
- Displays of children's work is relevant and changed regularly in accordance with the Display Policy
- Visual timetable displayed in class
- Guided Reading to be planned for daily
- Phonics/spelling to be timetabled after break every day
- Reading for pleasure or writing for pleasure to be timetabled every day after lunch
- Whole school PE every Thursday afternoon

### ***Good Practice***

- The organisation of the room supports learning and is easily changed to meet pupils' needs
- Pupils have opportunities to engage in collaborative work

## **KEY AREA 3: PLANNING**

### ***Basic non-negotiable practice***

- Pupils are at the centre of the curriculum planning
- Clear Learning Objectives
- Use of the words 'be able to', 'know' or 'understand'
- Activities which demonstrate a clear link to the learning objective
- Good use of differentiation
- Planning for challenge
- Build learning through a series of lessons
- Planning to include key questions
- Planning for the role and use of supporting adults
- Share planning with supporting adults
- Planning to show lesson structure and ensure timings are appropriate for parts of the lesson
- Links between current teaching and previous lessons
- A range of activities over both a day and a week
- Planning to include plenary and/or children's self or peer evaluation
- Clear links between long, medium and short term planning
- Planning to be regularly evaluated
- Planning to be accessible in the class folder
- Planning to be downloaded to the staff area of the server

### ***Good practice***

- Reference to preferred learning styles
- Evidence of imaginative links and activities
- The amount of teaching time to be given to particular groups is planned for and is communicated to pupils, including adult support