

# Harewood C of E Primary School



## Learning and Teaching Policy

*'Educating For Life In All Its Fullness'*  
(John 10:10)

Date Approved:    \_May 2021\_\_\_\_\_

Headteacher:       \_A. Ratcliffe\_\_\_\_\_

Chair of Governors: \_J. Jayne\_\_\_\_\_

Date for Review:   \_May 2024\_\_\_\_\_

# Learning and Teaching Policy

## Introduction

### School Values

#### *'Educating For life In All Its Fullness'*

(John 10:10)

As a school, we shape all that we do, to allow children to develop a strong sense of their Emotional, Spiritual and Cultural self through our Christian values:

- **Honesty**
- **Forgiveness**
- **Courage**
- **Hope**
- **Community**

We ensure that children are prepared for future life and have the Cultural Capital to be active citizens of the world they live in. Through all work in school, children are supported in developing an understanding of their place in the world. Our collective Christian values shape our thinking and aim to promote the positive Physical, Emotional, Mental and Spiritual development of our community.

#### Safeguarding

The Governing Body and staff of Harewood C of E Primary School take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

#### Equal Opportunities

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Our inclusive curriculum will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

#### Learning at Harewood

Learning is:

- taking risks and not being afraid to make mistakes
- working with others
- acquiring new skills, understanding and knowledge
- explaining you thinking & asking questions
- first hand experiences
- setting yourself goals and working towards them- challenging yourself
- making connections between new information and prior knowledge

We aim to always achieve the best learning, learning which:

- is deep & lasting
- is transferable
- is linked to the real world

- leads to excellent progress
- inspires and enables further learning

The factors which are important in enabling us to achieve this are:

- Our Values & Ethos
- Our Learning Culture & approach
- Our curriculum
- Our Learning Environment
- Our Delivery of Learning
- Personalised Learning
- Collaborative working
- Effective allocation of resources

### **Our Learning Culture**

We will actively work to ensure that:

- All learning has equal value & is celebrated
- all children feel safe and secure, and so able to focus on learning
- all children feel valued for themselves, understanding their strengths or weaknesses without fear of failure
- all aspects of the child, (academic, creative, emotional, social, physical and spiritual), are developed through the learning opportunities we provide
- we have high expectations of what every child can achieve and the determination to overcome all barriers to learning
- the learning opportunities we provide are creative, imaginative, inspiring, innovative and fun
- positive feedback and praise are abundant, encouraging all children to take charge of their learning
- parents are engaged as partners in their child's learning

### **Our Learning Environment**

A high quality learning environment is a key factor in enabling learning to take place. We will ensure that:

- the learning environment throughout the school is clean, tidy and safe
- there is an underlying atmosphere of happiness, calm, peace and focus. This will not, however, preclude the opportunity for bubbling enthusiasm, busy activity and the need for noise levels that are appropriate to the learning task in hand.
- behaviour is managed positively, promptly and effectively so that the focus is on learning
- resources are good quality and well maintained, sufficient and appropriate for the needs of the learners
- be well organised and labelled as required and easily accessible to learners, as appropriate, in order to enable children to become more independent
- classrooms are welcoming, attractive and organised in such a way as to enable, encourage and stimulate a wide range of learning
- appropriate ICT resources are used to enhance the learning environment
- displays in classrooms are well presented, stimulating and varied. This will include displays;
  - showing children's completed work
  - working walls
  - encouraging interactive learning
  - resources which scaffold specific aspects of learning
- displays around the school communicate shared learning and the values of the school
- the learning environment is accessible to all, as far as the limitations of our building allow. When physical or other disabilities make this impossible to achieve, within those limitations, we will look at all reasonable ways to reorganise the learning environment to enable that individual to access learning to the greatest possible degree
- the learning environment is a positive one- everyone is encouraged to take on the challenge

### **The Content of our Learning**

The Curriculum defines what the children learn.

- In the Foundation Stage the curriculum is based upon good Early Years principles, focused on; personal, social and emotional development; communication, language and literacy; problem solving, reasoning and numeracy; knowledge and understanding of the World; physical development and creative development

- Through the rest of the school our curriculum covers:

* English	* Mathematics	* Music	* Physical Education
* History	* Geography	* Religious Education	
* Art	* Science	* Design Technology	
* PSHE	* Computing	* Italian (Key Stage 2)	

- Some subjects are taught as discrete subjects and other as part of a Topic covering content from a variety of subjects. Similarly some subjects will be taught continuously throughout the year, whilst others are covered in blocks at different times in the year and following out 2 year cycle of Long Term Planning.

