



Hillstone School

Teaching and learning policy

Approved by: Senior Leadership Team

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Hillstone Primary School

 Inspire  Care  Educate 

 Head Teacher
Ms Sparrow

 Inspire  Care  Educate 

 Head Teacher
Ms Sparrow

1. Aims

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so.
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school.
- Promote high expectations and raising standards of achievement for all pupils in our school.
- Involve pupils, parents and the wider school community in pupils' learning and development.

2. Hillstone's principles

Pupils learn best at Hillstone when they:

- Feel secure, safe and valued.
- Are engaged and motivated.
- Have lessons that are 'planned backwards', starting where we want the pupils to reach.
- Have interleaving, thematic projects that are relevant to our community.
- Know why they are learning and how they will progress through the curriculum.
- Know what outcome is intended.
- Can link what they are doing to other experiences.
- Understand the task.
- Are involved practically in the lessons and are not passive learners.
- Have excellent learning behaviour.
- Are not disrupted or distracted by others.
- Can work with others or independently as required.
- Use Hillstone Learning Powers to persevere when learning is hard and know mistakes can help us learn.
- Go on trips and experience visitors, providing a cultural capital and enhancing understanding.
- Know that diversity and inclusion are essential elements that underpin not only the curriculum but our entire school ethos.
- Know that all children are included in all aspects of school life and feel valued, seen, represented, welcome and safe.

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all.
- Celebrate achievement and have high expectations for everyone.
- Hold staff and pupils to account for their teaching and learning.
- Plan and evaluate strategies to secure high-quality teaching and learning across the school.
- Provide support and guidance to all staff.
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge.
- Address underachievement and intervene promptly.
- Ensure pupils are ready for transitions and the end of each year and key stage.

Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards.
- Actively engage parents/carers in their child's learning with project overviews and inviting parents/carers to school for curriculum events, workshops, exhibitions and via the website.
- Update parents/carers on pupils' progress during termly parents' evenings and produce an annual written progress report.
- Meet the expectations set out by Hillstone School policies, including (but not limited to) the feedback policy and the Hillstone 'Essentials'.
- Ensure they have a thorough knowledge of the subject they are teaching.
- Plan and deliver lessons as directed in this document.
- Ensure learning behaviour is of a high standard, talk in lessons is about work and pupils know the expectations for learning time.
- Ensure classrooms are kept tidy, work is started immediately, pupils do not move around the classroom without permission and they know how to communicate with adults and each other.

Support staff

Support staff at our school will:

- Have access to relevant planning.
- Know pupils well and differentiate support to meet their individual learning needs.
- Support teaching and learning with flexibility and resourcefulness.
- Use agreed assessment for learning strategies.
- Use effective marking and feedback as required.
- Engage in providing inspiring lessons and learning opportunities.

Subject leaders

Subject Leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills.
- Sequence lessons in a way that allows pupils to make good progress from their starting points.
- Consider how maths, reading and oracy could support/be supported by their subject.
- Create progression maps that display the previous points.
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning.
- Monitor progress across their subject.
- Ensure ALL pupils are making progress across their subject.
- Ensure all pupils are experiencing and using the relevant vocabulary for the subject.
- Improve on weaknesses identified in their monitoring activities.
- Create and share clear intentions for their subject/phase.
- Encourage teachers to share ideas, resources and good practice.
- Ensure they have up to date knowledge in their subject.
- Create a comprehensive policy.
- Ensure any relevant national organisation membership is kept up to date.
- Consider how they involve parents in their subject.

Parents and carers

Parents and carers of pupils at our school will:

- Value learning and encourage their child as a learner
- Support good attendance and make sure their child is ready and able to learn every day.
- Participate in discussions about their child's progress and attainment.
- Encourage their child to take responsibility for their own learning.

4. Learning environment

- Learning spaces will be kept safe, clean and ready for pupils to use them.
- Teachers will create purposeful and engaging displays, reflecting current and recent learning.
- Displays will be updated regularly and maintain high standards.
- Any learning walls must be for current learning and used by the pupils. They will be able to talk about how they use them.
- Maintain a tidy and well-organised classroom. Ensure pupils have the same ethos.

