

Teaching and Learning Policy



“To inspire confident learners who will thrive in a changing world”

Introduction

At Hollymount School we believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone; it should be fun.

Learners are active participants in their learning. Increasingly, and when appropriate, they are empowered to make independent choices in how they learn and how they demonstrate their learning.

Engaging learning experiences challenge all learners. Relevant contexts make learning meaningful for them. Mastery of key knowledge and skills is balanced with opportunities to explore their ideas, deepen their thinking/understanding and solve problems.

VALUES STATEMENT

Our curriculum will support Hollymount pupils to be:

- *Respectful*
- *Resilient*
- *Confident, independent learners*
- *Enthusiastic and curious*
- *Creative problem-solvers*
- *Sociable and collaborative*

CURRICULUM AIMS

Our curriculum is based on the principles of a *World Class Curriculum (The Curriculum Foundation)*. It encompasses the National Curriculum 2014 and the EYFS Framework and roots it in our own locality and context to meet the needs of learners at Hollymount. It aims to:

- *Make learning real, exciting and inspirational*
- *Develop the whole person*
- *Excite imaginations and fire curiosity*
- *Raise aspirations and widen horizons*
- *Equip our pupils with the skills to succeed as 21st century citizens*

Growth Mindset

Based on the work of Professor Carol Dweck, and the overwhelming evidence internationally, we aim to foster a ‘Growth’ as opposed to ‘Fixed Mindset’.

A person with a ‘Growth Mindset’ approach to learning and life recognises that intelligence, abilities and skills can be developed and improved. They are motivated by adventurous learning which may result in mistakes / failings, but they understand that these are useful to the learning process. They develop high levels of resilience, they embrace challenges, persevere despite obstacles and perceive effort and hard work as a path to mastery. They learn from feedback, rather than feel threatened by it and focus on the process of learning not just the product.

We develop this understanding with the children by using the language of ‘Growth Mindset’. We talk about the children being on a journey, rather than at a fixed ability level / group. Our Learning Power Awards celebrate the demonstration of our INSPIRED values in children’s learning and work.

INSPIRED

- **Independence / Interdependence**

To make wise choices in our learning, about when to work on our own, when to collaborate with our peers and when to seek advice from adults

- **Not giving up**

To be resilient, able to persevere with our learning. Through practice and hard work we achieve our goals.

- **Self-motivated**

To be motivated to learn and grow, extending our interests and passions.

- **Positive attitude**

To think and show a positive attitude towards learning and life.

- **Inspired by challenge**

To embrace challenges and understand that “struggle” is an important part of learning.

- **Risk taking**

To think outside the box, problem solve solutions if something doesn’t go as planned and learn from trial and error.

- **Enthusiastic**

To show confidence and curiosity in our learning journey

- **Developing**

To grow as learners, wanting to develop our path into the future

Effective Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. These include:

- investigation and problem solving;
- research and finding out;
- working collaboratively in paired and group work
- independent work;
- creative activities;
- whole class work;
- questioning;
- use of new technologies;
- reflecting on what has been learned
- fieldwork and visits to places of educational interest;
- being exposed to a range of multi-media stimuli eg. audio, video, film etc;
- debates, role plays and oral presentations;
- designing and making things;
- participation in physical activity;
- an emphasis on learning through play in the FSU, in line with the EYFS framework

Effective Teaching

When teaching we focus on motivating children and building on their skills, knowledge and understanding of the curriculum. We use curriculum plans based on the National Curriculum 2014 and EYFS Framework to guide our teaching. These set out the aims, objectives and details of what is to be taught to each year group.

We believe children learn effectively when the teacher provides:

- thorough preparation;
- shared learning objectives which are understood by the pupils;
- clear expectations of what pupils are expected to achieve by the end of the session;
- open-ended, thought provoking, challenging questions of the children;
- an atmosphere where children are prepared to take risks;
- Innovative and creative teaching reflecting, and being aware of, current best practice;
- support and challenge for all learners;
- appropriate pace to the lesson;
- a planned programme of educational visits to reinforce and stimulate learning;
- lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations;
- opportunities to review and reflect on the learning;
- lessons where children's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation, so that the lesson makes a difference;
- developmental feedback

Planning

In order to support effective learning in the school, teachers are expected to:

- Make planning accessible to all those who work in the school, through the network and through the school's MLE;
- Have short term (weekly) plans for maths and literacy and medium term plans for foundation subjects and/or integrated topic work which enhances cross-curricular understanding; (also refer appendix: "World Class Curriculum")
- Ensure that short term plans show:
 - learning objectives/success criteria
 - different and appropriate levels of challenge
 - how the teaching assistant will be deployed, as appropriate
 - any adaptations for pupils with additional needs.

Assessment for Learning

Assessment exists to help the teacher so that the child understands next steps and what to do to improve. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It

assists the children by providing them with an indication of what stage they have reached in the learning process and their next steps might be. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. Self review and peer review strategies are used, as well as planned plenary at the end of lessons to review the key learning objectives and to assess the level of understanding.

Assessment for learning:

- is part of effective planning
- focuses on how children learn
- promotes commitment to learning objectives and assessment criteria
- helps learners know how to improve
- encourages peer and self-assessment
- recognises progress from child's previous best.

Learning environments/display

The school believes that the purpose of display in learning environments is to support pupils' learning. This may be achieved in a variety of ways:

- Engaging pupils in learning e.g. interactive displays, information and work related to current topics and themes, questioning and challenging, mind maps, criteria for success ("What makes good?")
- Enabling learning to take place e.g. word lists, timelines, number lines, clocks, tables squares.
- Celebrating success e.g. displaying good work, house points and achievements, photos.
- Raising expectations e.g. agreed class rules, class/group targets.
- Clarifying routines e.g. timetables, visual activity cues, labeled resources.
- Encouraging independence e.g. strategies for self-help, class responsibilities, rotas, monitors.
- Inclusive e.g. multi-cultural content, named work by all pupils.

