



## **TEACHING AND LEARNING POLICY**

**This policy has been adopted by  
the Governing Body  
December 2017**

*Imagination is more important than knowledge.  
For knowledge is limited while imagination embraces  
the whole world.'*

(Albert Einstein)

*'Educating the mind without educating the heart is no education at all.'*

(Aristotle)

## **Core Purpose**

Our highest expectations inspire children to embrace learning  
and life as an adventure

## **Principles**

We inspire responsible citizenship  
Reflecting and evaluating moves all our learning forward  
We seek solutions out of problems  
We share the responsibility to earn and show respect  
The rewards are on the journey, not just the destination  
We believe in ourselves

This Teaching and Learning Policy captures some of Pearl Hyde Community Primary School most strongly held beliefs about the way children learn and what those beliefs mean for the way we teach.

Through this policy we aim to:

- Secure high quality teaching and learning throughout the school
- Maintain and improve upon the quality of learning experiences offered to pupils which stem from tangible first hand learning
- Raise standards of attainment for all pupils across the schools
- Establish an agreed range of practice in our school in respect of teaching and learning

### **Entitlement**

We plan to meet the needs of all pupils with increasing effectiveness by offering approaches to teaching

and learning, and provide appropriate conditions for learning, which are consistent across the school. The approaches adopted will be those that best develop the learning of our pupils and enhance the attainment of all. Continuing professional development opportunities will be made available to all staff in order that they have the necessary skills, competencies and understandings that enable them to meet the above aims. This policy will be a key component in our induction of all new staff.

### **Rationale**

Pearl Hyde Community Primary School has a distinctive ethos: a 'whole child' approach and a commitment to developing confident, enquiring children who have high self-esteem and are inspired by the world they live in.

Our model for learning is to develop each child as a passionate enquirer using; skills of observation, scrutiny, questioning, comparison and contrast, ordering and evaluation. To develop individuals who are absorbed by their world and at the same time challenged by its complexity, to be inspired to push boundaries of understanding. We endeavour at every opportunity to make use of local and first-hand experiences as a catalyst for our children's imaginations.

Our vision is to develop a community of growing independent learners who are fundamentally motivated by life irrespective of the background or 'ability' of the child, we are committed to developing children's skills as 'connection-makers', to lead them towards becoming adults with the capacity and confidence to interpret their experiences and to make sense of them in a complex world.

Our approach to learning, for ourselves as teachers, as well as our children, needs to be sensitively grown and nurtured over time, through planned sequences of first-hand experiences and reflection. This is an opportunity to be bold, in a supportive community of teaching and learning. Together, we are committed to leading children towards becoming independent learners who are inspired by their lives and who can express their complex responses to it.

### **Curriculum Rationale**

Our curriculum map has been produced using research into how children learn. We have carefully considered where to position the experiences, skills and knowledge we believe our children need, in order to be successful on their learning journeys. We have taken the 2014 National Curriculum and linked our key skills to each curriculum area to ensure clear consistent progression.

The topics we have produced are definitely not carved in stone. We will evaluate annually the success of each theme, within the National Curriculum. This will maintain the integrity of our curriculum coverage, continuity of skills development and the rich and varied experiences we expect to provide for all pupils.

### **Basic Skills**

We value the acquisition of basic skills as we see these as the scaffolding for all learning. These skills are vital for enabling all children to access the whole curriculum and to enhance future economic and social wellbeing. It is the responsibility of all staff to teach and extend the basic skills in Mathematics and English.

Work will be carefully planned to ensure continuity and progression. We are aware that children start at different points and progress at different rates and consequently appropriate targets will be set for differing groups of children and individuals.

Children's progress is monitored and assessed continuously on a daily basis to inform next steps. Formal assessments take place termly linking with half termly reviews to track progress and attainment at every stage. Robust whole school tracking procedures are in place and action will be taken to support those whose progress is slow or those children falling behind expected levels.

We recognise the roles that all parties must play in order to support continuous improvement in basic skills. Dialogue with parents will be open and honest indicating achievement and provide guidance and information for parents/carers to enable them to be partners in their child's learning.

### **Quality First Teaching**

Lessons will provide a safe and exploratory environment for children to develop more autonomy over their learning and the questions which they pose. This will be evident in

the responses of pupils during the lesson, the level of discussions in which they are engaged, the successful completion of tasks and the standard of the work produced. It will be clear that expectations are high.

There will be a range of questions in lessons from teachers and pupils. The nature and depth of these should engage learners in applying their knowledge and skills and encourage thinking and the development of further skills.