5. Hillstone's 'Five Pillars'

Underpinning our curriculum are pillars. These aspects run not only through the projects that our pupils undertake, but can be found in all aspects of Hillstone life. They help equip our pupils with the knowledge and cultural capital they need to succeed in life. These are explored in more detail in our Curriculum Statement.

They are:



6. Planning

- We use/personalise long-term planning/overviews to inform medium-term and weekly planning, ensuring objectives are at the centre of all planning. Adapt, as needed, considering any relevant information.
- Pupils are aware of what they are learning, why they are learning it and where it fits into the sequence of learning.
- Teachers plan good quality sequences of lessons, ensuring year group partner or PPA teachers know the sequence and timings of the lesson, key assessment opportunities and key teaching points and questions. This should be available for all well in advance of the lesson.
- Prior to the lesson, support staff have had access to relevant planning and assessment and have been briefed and directed in preparation.
- Teachers are aware of and plan for groups. This could be as a result of previous work and assessment or class groups such as SEND or Pupil Premium status.
- Pupil Learning Sheets, which are a summary of some of the key learning objectives, are shared with parents/carers and pupils.
- In the early years, we follow the Curiosity approach; a modern-day early childhood education method, driven by active learning and critical thinking, planning enables and supports this approach.

7. Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND).
- Pupils with English as an additional language (EAL).
- Disadvantaged pupils.
- Pupils that are the most able.

Working with our SEN coordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress.

- Thorough planning goes into individual learning plans for pupils identified as requiring them.
- We consider all abilities and differing methods of differentiation (should not always be by additional support) and link to provision maps/learning plans.
- We adapt lessons as needed – activities for greater depth or those needing more support must be ready when required. Expectations should match year group's learning goals.
- Pupils will not miss out on foundation subjects due to interventions.
- We consider these pupils from these groups first when checking understanding.

8. Marking and feedback

Learning journals and maths books are marked daily, in accordance with the feedback policy.

Our policy states that feedback exists to help and inform children by:

- letting them know whether they have been successful.
- helping them to improve.
- helping instill a growth mind-set.

Whenever feedback is given to children, it should be:

- kind - If it isn't, the child may 'close down'.
- specific - It should identify what they have/haven't done well.
- helpful - It should help them to progress and be expressed in a way they can understand. Children should have time to act on the feedback, if needed.

