



POOL HAYES PRIMARY SCHOOL



Reviewed by curriculum committee: Autumn term 2017

Review: Every 2 years

Date of Next Review: Autumn term 2019

Teaching and Learning Policy

At Pool Hayes Primary School we Aim to:

- Teach the whole child and encourage pupils to develop self-esteem, self-confidence and independence, in order to achieve their full potential.
- Provide a broad and balanced curriculum incorporating a variety of learning styles that will challenge, inspire and enable our children to develop a lifelong love of learning.
- Provide a happy, inclusive environment, which supports learning and social development and in which all children are valued equally.
- Foster an understanding of and respect for cultural, social and religious diversity both within British society and the wider world.
- Recognise the vital importance of education in partnership with parents, governors and the community.

Our Vision

Staff, children and parents working together to inspire, challenge and learn.

1 Introduction

At Pool Hayes Primary School we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

2 Aims

- We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that challenges all children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem, and help them to build positive relationships with other people;
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;

- show respect, empathy and tolerance for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community, and help them feel valued as part of it;
- help children grow into reliable, independent and positive British citizens.

3 Structured Choice

- At Pool Hayes Primary School all staff trust in every child's learning capacity, and focus their energy on planning high quality learning experiences. The senior leadership team encourage all staff to feel confident and positive to inspire children and to engage them actively in discovering "what works" for each practitioner and child instead of trying to perform to a standard model of classroom practice.
- We offer choices of tasks within lessons and children make decisions about how much challenge they can attempt. Feedback about learning rather than grades is central to our approach. This sense of control builds intrinsic motivation to approach new learning in a very powerful way.

4 Effective teaching

- When we are teaching we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the New National Curriculum 2014 through the Clive Davies Challenge curriculum to guide our teaching. This sets out the aims, objectives and values of the school, and details what is to be taught to each year group. See appendix A – Teaching non-negotiables.
- Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's SEN support plan or EHCP. Teachers modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.
- We set year group expectations for the children using medal targets and we share these targets with children and their parents. We review the progress of each child termly. We set revised targets as necessary, monitor effectiveness and review as outlined in our Assessment Policy.
- Each of our teachers makes a special effort to establish good working relationships with all the children in the class. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All our teachers follow the School Behaviour Policy. We set and agree with children the class code of conduct, and we expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we

help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times using the rewards and sanctions outlined in our Behaviour Policy.

- We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place.
- Our classrooms are attractive learning environments. We change displays at least once a term, so that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and both fiction and non-fiction books, as well as Numeracy and Literacy working walls which are updated regularly. We also use displays as learning prompts for the children. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children. See appendix B - Classroom Non-negotiables.
- All our teachers reflect on their strengths and weaknesses, and plan their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.
- Teaching is monitored rigorously through observations, book trawls and pupil interviews. All staff have a teaching and learning target in their performance appraisals.
- We conduct all our teaching in an atmosphere of trust and respect for all.

5 Planning

Pool Hayes Primary School's planning is based on the following requirements:

- The new Primary National Curriculum 2014;
- Clive Davies Challenge curriculum (2014 National Curriculum);
- the new Primary curriculum Programme of Study for Science;
- the Early Years Foundation Stage Framework;
- the SACRE Walsall Agreed Syllabus for Religious Education;
- the Sports Plus/Clive Davies Scheme of Work for Physical Education;
- the Clive Davies Challenge curriculum for ICT;
- the Primary National Curriculum 2014 for French;
- the Primary National Curriculum for Art;
- and **most** importantly; the needs of the children we are teaching.

Long Term Planning

- Our whole school curriculum is devised through termly learning maps in each year-group.
- It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits, enrichment and parent Inspire workshops.

Medium Term Planning

- For English in KS1 we refer to planning by 'Read Write Inc' although we alter sections in order to meet the needs of our own children.
- For English in KS2 we refer to planning by 'Wordsmith' although we alter sections in order to meet the needs of our own children.
- For mathematics we use the Abacus Scheme which has been developed in line with the expectations set of the 2014 Primary Curriculum.
- For the foundation subjects our medium term planning is creative, however we refer to the Clive Davis Challenge curriculum to ensure that it is inspiring, challenging, broad and balanced.
- In the Foundation Stage, our medium term plans are based on guidance within the Foundation Stage Profile.

Short Term Planning

- Weekly plans identify the learning goal, steps to success, learning challenges, assessment opportunities, TA direction, SMSC/British values, focus children and weekly learning review.
- Planning is monitored every week by the HT/DHT with a focus on school improvement priorities. (This is to monitor curriculum coverage and children's progress and does not contribute to the Performance Appraisal of teachers).