- Questioning is promoted to encourage an atmosphere of self-initiated learning and inquisitiveness.
- Overt teaching of vocabulary will be seen in lessons to aid the children's ability to understand and express their ideas and learning in an accurate way.
- Teachers maximise the opportunities for 'real' opportunities to enhance learning
- This work is planned following the school's Long Term Curriculum Plan
- The learning of skills, both subject specific and generic learning skills, is essential to the development of effective learners. For this reason we ensure that developing these skills is given as high a priority as delivering content.
- Formative and summative assessment are used to inform planning so that the specific work planned matches the current needs of the children.

It is essential that learning opportunities are effectively planned to enable them to be as effective as possible. We approach planning in the following way:

#### Long Term

- At the Foundation Stage there is long term planning in place for continuous provision and progression
- The long term curriculum planning shows where in a two year cycle each topic is covered through the rest of the school.
- Teachers prepare a broad outline at the start of each term, which shows what areas of subjects and topics will be covered during that term.
- Long Term Planning is available on the school website.

#### Medium Term

- Medium term planning is half termly, showing themes and activities across all learning strands.
- It is expected that teachers provide these plans prior to the start of term and are placed on the curriculum network to be available for scrutiny by subject leaders.

#### Short Term

- For each class the teacher produces a Weekly Plan. This plan includes the following information:
  - What subjects / topics are being taught in which sessions, referenced to medium term / short term planning as appropriate
  - The key learning objective(s) for each learning session.
  - The plan is available in the Class Planning File on the shared drive
- There is no requirement to produce formal, written, individual Lesson Plans for each session. However teachers do plan each individual session in all subjects, following the principles below.
- Short term planning includes the following information:
  - Learning objectives for each session
  - Targeted use of adults to support learning
  - Pre-teach opportunities planned
  - Content and development of session
  - Resources required
  - Differentiation of learning for different abilities
- When it is known that a teacher is due to be away, more detailed plans will be left for the supply teacher to assist them.
- Planning scrutiny by SLT & Subject leaders is undertaken periodically throughout the year to support in SDP working. Feedback given to teachers from this work to fine tune the effectiveness of planning as a tool for learning.

#### **The Delivery of our Learning**

We ensure that the delivery of learning is deeply engaging, dynamic and inspiring so that all learners will be encouraged to make the most of each learning opportunity. The following are key considerations:

- Teachers use creative and imaginative ways in which to address the learning objectives, thus engaging and motivating the children. A broad variety of learning process is used to this end including:
 

* investigation	* experimentation	* listening	* observation	* discussion
* questioning	* role play	* researching	* collaborating	* problem solving
* evaluating	* teaching	* using ICT	* hypothesising	* expressing creatively
* communicating verbally or in written form	* reasoning			(N.B. this list is not exhaustive)

- There is challenge for every pupil in every session
- All learning opportunities cater for different styles of learners (Auditory, Kinaesthetic and Visual), but also seek to develop the capacity of all learners to function effectively across learning styles
- Children experience a variety of learning groups including; whole class, small groups, pairs and individual work. Groupings are not always by matched ability but also by other criteria, such as different ability, friendship and random criteria.
- Through the range of learning opportunities, we develop both independent learning skills and the capacity to work and learn cooperatively.

- Focused adult attention, through small group or individual work, happens regularly for all children, at all levels of ability.
- Learning progresses in a session at an appropriate pace to foster enthusiasm and maximise learning, but also ensuring that there is time for reflection on what has been learned.
- Learning objectives for each session are clearly communicated with the children, and regularly referred to during the learning. Links with previous learning are highlighted
- Success criteria are identified for pieces of work, either for the children or with the children, so that from the start they are aware of how to succeed.
- Talk is a key engine of learning and so we create a wide range of opportunities to learn and develop ideas through talking.
- Children are actively involved in understanding, evaluating and reflecting upon their own learning
- The purpose of feedback is so that the learner understands how to take the next step. Therefore, the link between working on a task and receiving feedback is as close as possible for any given task. For different learning tasks this could mean:
  - immediate adult feedback whilst working
  - child led marking & review
  - peer review, using success criteria, during task or on completion
  - focused self evaluation, using success criteria, during task or on completion
  - written feedback after completion. In this case the feedback:
    - will be constructive
    - will highlight successes, using lesson objective
    - signpost ways of improvement against the learning objective
    - address the learning focus, and so consequently might not be comprehensive
    - have time set aside for the children to reflect upon the feedback and respond as required
- Learning at home is an important compliment to learning at school. It develops independent learning skills, as well as enhancing knowledge, skills and understanding. However we do acknowledge that our children are often involved in many out of school activities, developing their own interests and interpersonal skills. We do not wish to discourage this through over burdensome expectations, but aim to develop an appropriate balance.
- Home learning tasks include:
  - Knowledge based learning tasks, for example spellings, times tables etc
  - Reading – all children are expected to be reading at home with the support of parents / carers
  - Extended Projects – These last over a number of weeks, depending on the age of the children, and can be in any subject or topic related. The focus strongly on the independent learning skills they are developing as well as the specific content they are addressing
  - Reinforcement activities eg: Maths practice books

