

HERON WAY PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

Vision: Everyone can step into the unknown and excel.

Mission: We provide a well rounded education by inspiring and nurturing resilient individuals to be happy and confident with the choices they make in life.

Heron Way Primary School Teaching and Learning Policy

Date	Review Date	Coordinator	Nominated Governor
October 2019	October 2021	Head Teacher, SLT, All Staff and Governors	FGB

OVERARCHING AIMS:

Teaching and Learning Intent

- To build a curriculum that will be ambitious which enables ALL learners to develop the knowledge they need to succeed in life.
- The curriculum will provide all children with a comprehensive sequence of knowledge and skills. Planning will ensure that knowledge is developed within a consistent and logical structure.
- Our curriculum is built upon a belief that all children are provided with the same academic and vocational aspirations.

Teaching and Learning Implementation

- Teachers have an excellent understanding of pedagogy. How do children at Heron Way learn in the most effective way?
- Teachers recognise and develop strategies for effective learning, specifically for the needs of the children at this school.
- Teachers have an excellent grasp of the knowledge needed to deliver the curriculum.
- Teachers assess effectively - constantly checking understanding and informing the future acquisition of knowledge.
- Teaching ensures highly focused lesson design with sharp objectives
- Teaching establishes high demands of pupil involvement and engagement with their learning
- Teaching provides high levels of interaction for all pupils
- We ensure appropriate and high-quality teacher questioning, modelling and explaining
- There is an emphasis on learning through dialogue and enquiry, with regular opportunities for pupils to talk both individually and in groups
- Teaching develops an expectation that pupils will accept responsibility for their own learning and work independently
- Throughout the school there is regular use of encouragement and authentic praise to engage and motivate pupils.

Teaching and Learning Impact.

Children will develop a comprehensive set of skills and knowledge across the curriculum. The cumulative effect of the knowledge and skills they develop will ensure that all learners achieve well.

- Children will develop independence within their learning
- Children will develop the cultural capital they need to succeed in life

Learning at Heron Way:

At Heron Way we have high aspirations for our children. An ambitious curriculum, designed by effective teachers, can only be achieved if we fully understand our learners. Learners that are unique to this school and this community.

Our learners:

- Are actively engaged and encouraged to lead their own learning
- Demonstrate mutual respect and positivity
- Take pride in their work and how they present it
- Are able to say what they are learning about
- Are aware of how they can achieve a successful outcome
- Take a risk and have a growth mindset
- Reflect on their learning through many forms of evaluation
- Respond

All learners have the opportunity to take part in enrichment activities that build the cultural capital they need to succeed in life.

The Learning Environment at Heron Way:

The classrooms are designed to ensure that children can focus on learning. Resources are selected so that teachers can implement our ambitious curriculum and support the sequential acquisition of knowledge and skills.

Displays effectively support, inspire and celebrate learning.

All members of the school community are responsible for the equipment and expected to respect the high quality resources at their disposal.

Seating is flexible and based on the teacher's knowledge of the children.

All adults are clear on their role and expectations within the school

Teaching at Heron Way:

The Primary National Curriculum 2014 and Development Matters 2012 provide the framework for all teaching and learning to meet the needs, expectations and aspirations of the school.

We use inquiry-based learning in the teaching process so children will have a deeper understanding of what they are learning. We are born with the instinct to inquire – using inquiry based learning strategies to engage children to learn by asking questions, investigating, exploring, and reporting what they see. This process leads children to a deeper understanding of the content that they are learning, which helps them be able to apply the concepts they are learning in new situations. In order for our children to be able to be successful in the 21st century, they need to be able to answer complex questions and develop solutions for these problems.

All teachers have good knowledge of the subjects that they teach. Staff receive support and develop their expertise through regular high-quality coaching sessions. Regular CPD takes place across the year to develop key skills and knowledge and is linked to the School Improvement Plan.

Specialist teachers plan and deliver the curriculum for MFL, PE, Computing and Music. The impact is that quality first teaching ensures an ambitious progression in skills, knowledge and understanding.

Planning is informed by formative and summative assessment and sequential steps are incorporated to ensure the children use what has been taught and integrate new knowledge into their learning.

We have a mastery approach to mathematics. We deepen and extend learning through embedded problem solving and reasoning. Reducing cognitive load is a priority, therefore we ensure children intelligently practise mental mathematics skills in order to become fluent mathematicians.

In English we use quality texts to inspire the children to read and write. An outstanding phonics programme, that is interactive, underpins this. All children are encouraged to see themselves as readers and writers. We have a book rich environment and regularly have authors and book fairs to encourage a love of language.