9. Assessment

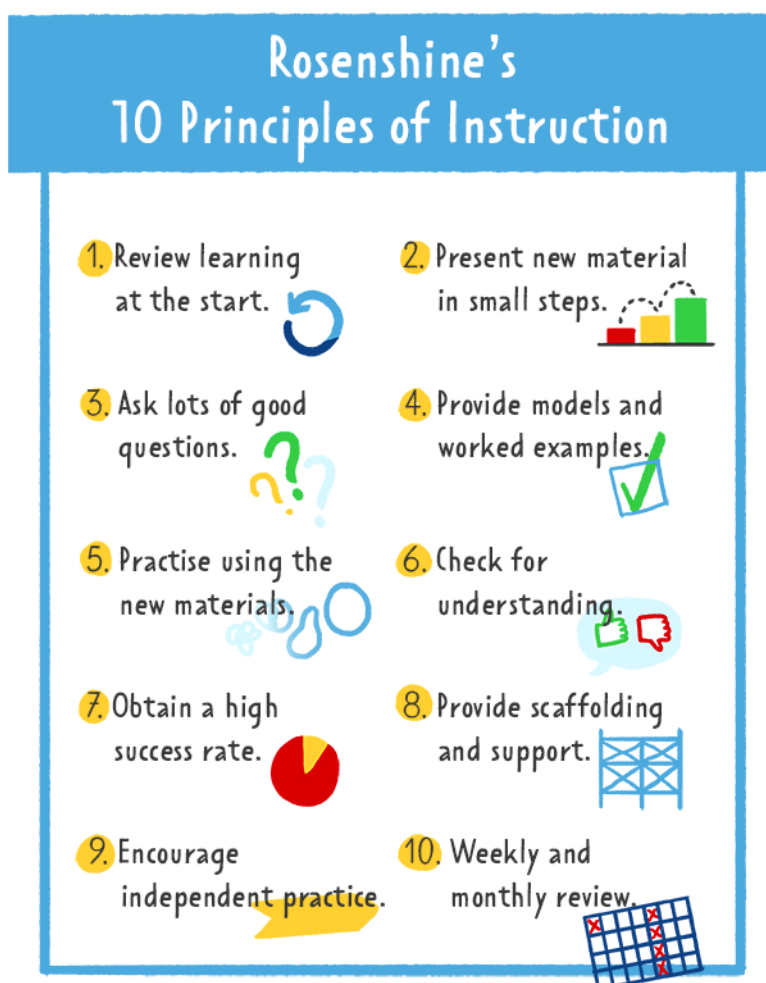
- Assessment is a continuous process at Hillstone, not something that just happens when books are 'marked' or children take tests.
 - Formative assessment informs our staff of where the pupils are in relation to their learning journey.
 - Teaching staff will gather information from pupils before, during and after the lesson. This will inform personalised learning and this information will be shared with support staff.
 - During lessons, staff will talk to the pupils and discuss and look at their work.
 - Teacher 'Feedback Books' are used before, during and after the lesson and help inform planning.
 - Continuous assessment helps the teaching staff find gaps in pupils' learning, plan future learning and ensure the children 'keep up' and don't have to 'catch up'.
 - We incorporate short spells retrieval practice in lessons to aid the pupils make explicit links to previous learning.
 - Children self-assess in lessons against the relevant Balance objective(s), at the end of each lesson, and on the pupil learning sheets at the end of a project.
- Summative assessments (tests) are taken in reading, maths (key stage 1 and 2) and grammar (key stage 2 only) three times a year. Phonics and multiplication tables are also assessed regularly. EYFS monitor and assess constantly. These results, along with talking to the pupils, work in books and data from Balance (our online assessment monitoring system) then informs our 'professional judgements'
 - Professional judgements are 'point in time' assessments that give a judgement how individual pupils are progressing through the curriculum. They will be judged as either working well below, working below, working at expected or working at a greater depth. These judgements are shared with senior management, parents and governors.
 - At the end of the school year, teacher transition meetings ensure the relevant information is available for the new teacher

10. Pedagogy

Quality first teaching is essential to ensure good learning. All pupils will know more and remember more and to ensure this staff will have a good understanding of cognitive science – realising cognitive overload will be a barrier to learning.

- Before a project starts, teachers will ascertain what they pupils already know and pupils will be made aware of how it links to previous learning
- Lessons start with revisiting previous learning
- Pupils know what they are learning and why they are learning it
- There is an appropriate level of challenge and a balance of knowledge and skills

We follow the features set out in Rosenshine’s Principles of Instruction as summarised here:



Reading is taught in specific reading lessons (see reading policy) but also throughout the curriculum. The curriculum is underpinned by reading; phonics, spelling, fluency, retrieval, inference will be apparent throughout lessons; as will opportunities to develop oracy and vocabulary.

11. Pupils

- Expectations of work in books is high; presentation is of a high standard and pupils' take pride in their work.
- Resources are carefully thought out and worksheets only used if of a high quality and for a specific purpose.
- Quantity and quality of work is at an appropriate level.
- Spelling, grammar and punctuation is at an appropriate level for the pupil in question.
- Pupils will be sent for a 'pen license' in years 3 and 4 when their handwriting is of a very high standard.
- Oracy will be developed throughout our curriculum. Pupils will be expected to answer questions in full sentences, vocabulary will be taught and they will be taught how to debate, persuade, present, question and perform.

12. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

Subject leaders and senior management will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks.
- Reviewing marking and feedback.
- Using books and pupil learning sheets whilst talking to pupils to find out if they know more and remember more.
- Hillstone staff and external experts deliver professional development in areas identified.

13. Review

This policy will be reviewed annually by the head teacher. At every review, the policy will be shared with the full governing body.

14. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum Statement
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Reading Policy
- Marking and feedback policy
- Home-school agreement
- Hillstone 'Essentials' for staff
- Hillstone's Features of a good lesson document