

Aims for our Policy

1. To promote consistent effective, quality first teaching and learning across the whole curriculum.
2. To provide a set of rules through which we can supply a challenging curriculum that is accessible to all and contributes to the development of effective, flexible and independent learners.
3. To develop the academic, social, emotional and moral understanding and skills that will equip each pupil for their current and future life and learning.

This policy gives an overview of our agreed understanding and approach to teaching and learning, the 'way we do it here' at Hawthorn Tree School. It is essential that all staff subscribe to this policy, hence it is classed as non-negotiable, the expected way of working. The points within the policy form a checklist of expectations.

How children learn. We believe children learn best when:

- ♥ They feel secure emotionally, socially and intellectually.
- ♥ Their individual needs are met.
- ♥ They feel valued.
- ♥ There is support and interest from home.
- ♥ They recognise their role within the wider community.
- ♥ Their achievements and progress are recognised.
- ♥ They are active participants in their learning.
- ♥ They are learning from and through direct experience.

- ♥ Their learning environment is stimulating.
- ♥ They have access to quality resources and equipment.
- ♥ They are aware of their targets and their steps needed to achieve them.
- ♥ They are encouraged to become independent learners.
- ♥ They are encouraged to work collaboratively.
- ♥ They are encouraged to solve problems, ask questions and apply their learning.

Contributing to our school ethos and climate for learning.

Children feel secure and happy in an environment in which they feel valued. The same applies to staff, parents and everyone else involved in the life of a school. The contribution of all stakeholders to the learning and teaching that goes on in school should never be underestimated.

Teaching staff

Staff at Hawthorn Tree School work as a team and are all involved in decision-making processes. They recognise the importance of being good role models for the children and are:

- Well prepared and organised – using assessment and thoroughly planned.
- Cheerful and enthusiastic welcoming their classes or groups punctually at the beginning of teaching sessions.
- Punctual - starts, transitions and endings are planned for and effective.
- Excellent communicators in person, using IT and paper based means.
- Proactive in approach.
- Outward looking and receptive to new ideas.

- Aware of the language they use when talking to children.
- Positive in their outlook, no matter how they are feeling.
- Supportive of each other.
- Approachable and professional with parents and visitors.
- Aware of anxieties and tensions, which may exist between home and school.
- Supportive of all school policies.

Support staff

Support staff have a vital role in the schools development. Support staff are highly valued and contribute in many areas. They deliver Intervention Programs and contribute to assessments and observations of children's learning. They also uphold and sustain the schools values and climate for learning. Our school develops the role of **Teaching Assistants** to ensure that;

1. Communication with teachers is excellent and focussed on pupil learning.
2. Feedback in all forms is strong.
3. TA subject knowledge equips them to fulfil their role.
4. TAs are focussed on pupils understanding and not task completion.
5. The use of questioning is effective with open questions to pupils predominating.
6. TAs promote and extend pupils independent learning.
7. TAs are skilled to work across the range of pupils.
8. Learning and behaviour expectations of pupils are consistent across the school with all adults.

Children

Children's views are sought on all aspects of school life. Their contributions are valued and some developments stem from their ideas. Formal opportunities for these contributions occur in the annual pupil survey, School Council meetings, class sessions and senior leader and subject leader monitoring. Older children play an important part in directing and running aspects of school life such as 'Prefects', 'Junior PCSO's, 'School Councillors' and 'Play leaders'.

Parents

Parents are also encouraged to offer their views on the school. In addition to the parent consultation evenings and open mornings during the school year, we have an 'Open Door Policy' where parents can make an appointment to meet a member of staff at a mutually convenient time.

Parents are involved in their children's learning in a number of ways.

- ✓ They are informed in termly class newsletters of the main areas of work that their child will be covering in class and are given suggestions as to how they can best support this.
- ✓ They are informed in three weekly whole school newsletters about future events.
- ✓ They are invited to attend family learning workshops led by the staff.
- ✓ They are encouraged to help out in school and to be involved in school outings when the opportunity arises.