Quality First Teaching:

At Heron Way we believe in quality first teaching using the following strategies:

- Teachers support and encourage a growth mindset
- Teachers plan lessons based on prior knowledge and ensure that children are using these to access and develop new skills and commit knowledge to long term memory
- Teachers use a range of strategies to help all children succeed
- Teachers provide time for children to reflect upon their learning and have time to improve their work
- Teachers use feedback and marking to ensure the children know the knowledge and skills they have acquired and what they need to do next
- Teachers ensure that time is set aside to work with those children who have a misconception
- Teachers use questioning to challenge and assess knowledge and understanding
- Teachers foster a love of learning and go with the children on their journey
- Teachers share books and encourage children to explore the world and their emotions through reading and language
- Teachers encourage all children to take a risk and step outside their comfort zone
- Teachers provide a breadth of experience that develop the whole child and enrich their understanding of the world

This list is by no means exhaustive and are just some of the ways we ensure all learners are supported, challenged, engaged and nurtured.

Maths Teaching and Mastery

Our mastery approach ensures all children enjoy mathematics and have a secure and deep understanding of fundamental concepts and procedures when they leave us to go to secondary school. We provide opportunities for children to see the mathematics that surrounds them every day and to enjoy developing vital skills when applying their knowledge within the real world.

The key principle behind our teaching is that all children can be mathematicians. We use the motto that encourages children to understand that "if they cannot do something, they just can't do it yet!" Children must be confident and proficient with numbers; making connections, with a secure knowledge of number facts. Children are encouraged to articulate their knowledge and have the mathematical language to express their ideas and reasoning.

In our classroom practice we aim to develop and use the following ideas:

1. Everyone can learn mathematics to the highest levels.
2. If you 'can't do it', you 'can't do it yet'.
3. Mistakes are valuable.
4. Questions are important.
5. Mathematics is about creativity and problem solving.
6. Mathematics is about making connections and communicating what we think.
7. Depth is much more important than speed.
8. Mathematics lessons are about learning, not performing.

The Teaching and Planning Cycle will:

- Use formative and summative assessment to determine what the children know and the next steps for knowledge and skill acquisition
- Ensure that the learning incorporates prior knowledge and skills and that connections to previous learning are made explicit to the children
- Ensure that the acquisition of knowledge and skills is cumulative
- Make learning objective and outcomes explicit for the children
- Ensure that any subject specific language is incorporated into the planning, so that it can be shared, explained, modelled and used with the children
- Recap on prior learning to allow time for children to focus and share what they can remember
- Have a range of resources to allow children to access and support their learning
- Have high expectations of both work and social behaviours
- Have high expectations for the learning - teaching to greater depth, but supporting those who are less confident through modelling, use of examples and resources
- Celebrate the how and why, rather than the result to encourage a growth mindset and help children understand that it is not about the answer, but how the journey strengthens our knowledge, skills and abilities
- Have a balance between the child's voice and the teacher's voice
- Provide opportunities for the children to talk about learning, experiment with concepts, ask questions and to record in many different formats
- Use questioning that challenges, develops and assesses understanding rather than assumes or seeks a limited response
- Build in time for reflection and self-assessment
- Ensure that feedback and marking is meaningful, specific and reflective

See Appendix A for further information on how we assess to plan and teach

See Appendix B for further information on our curriculum planning cycle

Teaching, Learning and Assessment.

Summative data is collected to ensure that leaders within the school (Senior, Middle and Subject) are aware of the progress that children are making towards age-related expectations.

Assessment weeks are incorporated into the curriculum so that timely conclusions can be drawn to inform the future acquisition of knowledge and skills. This ensures a responsive curriculum.

Formative assessment

The curriculum that teachers plan responds to the needs of all learners. At Heron Way formative assessment is an integral mechanism for highly effective teaching and learning. At our school formative assessment and teaching and learning:

- Is embedded in a view of teaching and learning of which it is an essential part
- Involves sharing learning outcomes and journeys with the children
- Aims to encourage the children to understand and recognise the standards they are aiming for
- Provides on the spot feedback to highlight the knowledge and skills that the children have acquired and the next steps in their knowledge pathways.
- Informs "same-day" interventions to ensure children prepare for the next stage of their learning.
- Promotes confidence that every child can progress, improve and succeed.
- Involves teachers and children reviewing and reflecting on knowledge and skills
- Clarifies the knowledge and skills for the child
- Engineers ambitious and effective discussions, questions and tasks that elicit evidence of learning
- Activates children as a teaching and learning resource for one another
- Promotes independence in learning and life

The Result

The impact of our teaching and learning will ensure that all learners at Heron Way display independence. We will ensure that all children are equipped with the necessary skills and knowledge to move on. They will continue their thirst for learning and be eager to leap into the next phase of their educational journey.

Children at our school will be:

Strategic: Independent, reflective, evaluative, precise, determined, self-directed and responsible.

Sociable: Interdependent, compassionate, empathetic, collaborative, active, self-aware and articulate.

Speculative: Inventive, curious, risk-taking, experimental, inquisitive, observant and questioning.