Themes and lessons will be well paced according to the needs of the children. Pupil participation will be encouraged through high levels of interaction, pupil involvement and cooperative learning

### **The Learning Environment**

As stated in our 'Behaviour for Learning' policy, our school is committed to providing 'A supportive learning environment.' At Pearl Hyde Primary Community School we work together as a team sharing strengths, skills and creativity to create a high quality inspirational and educational environment that celebrates our pupils' academic successes, personal achievements and rich cultural diversity.

In order to achieve our educational aims we believe that learning environments should be carefully designed and thoughtfully organised, to encourage enquiry and a desire to learn.

We expect our school environment (both inside and out) to inspire our community of learners. Each space should be carefully planned to encourage debate, to make people stop and think, to provide a space for quiet reflection but also to showcase work and to raise aspiration.

### **Indoor Environment**

Good display can create an atmosphere where children feel welcome and secure, where they feel a sense of belonging to the environment and of the environment belonging to them. Good display creates a rich learning environment that stimulates and sustains interest through sensual experience.

The use of objects as an integral part of a display creates interest and engagement. Objects should be used within the classroom to reflect our approach to the curriculum and learning. We believe our classrooms must be safe, attractive and stimulating places to be. High quality resources and furniture is well maintained in line with our Health and Safety policy.

Resources for learning stored appropriately and clearly labelled and accessible to the children; they encourage choice, independence, self-sufficiency and responsible use by children. We endeavour to keep classrooms clean, tidy and free from unnecessary clutter. We view classroom displays as a learning resource, and as such they promote independent thinking and support learning, they may explain a process, pose challenging questions or reflect current work in progress.

### **Learning Walls**

The learning walls in classrooms / teaching areas exist to support and extend current and on-going learning. In each classroom they display key information relevant to the age and ability of the children being taught. The learning walls are a permanent interactive teaching display and are changed regularly to reflect the unit of work being taught.

### **Maths Learning Wall**

Backed in light blue paper with a dark blue border

- Targets
- Models and images to support teaching and learning
- Appropriate key vocabulary relating to current maths topic
- Relevant place value chart
- Appropriate number line (including blank ones)
- 100 square

- Relevant multiplication tables
- Examples of calculation methods and related resources  
(Calculation route ways are available on each teacher's notice board)
- Key facts
- A challenge of the day / problem of the week question

### **English Working wall**

Backed in lemon yellow paper with a choice of border

- Targets
- Punctuation triangles
- Examples of sentence structures / grammar
- Writing non-negotiables

Punctuation prompts,

RWI materials

Speed sounds chart up to Year 3/4 (Year 5/6 to use smaller versions where appropriate)

Pocket chart for green and red words

EYFS - frieze with letter formation and sounds

### **Other learning walls**

- THEME board backed in pale green paper
- STAYING ON GREEN backed in gold paper –
- SCIENCE backed in lilac paper

### **Corridor learning spaces**

Display boards surfaces available in corridors/learning spaces must be updated/refreshed on a regular basis and **as a minimum** refreshed every half term to ensure that the content remains 'live' and relevant. The content may be a directed theme depending on the whole school focus e.g. links to religious festivals and celebrations, or may reflect learning within a key stage. Each key stage corridor board is backed in an agreed colour, with a view to creating unity and an easily identifiable space.

- EYFS - Orange
- KS1 - Sky blue
- Y3/4 - Lilac
- Y5/6 - Buttercup yellow
- LIBRARY - Peppermint

Each key stage also has a designated homework board in the corridor. On here the children's work that they have researched and completed at home is displayed, showing that we value the contributions made outside of school by parents and children.

Welcome signs reflecting the cultural diversity of each key stage are visible in each key stage – this is a static display for the year which moves at the end of each year as the children change year groups and classes.

Children's efforts and achievements are celebrated and displayed throughout the school. We have a 'Reader, Writer, and Mathematician of the week' display board (opposite EYFS) divided into year groups and changed on a weekly basis. The 'Great Pearl Hyde Attendance Race' board is situated in the library area and sporting achievements and team points are displayed in the entrance corridor.

The hall space is used to display our school values, school council projects, 'Fantastic Learners' and 'Star Students' while the back wall is devoted to celebrating the cultural diversity of the whole school. We are committed to providing a rich and vibrant curriculum for our pupils, to which high quality cultural experiences are fundamental. We expect that each and every one of our pupils will have firsthand experiences every term as part of their thematic approach to the curriculum. We have a long tradition of excellence in our music,

drama and sporting provision and are committed to increasing opportunities for the visual arts.

### **The outdoor learning environment**

- Electronic information display for the community
- The playground and field (weather permitting) is zoned at lunchtimes to provide structured activities and promote responsible and safe behaviour
- Opportunities for learning outside the classroom; The pond, allotment, developing wild garden area, EYFS outdoor space, KS1 outdoor space.

