HEATHWOOD LOWER SCHOOL

Teaching and Learning Policy

Vision Statement

Our vision for every child, is to embed a love for learning, to be passionate about the world around them, to celebrate difference and be kind.

Our children will learn important life skills so they leave Heathwood equipped to be successful learners, ready for the next steeps in their lives.

Learning Together and Having Fun
Be Kind, Be Ready, Be Safe

Ethos

By adopting a whole school approach to Teaching and Learning we provide consistency across the school by:

- Having a positive 'can do' attitude, giving children the skills they require to be lifelong learners.
- Having high expectations for all children.
- Giving children opportunities to learn from each other, through a collaborative and enquiry led approach where good practice is shared.
- Developing independent learning skills for research and communication, thinking and problem solving and for self-direction and creativity
- Preparing children to be good citizens by developing their self-esteem, encouraging positive social skills and caring attitudes.
- Promoting cultural understanding through an enriched curriculum.
- Establishing clear routines.
- Working collaboratively with parents and carers to share knowledge and skills in order to support children's learning.
- Promoting and valuing the UN conventions of the rights of every child.

Framework for Great Teaching and Learning

Aspirational teaching enables all children to achieve. We promote a culture of 'no ceiling' limits to achievement, enabling children to be proactive and take responsibility for their own learning. This policy sets out the key elements to enable each child to make sustained progress. Whilst there is no single 'recipe' for great teaching and learning or the 'perfect' lesson, we have a broad structure, based on best practice and research linked to how children learn.

Planning (All planning is made available and accessible)

Through identifying a clear learning path, teachers ensure that learning is relevant, builds on prior learning and develops Mastery so that all children are challenged and supported in all learning environments.

Long term planning

At Heathwood we have an engaging, project based curriculum which shows progression and continuity across the school and through the age range, allowing for creativity, individuality and imagination. Long term project planning is inspirational with Memorable Experiences, and uses the Engage, Develop, Innovate and Express model of learning and, where appropriate, Trips and/or Visitors.

Short term planning: (Think: Why are we teaching this? Why are we teaching this now?)

- builds on and reflects on prior learning
- identifies opportunities for open ended activities
- caters for all learning styles
- identifies the Learning Objective
- identifies effective questioning
- identifies 'Reasonable Adjustment'
- identifies focus groups
- identifies opportunities for mini plenaries to consolidate learning through targeted questioning and further challenge
- identifies opportunities for assessment
- identifies the effective use of learning support staff

Teaching

Talking and interaction are central to learning. All lessons include planned and unplanned opportunities for a range of questioning styles, to discuss misconceptions and extend thinking.

Teachers:

- demonstrate high quality subject knowledge and approaches to learning
- explain and/or model clear expectations
- have high expectations for all children
- teach and develop new skills
- allow all children thinking/ processing/ response time
- allow for 'on the spot' intervention
- allow time to respond to feedback which is used as a platform to build on

Teaching:

- has good pace
- develops curiosity
- celebrates success
- promotes independence
- embraces a love of learning

We learn

10% of what we read
20% of what we hear
30% of what we see
50% of what we see and hear
70% of what we discuss with others
80% of what we experience
95% of what we teach to others

William Glaser

Learning
Motivation is the key to engaging life-long learners. Teachers use a mixture of strategies to motivate and encourage commitment to learning, encouraging children to be independent, resilient and determined learners from the start.

Strategies include:

- Taking into account children's concentration span and ensuring children are actively engaged (Less 'Teacher Talk', more 'Active Learning')
- Mixed ability groups
- Opportunities to think and share learning dialogues with a Talk Partner are a regular feature in all lessons
- Incorporating practical activities
- Supporting children's development of successful learning behaviours e.g. referring to displays, celebrating children when they demonstrate them
- Encouraging metacognition; learning to learn with a 'can do' attitude and positive mindset
- Use of visuals, artefacts, auditory input as an effective way to enhance learning
- Encouragement to take risks in learning and understand that this is part of the learning process
- Providing opportunities for children to lead their own learning
- Using self-help approaches when work is challenging
- Opportunities for explorative, interactive, practical, and outdoor learning
- Developing a sense of belonging and self-worth

Assessment (See Marking and Feedback Policy and Assessment Policy for more information)
Assessment is ongoing, spontaneous and 'live'. It informs planning.

Teachers check understanding by;

- Asking open and closed questions; combining targeted questions with questioning of all, through lolly sticks
- Circulating around the room to check on children's understanding, by listening to verbal dialogue, questioning and observing interaction and scrutinising written work
- Using children's self-assessment e.g. thumbs up, down,
- Ensuring that self-evaluation questions are related to the learning challenge and are modelled first by the teacher
- Teaching and supporting the children to evaluate and reflect on their learning

Research shows that marking and feedback has the greatest impact on progress for every child. Feedback can be immediate (oral or written) which will result in teachers reshaping learning, or may be given at a distance through marking.

Quality feedback, verbal and written:

- Effectively identifies when children need support
- Effectively identifies when children need further challenge
- Identifies the need for on the spot interventions as well as intervention programmes
- Supports planning
- Includes Peer marking and feedback

Presentation
We take pride in all our presentation. It is appropriate in KS1 for the Date and Learning Objective to be printed and stuck in books or for an adult to write it.
It is expected that in KS2 the Date and Learning Objective is copied neatly, with correct spellings and underlined with a ruler (supported as appropriate for children with additional needs.)

It is expected that all given key words and spellings are copied correctly and should be identified in Marking and Feedback when mistakes are made consistently (e.g. homophones in KS2).
Handwriting should start on the line and be joined or working towards joining in all classes and modelled by all staff.

Classroom environments promote independent learning

Non Negotiables

VALUES Stars with photos of children and stars added as children achieve	The Heathwood Way display with Learning Together and Having Fun + 6 posters	Planning available on Curriculum maestro	Examples of Children's work celebrated	All Displays annotated	Visual timetable	Handy People

Talk Partners	Topic display with Title and key vocabulary	Tidy, organised classroom	Class Charter-Be Kind, Be Ready, Be Safe all signed by the children and class staff	Lunchtime Manners Playtime manners	White Board	Help Yourself resources (Key words, Maths mat etc)

Maths Non Negotiables

-20 to 100 Numberline	100 square	Maths display: • Misconceptions • Representations • Vocabulary • Facts(stem sentences and generalisations)	Maths Thought provoking questions- I Iwonder…	Maths resources accessible and used regularly	Children's Maths work celebrated

English Non Negotiables

English display: • Grammar-sentence work • Spelling • Misconceptions • WOW words/Magpie ideas	Phonics/Sound families (as appropriate)	Word classes eg.adverbs, nouns etc	Cursive Alphabet freeze	Literacy resources accessible and used regularly eg dictionaries	Children's English work celebrated