### **Personalised Learning**

Each individual learns in different ways and at different rates. The following are key considerations to ensure that the learning opportunities we provide maximise the learning of each individual:

- The delivery of learning caters for different learning styles.
- Formative assessment is used to identify the current knowledge, understanding and skills of each child. Following this differentiation in the content of work ensures that appropriate levels of challenge are present in each session for all children.
- Some children have specific barriers to their learning. These children are on the Special Educational Needs Record, and consequently have Individual Education Plans and specific targeted support to meet their specific needs. [See Special Educational Needs Policy]
- We recognise that intelligence is a complex thing and that individuals can show strength in some areas of intelligence but not others. Current educational understanding recognises eight areas of intelligence (Linguistic, Logical, Kinaesthetic, Musical, Visual / Spatial, Naturalistic, Interpersonal, Intrapersonal). We look to identify areas of strength for each child, and to nurture and develop these strengths.
- Targets are used to focus children on their individual development needs- children are engaged with setting and working towards their own targets
- Children are supported to become fearless about making mistakes & growth mindset forms the basis of all intervention

### **Our Learning Community**

Learning does not happen in a vacuum but in the context of a learning community. This learning community is essential for supplementing the work of the school, enabling us address the Extended Schools agenda and to achieve the five outcome for children highlighted in the Children's Act 2004, namely that children are able to:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Awareness

This Learning Community includes a wide range of partners:

- School

Learning is an activity that happens in a social context. For this reason we see the development of the whole child, including their social skills, emotional intelligence and spiritual awareness as fundamental to role in school.

- Parents / Carers

The learning and development of each child is the result of an effective partnership between the parents / carers and the school. Parents' role in this includes:

- Ensuring children arrive at school physically (breakfasted and well rested) and emotionally (confident and positive),
- Ensuring children attend well and are punctual (including informing the school promptly if a child cannot attend),
- Ensuring children have correct uniform and PE Kit,
- Attending, where possible, Parent / Teacher consultations,
- Communicating any issues from home that might affect the child's learning, happiness or behaviour,
- Communicating any concerns over a child's learning, happiness or behaviour in school so that issues can be promptly address and rectified,
- Supporting home learning activities provided by the school,
- Providing all the required information to school (including up to date contact details and medical needs).
- Many parents also play a crucial role in the life of the school through helping to organise and run Parent Teacher Association events.

- The Church

As a Church of England school we appreciate the support we receive from the local Christian community. This involves;

- Regular contributions to our collective worship,
- Events and activities throughout the year to extend and deepen children's knowledge, skills and understanding,
- Contributing to the development of the school, for example RE curriculum, behaviour policy etc
- Praying for the school, in all that it does.

- Governors

The Governors have an important role in overseeing Teaching and Learning in the school. Through reports and dialogue with the Headteacher and staff they monitor practice and ensure that the highest standards are maintained and improved upon.

- Our learning partnership-WVLP

- Regular school improvement provision
- CPD for staff and Head
- Opportunities for children to learn alongside their peers
- School to school support

- Our Local Community

The school fosters links with our local community to ensure that the best possible learning opportunities are available to our children. These include, for example, strong links with:

- The Harewood Estate, using their grounds and contributing to their events,
- Gateways School, making use of their facilities
- The Village, using the Village Hall and contributing to Village events

- The Wider Educational Community

The school has a wide range of links with the Educational Community. These include strong links with:

- NOCTUA Teaching School Alliance
- Local nursery and pre-school providers, for effective transition, professional dialogue etc
- Local Primary Schools, for professional dialogue, shared activities, competitive sport etc
- EPOS, ( our Family of Schools) and WVLP, professional dialogue, shared provision, addressing common issues etc
- EPOS extended services provision
- Leeds City Council and the services they provide (for example Special Educational Needs, Drug Education, Finance etc), for wide ranging support for the needs of children and the management of the school.
- Other Support Services, for example Social Services, NHS etc, for expert support and input as required.