### **Key principles agreed be our school community**

- Boards are backed in the agreed colour with borders
- Each display must include a written context to the work; they include key questions and challenges, as appropriate, to engage the viewer and encourage interaction and response. Labelled with the year group and children's work named either ICT produced or handwritten

HLTA's and TA's are pivotal to the upkeep of a stimulating learning environment through directed tasks and their own professional judgments linked with the curriculum and needs of the children

- It is the responsibility **of all staff** to maintain all areas of the learning environment

Learning walks, undertaken by the coordinator, take place at least half termly to monitor the environment; this may include a member of SLT, Governors and children's views to inform next steps. An evaluation grid is completed and feedback and action points provided for staff.

### **Feedback**

Good marking and feedback are an integral part of the teaching and learning process. We believe that constructive feedback will enable pupils to focus on success and improvement needs against learning intentions/objectives.

In order for feedback to be formative we believe the information must be used and acted on by the children. This process will enable them to become reflective learners and enable them to close the gap between current and desired performance.

Research evidence indicates that effective feedback is one of the highest impact approaches to raising educational standards in schools. We expect all staff to give the high quality oral feedback to pupils and mark work in the agreed way such that pupils are clear about what to do **now** to improve their learning.

### **Inclusion**

We are a fully inclusive school and will ensure that all children, whatever their background, level of need or ability will be accepted by the school community. We will have high aspirations for all pupils and we will provide equality of opportunity within the school and made clear in our inclusion policy.

### **Positive Behaviour**

We have high standards of behaviour and expect pupils to behave appropriately and adhere to the agreed rules in Our Green Code of Conduct. This is achieved through all staff dealing **consistently** with behaviour at all times.

We expect to see groups of children working industriously around our school as learning takes place everywhere and is not limited to classrooms. These children may not be directly supervised and it is the responsibility of us all to commend them but also to discipline if

high standards of behaviour are not being adhered to.

### **Extra Curricular Learning**

We will endeavour to provide a wide range of extra-curricular experiences that pupils can access as an extension to the opportunities provided within our curriculum. These will be facilitated by external providers, quality assured by the school, and by our own school staff. Each term we will evaluate what is on offer. We will always attempt to provide for those clubs and activities that our community request whilst bearing in mind the need to provide rich and varied opportunities for all children.

### **Provision in Early Years Foundation Stage**

*'Learning for young children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practise, rehearse, repeat, revise and consolidate their developing knowledge, skill, understanding and attitudes.'*

At Pearl Hyde Primary School we understand that young children develop rapidly during the early years – physically, emotionally, intellectually and socially. A well planned and resourced curriculum will take their learning forward and encourage the development of skills attitudes and understanding. It will provide opportunities for children to succeed in an atmosphere of trust and feeling valued. The principles and commitments of the Early Years Foundation Stage (2012) and the Early Learning Outcomes (2014) are the structure used for curriculum planning and to support the assessment process.

We aim to provide a learning environment, both indoors and outdoors, through adult-directed and self-initiated activity, which encourages each child to develop to their maximum potential, taking into account individual learning styles. The learning environment is planned and organised to encourage children to become independent, creative, self-motivated and in control of their own learning.

Children have the opportunity to engage in activities and experiences they have initiated themselves and those and planned and led by adults.

Play is the natural way by which young children explore the world, test out ideas and practice skills and activities. The most effective characteristics of learning are:

Play and Exploration

Active Learning

Creativity and Critical Thinking

Effective learning involves:

Children initiating activities that promote learning and enable them to learn from each other

Children learning through movement and all their senses

Children having time to explore ideas and interests

Children feeling secure

Children learning in different ways and at different rates

Children making links in their learning

Creative and imaginative play activities that promote the development and use of language

Effective teaching requires teachers to:

Foster close relationships with children to promote self-confidence and a positive attitude to learning.

Promote children's learning through planned experiences and activities that are challenging but achievable.

Model a range of positive behaviour.

Carry out direct teaching of skills and knowledge – on an individual and small/large group basis.

Help children to learn from mistakes.

Give children time to develop their own ideas.

Use the environment and parent's knowledge to enrich the learning experience.

Working in partnership with parents

Promoting learning through well planned challenging experiences

Use language that is rich and grammatically correct as the main way of teaching new vocabulary.

Adults who model positive behaviour and positive attitudes towards learning

The use of conversation and carefully framed questions to extend on children's thinking

Direct teaching of skills, knowledge and concepts

Facilitating children teaching and supporting each other and valuing children's ideas

Motivating children to persevere and try ways to make something work

Careful planning of the environment to provide a positive context for learning and teaching

Use of observations and assessments of children to identify and plan for progression

Evaluation of the curriculum

For more in-depth information please see the Early Years Teaching and Learning policy