- ✓ The annual parent survey gives them the opportunity to express their views on all aspects of the school. Views are then fed into the School Development Plan and developments stemming from their views are fed back to them.
- ✓ Parents evenings, curriculum events and open days all have feedback forms for parents to give their views.
- ✓ We have an active PFA, which helps organise events for the children through a range of fundraising events and supports the work of the school.

Governors

Governing bodies are responsible and accountable for all major decisions about the school and its future. Governors are kept informed and make decisions in response to school performance. They help set priorities and developments and meet regularly to discuss how best to challenge and support senior leaders. Governors support pupils, staff, parents and the wider community. Governors take part in school visits during the year to extend their knowledge of the curriculum and school standards to enable them to ensure school improvement.

Appendix

The following areas give more detail and expectation about how we organise the teaching and learning at our School.

Overview

Effective teaching and high standards of learning are the purpose of our school. It is the means through which we offer a broad and rich curriculum, meeting the requirements of the National Curriculum, the EYFS and Religious Education. We aim for each person to reach their full potential in academically, physically, socially and emotionally. Our teaching and learning educates for worldwide knowledge and awareness.

We are committed to:

- Supporting critical and reflective learners.
- Encouraging creativity.
- Welcoming diversity in approaches to learning.
- Promoting active learning.
- Encouraging working in an independent and collaborative manner.
- Rigorously implementing anti-bullying, equal opportunity and race equality Policies

Teaching

We believe that good and outstanding teaching results when teachers:

- Focus and structure their teaching so that pupils are clear about what is to be learned and how it fits with what they know already;
- Actively engage pupils in their learning and ensure children **apply** new learning so that they make their own meaning from it;
- Develop systematically pupils' learning skills so that their learning becomes increasingly independent;
- Use 'Assessment for Learning' to help pupils to reflect on what they already know, reinforce the learning being developed, set targets for the future and ensure **highly effective feedback**;
- Have high expectations of the effort that pupils should make and what they can achieve;
- Make the learning motivating by well-paced teaching using stimulating activities matched to a range of learning styles;
- Create a structured and engaging environment that promotes learning in a settled and positive atmosphere (refer to our 'Learning Environment Policy and checklist').

Focus and structure

At Hawthorn Tree Primary School we ensure planned **learning objectives** are clearly stated in child-friendly language and supported by **meaningful success criteria**. We also try to make sure that lessons are well paced, effectively moving the children's thinking on. Opportunities are given for children to make connections with previous learning. We aim to provide children with a wide range of materials and resources in order to extend their thinking and learning.

Active learning

Teachers provide opportunities for children to take an active part in their learning by:

- Giving children opportunities to make choices and express preferences.
- Providing starting points, which reflect the interests and experiences of the children.
- Consulting with the children on key issues of their learning and where to go next.
- Developing self-evaluation skills in the children.
- Setting individual pupil targets in Literacy and Mathematics.
- Using a range of computing resources.

Independent learning skills

To encourage children to develop independent learning skills, teachers:

- Develop excellent classroom organisation, providing appropriate and easily accessible resources.
- Ensure children have comfortable routines and timetables.
- Plan a progression of skills through both open ended and structured activities.
- Provide opportunities for children to communicate their findings in a variety of ways.
- Encourage children to evaluate their own and others' work and to respond to teacher feedback.
- Encourage children to recognise that teachers are not the only source of information.
- Ensure children are involved in setting and evaluating their own individual targets.

Assessment for learning

Assessment is an integral part of the teaching and learning process. Teachers should:

- Arrange time to observe, assess, reflect and review achievements with children on a regular basis.
- Ensure that children are involved in this process by developing the skills of self-assessment and target setting.
- Follow the school's assessment policy.
- Ensure that marking and teacher's comments relate directly to learning objectives and success criteria and adhere to the assessment policy.