Role of Governors

Our governors support, monitor and review the school's policies on teaching and learning. In particular, they:

- Support the use of appropriate teaching strategies by allocating resources effectively through annual budget-setting;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensure that the school buildings and premises are effective in supporting successful teaching and learning;
- Ensure that staff development and Appraisal policies promote good quality teaching;
- Monitor the effectiveness of teaching and learning through the school self-review processes, including the Headteacher's reports to governors and the work of the Standards, Teaching and Learning Committee.

Role of Parents

Parents are partners with us in supporting and developing children's learning and we aim to develop a co-operative relationship. We work hard to inform and support parents in how they can help further their

children's learning and confidence at school. Parents' consultation meetings with teachers are held to discuss progress and strategies for further improvement in the autumn and spring terms. Subject focus weeks provide pupils with a range of enrichment activities in which parents can be involved.

The school sends information to parents at the start of each term about the curriculum each child will be following in Literacy, Numeracy and in the Foundation subjects. Information about homework expectations is also sent at this time so that parents know that homework may take a variety of forms over the course of the year.

For children starting their Nursery or Reception years, there is a meeting for new parents in the term previous to starting school. As children begin at Hollymount they follow an induction process which introduces parents and children to their new teacher and class and to the sort of experiences they will be having in Reception class. They also receive information about helping their child with early phonics and number skills.

Parents receive a detailed school report in July. This outlines the child's achievements during the year, how they are achieving relative to expected national standards and how they can improve and develop in the future. Parents may discuss any concerns they have with teachers.

Many parents offer some of their time to help in school. These offers are always welcome and parents undertake a variety of tasks, working with individuals and groups of all ages. For safeguarding purposes, all school helpers are required to undertake a DBS clearance.

Monitoring and Evaluation

Monitoring teaching and learning will include:

- Lesson observations of different types (performance management, subject reviews, peer observation etc)
- Feedback from pupils – annual survey
- Feedback from parents – on annual reports
- Analysis of attainment and progress
- Work scrutiny
- Learning walks
- Governor subject visits

Reviewed and approved by Standards, Teaching and Learning Committee: 30th January 2017

Next Review Date: Spring term 2019

A World-Class Curriculum

Core Principles	Quality Characteristics
<p>The creative curriculum is a carefully planned, thematic approach to teaching and learning designed to support children’s natural curiosity and stimulate their creativity.</p> <p>It offers children the opportunity to work in depth, giving them the time they need to reflect, consolidate and transfer their learning.</p>	<ul style="list-style-type: none"> ➤ Headteacher provides dynamic, imaginative leadership – encourages everyone to think about curriculum and engages in debate about it ➤ Evidence of whole school cross-curricular projects in planning referenced to the National Curriculum ➤ Foundation subjects, especially history, geography (and science), are a main subject focus in projects ➤ Links to subjects clear in both planning and in teaching ➤ Curricular Literacy planned within other subjects e.g. recounts in history ➤ Teaching and Learning policy supports uniformity of approach in classroom activity and underpins high expectations ➤ Values and aims are well defined and drive school development ➤ Children are involved in self-evaluating and make connections in their learning ➤ Children understand what they’re learning and why (aspects of AfL use throughout all teaching) ➤ Children experience ‘wow’ moments – fun & memorable ➤ Adults listen to and observe children ➤ Children are solving problems, talking, discussing ➤ High levels of engagement and involvement for sustained periods within a project ➤ Sustained periods in timetables for children to work – time organised around learning ➤ Subjects leaders have strong influence re-progression of subject skills and support staff CPD
<p>Direct experience is placed at the centre of the curriculum so that teachers draw out and develop children’s thinking and capacities in meaningful contexts.</p>	<ul style="list-style-type: none"> ➤ Wide range of first hand experiences offered both within the school and beyond ➤ Enquiry, problem solving, reasoning, creative thinking are strong features of classroom activity ➤ Children often work collaboratively (peer-peer learning is highly valued) ➤ Interests of children used to inform teaching ➤ A purposeful and ‘busy’ atmosphere (in and out) ➤ Children often say they like school and learning ➤ Children find remembering their prior learning experiences easy
<p>Knowledge, skills and understanding are expressed in a range of different media and ways, often making effective use of the creative arts.</p>	<ul style="list-style-type: none"> ➤ Children demonstrate their knowledge and understanding through a wide range of media e.g. art, drama, dance, music ➤ Learning processes are made ‘visible’ to children (i.e. not necessarily best ‘work’ displayed always) ➤ End of project ‘presentations’
<p>Children, adults and parents work with each other, drawing resources from the school, locality and wider community to create a challenging, distinctive and exciting curriculum</p>	<ul style="list-style-type: none"> ➤ Local area and community used widely as a learning resource ➤ All school staff’s talents used to develop creative curriculum Teachers view parents as child’s ‘first educators’ – consult and involve them in the curriculum re-design wherever possible ➤ Children asking questions
<p>All children have an entitlement to a well – resourced and rich learning environment that promotes their sense of responsibility and autonomy</p>	<ul style="list-style-type: none"> ➤ Well resourced and planned environment (in/out) ➤ Risk-taking and resilience observed in children ➤ Children’s contributions accepted – displays of work/process, documentation of learning, including what children say ➤ Children are autonomous and independent ➤ Some open-ended activities are evident