6 Inclusion (please refer also to the School's Inclusion Policy)

- Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Successful inclusive provision at Pool Hayes Primary is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children. It is in this way that we will turn the rhetoric into reality.
- In accordance with the school's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their statement of SEND indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age.
- Children who receive additional or extra support, including those with statements of SEND, have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.
- Inclusive practice across the curriculum should enable all children to achieve their best possible standard, whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

7 Effective learning

At Pool Hayes Primary School we believe that children learn best when;

- They are encouraged to form positive relationships with their teacher, peers and other members of the school community;
- They have clear direction and are praised for all the good things that they do;
- They are actively involved in their learning at an appropriate level to match their learning needs;
- They are encouraged to become increasingly autonomous learners;
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
- They are working in an environment which is safe, caring, supportive and stimulating;

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- Their learning is well structured and delivered;
- Their learning is effectively structured with a choice of challenges;
- Their learning addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision;
- Their learning encompasses the values and skills of the school in aiding the development as future effective citizens;
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.

Learning Mascots

- The 4 houses have learning mascots to reinforce learning qualities – resilience, perseverance, listening and sharing.

8 The Role of Teaching Assistants

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- To support the teaching; either through direct delivery or by enabling access for identified children;
- Supporting a small group within the classroom;
- Delivering intervention groups;
- Carrying out assessments;
- Preparing resources;
- Supporting children with EHC plans /behaviour reports or statements of special educational needs;
- Directed TA briefing time on Monday is allocated for all TAs to ensure they understand their roles and responsibilities for the week.

9 The role of governors

To support the aims of the School through:

- Promoting positive relationships between the Governing Body and all other members of the School community including; children, their parents/carers and staff;
- To appoint a designated link governor who will:
- Meet with the Head Teacher and Deputy Head Teacher regularly to find out about; the school's systems for planning work, supporting staff and monitoring progress; the allocation, use and appropriateness of resources; how the standards of achievement are changing over time.
- Visit School and talk to children about their learning experiences.
- Promote and support the positive involvement of parents within the school.
- Attend training and other related events.
- Committees report to the governing body with recommendations, if appropriate, annually.
- Work with Senior Leaders to review the School's Learning and Teaching Policy annually.

10 The role of parents/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 to explain our school strategies for literacy, numeracy and health education;

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- by sending information to parents, at the start of each term, which outlines the topics that the children will be studying during that term at school;
- by sending parents annual reports in which we explain the progress made by each child, and indicate how the child can improve further;
- offering parent workshops to explain how they can support their children's learning.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents:

- To promote positive relationships between all members of the School community including: children and children, children and staff, children and their parents/carers and staff and parents/carers.
- To be understanding and supportive of our aims in learning and teaching and sign the School's Home-School Agreement (refer to home-school agreement).
- To attend and contribute to Teacher Consultation Meetings, curriculum Inspire workshops and other relevant learning/curriculum workshops;
- To support their children with their homework activities (please refer to Homework Policy);
- To praise their children for the good things that they do in school;
- To communicate and work with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding

11 Monitoring and review

The Senior Leadership team will monitor the effectiveness of this policy throughout the academic year. The Head teacher and assigned Link Governor will report to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.

The Subject Monitoring Process

At Pool Hayes Primary we endeavour to work together to *'inspire, challenge and learn'*. The subject monitoring process is an important part of performance management, evidence towards the completion of Teacher Standards and a key part of developing an ethos that embraces sustained, quality staff professional development.

Rationale - what are the aims of subject monitoring?

- To raise the profile of teaching and learning in the school and recognise and identify the good practice of our colleagues.
- To ensure school policies are adhered to, relevant and up to date.
- To provide opportunities for teachers to engage in high quality, professional discussion about teaching and learning.
- To offer a learning opportunity for the observer as well as the observee, providing a mutually beneficial experience.
- To maintain and enhance the quality of teaching and learning and therefore improve the learning experiences for pupils.
- To enable teachers to identify the professional development needs of both themselves and their colleagues.
- To further develop the sense of collaboration and enhanced trust by allowing colleagues to observe and comment upon each other's teaching.

Overall this process enables practitioners to become experts within their subject and effectively share best practice across the school.

Structure and scheduling

There are three tiers to the subject monitoring process;

Low level monitoring (half day management time entitlement) – this is usually completed after a high or medium level monitoring has been completed to ensure the curriculum policy is updated and a resource update/order is completed. Required tasks;

1. Review and update of current policy for governor review (submitted to SMT).
2. Resource audit – submitted to SMT for review.