High expectations

Our school has an ethos in which all children are expected to behave with respect and concern towards other people and their environment. We have high expectations in terms of behaviour and attainment.

Within their teaching and across the school, teachers should:

- Differentiate to ensure success whilst maintaining a level of challenge for all children.
- Ensure that all lessons provide pace and challenge.
- Follow plans, which reflect high expectations.
- Keep the SEND and Gifted & Talented registers updated.
- Ensure all groups (for example EAL, Disadvantaged, boys and girls, G&T, summer born) of pupils are tracked, monitored and making good and outstanding progress.

Motivation

We believe that self-motivation is the key to successful, independent learning. We provide opportunities for the children to make choices, which reflect their interests and experiences. The children are involved in the target setting and evaluation process. Success is celebrated through:

- Sharing of work.
- Display.
- Stickers.
- Team points.
- Celebration and behaviour certificates.
- Weekly celebration 'Good Work' assemblies.
- Direct contact with Parents.

Environment

Our school will aim to maintain a safe and stimulating environment to motivate children's learning by:

- Creating challenging and interactive displays.
- Developing well organised, appropriately arranged classrooms with accessible resources.
- Providing a non-threatening and secure environment where children are happy, enthusiastic, have clear goals and are willing to take risks in their thinking.
- Ensuring equal opportunities.
- Ensuring routines and rules, which create a calm working atmosphere are 'in action' and constantly reviewed for effectiveness.

Learning

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning children develop their skills through a variety of processes.

These include:

- Investigation.
- Experimentation.
- Listening
- Observation.
- Talking and discussion.
- Reflection.
- Asking questions.

- Practical exploration, role-play and drama.
- Retrieving information.
- Imagining.
- Repetition.
- Problem-solving.
- Making choices and decision-making.

Learning styles

Children learn in a variety of ways, and for this reason it is necessary to ensure that planning and teaching incorporates as many styles as possible. Pupils have regular opportunities to learn in their preferred style.

These styles may include:

- Visual learning.
- Auditory learning.
- Kinesthetic learning.

Learning situations

Children learn in a variety of situations, and for this reason it is necessary to ensure that planning incorporates as many as possible. These situations include:

- Individual learning.
- Collaborative learning in mixed ability or mixed-sex, small groups or pairs.
- Collaborative learning in ability or single sex small groups or pairs.
- One to one learning with an adult or more able pupil.
- Whole-class learning.
- Independent learning.

Parents and Carers

We acknowledge the importance of the learning, which takes place in the home environment. We always endeavour to ensure that parents/carers are involved in their children's learning through:

- Reporting to parents and carers.
- Preparing homework.
- Holding regular parents consultation evenings.
- Inviting parents to a variety of 'in school day' sessions during the year.
- Holding parents' curriculum meetings as appropriate.
- Providing learning opportunities for parents and family.
- Termly topic planning lessons with parents and children.

We believe that **parents have the responsibility** to support their children and the school in implementing school policies. 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, PE kit and book bags.
- 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.

When this policy is successful it will be characterised by:

Children who

- Enjoy coming to school
- Make relevant progress according to their ability
- Make good progress against their targets
- Achieve the highest standards for themselves and judged against nation expectations.
- Are confident, well-motivated, independent, yet collaborative learners

Teachers and Teaching Assistants who

- Enjoy their work
- Plan and deliver good and outstanding lessons.
- Ensure their teaching is authoritative, purposeful, positive, well-paced, varied and stimulating
- Are willing to share good practise and open to change.
- Use CPD to improve performance
- Follow our school policies and ensure they are 'in action'.

Lessons where

- Children are challenged, motivated and want to learn
- High standards of learning are achieved and sustained.
- There is breadth and richness in the curriculum

Classrooms that

- Are lively and welcoming
- Are stimulating
- Are well organised, managed tidy and well resourced
- Comply fully with our 'Learning Environment' Policy.