Medium level monitoring (whole day management time entitlement) – this is completed annually and can be triggered due to a change in curriculum or following a key identified area of development. Required tasks;

1. Standards check – review of progress within the relevant subject area using the PHP foundation tracker to identify key areas for development and trends across the school.
2. Book trawls – a recorded review of evidence, including marking and feedback, across the school focusing on a range of abilities in the relevant subject (using the book scrutiny template on Perspective).
3. Pupil voice – a recorded review of pupil perceptions of lessons and learning in the relevant subject (using iPads to record responses and a short written overview of responses included in the report).
4. Brief report – a short summative report of your findings with recommended actions for key improvements (using the template found on the staff drive in a folder called ‘monitoring template’). The final report will then be submitted to SMT for review.

High level monitoring (three day management time entitlement) – is carried out when a detailed overview and evaluation of a subject area is necessary. Required tasks;

1. Standards check – review of progress within the relevant subject area using the PHP foundation tracker to identify key areas for development and trends across the school in preparation for book trawls and observations.
2. Book trawls – a recorded review of evidence, including marking and feedback, across the school focussing on a range of abilities in the relevant subject (using the book scrutiny template on Perspective).
3. Supportive observations – Using the evidence collected from a standards check and book trawls a supportive observation should enable the subject leader to pinpoint areas for development and begin a developmental, rather than judgemental, process of shared improvement through evaluation and professional discussion (note. judgements are not to be recorded as all supportive observations are informal and not a part of CTs performance management).
4. Analysis of coverage – this element consists of a cross reference of MTPs/weekly plans for the relevant subject across the school to the national curriculum to ensure all statutory elements are being taught.
5. Summative report – this overall evaluation will include pupil progress and attainment data (PHP tracker), the quality and moderation of teaching and learning, the system and criteria used to come to judgements on the above and any significant changes or events that have had an effect on outcomes for the subject. Finally reports should conclude by outlining areas for development and improvement, and the next steps towards addressing these (a sample of a high level monitoring report can be found on the staff drive in a folder called ‘monitoring template’). This report will then be

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reviewed by SMT for submission to Governors in-line with a supportive link-governor visit during the monitoring process (governors can be an active part of any/all of the above tasks).

The Pool Hayes Primary monitoring schedule for subjects is reviewed annually and set on a two year running program. Subject leaders have a management time entitlement (see above) and must book the time within the designated term at the beginning of the academic year (September). For new or inexperienced subject leaders support is readily available from SMT. Visit/s to cluster school/s for subject monitoring support (observations, moderation, subject leader meetings etc.) are also possible as long as booking is completed with HT permission and well in advance.

Signed: T Hussain (Chair of Governors)

Date: Autumn 17

Review date: Autumn 19



Appendix A

Pool Hayes Primary

Teaching non-negotiables

In every lesson:

- **WALT and WILF displayed and referred to.**
- **Structured choice.**
- **Working walls for Literacy and Numeracy.** These should be current and updated regularly with a combination of support materials, children's work and WAGOLLS. They should be referred to and used to reflect on prior learning.
- **AFL-** opportunities to be given to allow children to reflect on their learning and the progress they have made to this point.
- **No opt out.** Children given time to think but must give a response when revisited.
- **Effective, well briefed TAs.**
- **All children engaged.**

Appendix B

Pool Hayes Primary classroom essentials 2017-2018	Year
Inclusion Folder (SEN file)	
Up-to-date red class info file	
Display/Resources in the classroom	
Literacy/RML	
Up to date working Wall suitable to literacy topic (or RML linked)	
VCOP Display	
Literacy targets on display	
Vocabulary specific to literacy focus or RML	
Book Corner with author displays	
Samples of work from range of abilities, photographs. (displays)	
VCOP/RML Speed sounds charts on table for children to use	
Numeracy: all of the following can be on an up to date working wall/maths display	
Number line	
Hundred square	
Multiplication square (Y2-Y6)	
RUCSAC (problem solving strategies)	
Maths Vocabulary	
'What we have learnt this week so far...' sheet	
Samples of work from a range of abilities, photographs (displays)	
Topic	
If history topic, timeline of events for the topic.	n/a
Enquiry based learning - mindmap of ideas for what the children want to learn about during the topic. (what questions have been raised?)	
Vocabulary associated with specific topic	
General	
Sanction/reward pyramids	
Visual Timetable	
Samples of work from across the class, photographs (up to date displays)	
Star behaviour Chart	
Self-assessment medal display/medal laminates for tables	
Marking Symbols Indicator	

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All resources/book boxes clearly labelled	
'Ready to read' posters	
Worry box	
School rules	
SMART rules (online safety)	
E-cadet class rules (displayed)	
Key Science vocabulary	

Key:



Not visible/present
action required



Visible/present but incomplete
or not current



Visible/present and up to date

Date of next learning walk: