



Hollinswood Primary School & Nursery

Teaching & Learning
Policy

May 2021



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At Hollinswood Primary School and Nursery, we want to be Welders, Footballers, Performers, Teachers, Scientists, Vets, Vloggers, Astronauts, Archaeologists, Pilots, Hairdressers, Engineers and Fashion Designers. We want to be confident in our own abilities and feel like we're a part of something bigger than us. We want to ask questions to expand our knowledge, becoming sociable learners and we want to use our experiences to take on greater adventures in life together, as a team. We need to remember that we can be perfect learners and we can achieve anything we put our minds to.

Written in conjunction with the School Council 2018/19

Curriculum Intent

At Hollinswood Primary School & Nursery our curriculum develops 4 key values in our children.

Being Respectful.

- Children are encouraged to respect the ideas, attitudes, values and feelings of others regardless of race and culture.
- Children are encouraged to treat others fairly and with kindness, respect and encouragement.
- Children are taught to respect, value and support each other as learners and their learning environment.
- Children are taught about the environment and how they impact on the environment and the world around them.

Being Resourceful.

- Children will become confident, resourceful, enquiring and independent learners.
- Children will have the mental agility to transfer the skills and knowledge they have learned to solve problems and embrace new opportunities.
- Children will be able to build on prior knowledge and skills.

Being Resilient

- Children will be encouraged to take pride in their work and the work of others.
- Children will be confident to take risks.
- Children will develop a 'have a go attitude.'

Being Responsible.

- Children will recognise their own mistakes and errors as a learning opportunity.
- Children will have high expectations for themselves – learning behaviour, progress in learning, presentation and personal conduct.
- Adults and children establish positive working relationships in the classroom and around school.

Curriculum Implementation

Our curriculum has been designed to create a balance between the National Curriculum statutory requirements and a range of experiences which give our children the opportunities to broaden their life experiences. Our curriculum provides our children with experiences and opportunities which best meet their learning and developmental needs. The acquisition of knowledge and the development of skills is carefully planned to create a purposeful and exciting learning journey for every child. We achieve this in the following way.

Effective Learning

At Hollinswood Primary School and Nursery we incorporate a range of strategies to engage children in learning and meet the needs of all learners. These include:

- Investigation and problem solving;
- Research;
- Whole-class work group work (in groups selected for different reasons);
- Paired work;
- Individual work;
- Independent work, which is child directed;
- Collaborative work;
- Select and use relevant resources to support learning;
- Asking and answering questions;
- Use of IT including visual images, film, interactive teaching resources etc;
- Fieldwork and visits to places of educational interest;
- Guest visitors and performances;
- Creative activities;
- Debates, discussions, oral presentations and other speaking and listening strategies;
- Drama techniques, such as hot seating.
- Designing and making things;
- Participation in athletic or physical activity;
- Setting challenges for themselves.

Children are taught to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning.

Effective Teaching & Learning

Assessment for learning will be evident in planning and lessons to ensure lessons are well paced and all pupils make progress in learning.

Learning Objectives

- Clear and focused based on learning rather than task;
- Discussed with and explained to the children;
- Based on prior attainment, knowledge and understanding.

Success Criteria

- Break down the learning taking place;
- Include the steps or 'ingredients' the children need to be successful in their learning;
- Can be generated with the children during the lesson;
- Are written up and referred to during the lesson and by the teacher/TA when assessing understanding.

Non-negotiables

Non-negotiables for Maths and Writing are shared with pupils in all year groups. Work is checked and feedback is given on the progress towards the non-negotiables.

Plenary

- Reviews progress towards learning objective and success criteria;
- Allows adults, and children, to address misconceptions, make improvements and add further challenge;
- Learning may be applied to different contexts;
- Time to reflect on the 'how' of learning in addition to 'what' has been learnt.
- Mini-plenaries may take place throughout the lesson, with an identified group of pupils rather than with the whole class.

Outcome

- What will be achieved by the children by the end of the lesson;
- The learning activity/evidence of learning;
- Sufficient time given to enable children to achieve meaningful learning;
- Differentiated according to the levels at which the children are working.

Differentiation

- Takes place throughout the lesson;

- Is matched to children's levels and next steps learning;
- When planning work for children with Special Educational Needs information and targets contained in the children's Provision Maps are addressed;
- May occur through adult support; range and level of resources; time; task; different outcomes.
- Pupils may be grouped in mixed ability groups to encourage peer support.
- Tailored for individual needs where appropriate.

Adult Input

- There is a clear balance between adult and pupil talk;
- Engages children in the learning;
- Is active and interactive;
- Has appropriate pace to ensure maximum learning takes place;
- Responds to, and is adapted to, ongoing assessment during the lesson;
- Clearly models successful learning/the learning activity;
- Generates success criteria;
- Is flexible according to the learning taking place eg.
 - Different inputs for different groups;
 - Different start times for different groups;
 - Input – activity – input – activity;
 - Guided groups etc.
- Makes observations of learning and uses them to assess and plan next steps.
- Encourages independent learning.

Questioning

- Questions will be asked to assess learning, challenge and deepen thinking and understanding;
- The range will include open/closed; higher and lower order;
- Will be differentiated;
- Opportunities will be planned for children to develop their own questions and questioning.

Feedback & Marking

- Regular feedback will be given to the children. This may be written or verbal feedback. Verbal feedback may occur during a lesson so that misconceptions are addressed immediately.
- Identifies success and areas for improvement/next steps learning;
- Refers to learning objectives, success criteria, children's individual targets and level related spelling, punctuation and grammar;
- Opportunities are planned for children to regularly respond to feedback and marking.

Self & Peer Assessment

- Children are trained to self and peer assess when appropriate;
- Guidelines are discussed, agreed and developed with the children;
- Is used regularly to enable children to address misconceptions and make improvements to their work.
- Pupils use a purple pen when self-assessing so it is distinguishable and this can then be checked by the class teacher.

Targets

- Children are involved in setting and reviewing their targets;
- Easily accessible and referred to regularly;
- Are related to children's levels of attainment and next steps learning;

Active Learning

- Children are given opportunities to be involved in the learning throughout the lesson;
- A range of strategies are used;
- There is an appropriate balance of adult/pupil talk.

Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

Learning Environment

- A stimulating environment sets the climate for learning;
- An exciting, well-organised classroom promotes independent use of resources and supports high quality learning;
- Teachers and children work together to establish an attractive welcoming and well organised environment engendering respect, care and value for all resources;
- Classrooms should be organised and tidy, and should be word and number rich;
- Displays might be used to:
 - Celebrate success - achievement, Star/Learner of the Day/Week;
 - Support class organisation – visual timetables, clearly labelled resources;
 - Promote Independence by providing prompts – questions, support for when children are stuck;
 - Support learning – working walls, presentation examples, interactive & challenging;
 - Displays are changed regularly and reflect the current topic/themes/ learning.

40 Things

Between Nursery and Year 6 we believe that there are (at least!) 40 things that our children should have the opportunity to experience before they move on to

secondary school. The inspiration for our list comes from the wonderful opportunities that the national curriculum offers and from our commitment to getting children excited about the world around them. We have 'borrowed' one or two things from The National Trust who have created '50 things to do before you're 11¾'. See <https://www.50things.org.uk/> This is a super list to tick off as a family. Our 40 things are not in order of importance or chronology!

We have drawn on experiences and ideas that we currently offer the pupils such as light a fire and cook on it and learn to swim, and along with some ideas from the National Trust's great list (for example make a mud pie, discover what's in a pond), we also came up with some new ones that we think are really important to offer pupils, like listen to a live orchestra and contribute to a school blog".

1. Light a fire and cook on it
2. Climb a tree
3. Go to the theatre
4. Listen to a live music.
5. Meet an author or storyteller
6. Have a sleepover
7. Go to the seaside and paddle
8. Play in a stream
9. Go to a farm
10. Create a mini movie
11. Bake a cake
12. Read a great book
13. Hold a mini-beast
14. Grow and eat own food
15. Learn to swim
16. Create wild art
17. Compete in a sports team
18. Go on a coach or train
19. Paint a masterpiece
20. Build a den
21. Hatch a chick or butterfly
22. Taste exotic fruit
23. Contribute to a school blog
24. Take part in an assembly/school production
25. Go to an art gallery
26. Contribute to whole school art project
27. Work with younger and older children
28. Visit a place of worship
29. Make something to sell
30. Learn from older members of our community
31. Run around in the rain

32. Fly a kite
33. Make a mud pie
34. Play in the snow
35. Make a daisy chain
36. Pick blackberries growing in the wild
37. Discover what's in a pond
38. Sing in a big group
39. Meet a Paralympic gold medallist
40. Write to a child in Kenya

Preparing Pupils for Life in Modern Britain

At Hollinswood Primary School & Nursery we offer a curriculum which is balanced and broadly based. It is a curriculum which

- Promotes the spiritual, moral, social and cultural (SMSC) development of pupils at the school as they become members of society;
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life;
- Promotes fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

At Hollinswood we define SPIRITUAL, MORAL, SOCIAL and CULTURAL (SMSC) development thus:

Spiritual –

Pupil's spiritual development is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values;
- Sense of enjoyment and fascination in learning about themselves, others and the world around them;
- Use of imagination and creativity in their learning;
- Willingness to reflect on their experiences.

Moral –

Pupil's moral development is shown by their:

- Ability to recognise the difference between right and wrong readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England;
- Understanding of the consequences of their behaviour and actions;

- Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

Social –

Pupil's social development is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds;
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively;
- Acceptance and engagement with fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural –

Pupil's cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain;
- Knowledge of British democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain;
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities;
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Currently we teach and guide pupils regarding their spiritual, moral, social and cultural (SMSC) development under the umbrella of 'Living in Modern Britain'. We teach this through:

1. Our school values;
2. National curriculum and Early Years Foundation Stage (EYFS) subjects;
3. Religious education schemes of work;
4. Assemblies;

5. PSHE;
6. Positive Behaviour and Anti-bullying Policies;
7. Current Affairs - picture news
8. ;

Forest School

Learning doesn't begin and end at the classroom door. As well as teaching the national curriculum subjects, we believe that it is important to offer our pupils further experiences that will contribute to their development.

As stated in the introduction to the new national curriculum 2014:

'The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.'

Learning outdoors at Forest School enables children to gain independence; the tasks they do encourage team work, social skills and the development of self-confidence and the greater adult to pupil ratio means that there are many more opportunities for children to talk to adults and to each other, improving the important communication and language skills.

Today's children spend less time outdoors than their parents and grandparents did. They are missing out on physical activity, learning about the natural world, and the opportunities to make decisions and take risks. Forest School can offer children these experiences in a safe environment; adults introduce activities and support, but also allow children to plan their own activities and then observe them from a distance.

All of the skills that children improve and gain at Forest School can and do impact upon their learning back in the classroom. Additionally, we hope that as a result of being outdoors, children will in turn encourage their own families to spend more time outside, enjoying and finding out more about the natural world.

Teaching Assistants

Teaching Assistants and other adult helpers are deployed throughout school to support learning as effectively as possible. They are involved in:

- Supporting learning and children's progress;
- Supporting assessments of children's understanding;

- Developing children's independence by guiding initially but then providing the child with an opportunity to 'have a go'. This needs to be clearly annotated so that the class teacher can make an accurate assessment.
- Leading interventions to close the gap in attainment and progress between any significant groups such as, PPG, EAL, SEN, Gender.

A bi-lingual teaching assistant from the Multicultural Development Team works in school to support EAL learners who are identified as needing additional support.

Volunteer helpers, mainly parents, are directed by teachers to assist in some classrooms with general tasks: listening to readers, assisting on outings and in providing other help, such as ICT expertise.

The Role of Curriculum Co-ordinators

- Monitor progress and attainment in subject areas and action plan to address areas of need;
- Support colleagues to develop practice and subject knowledge to maximise progress;
- Take the lead in policy development;
- Have responsibility for purchase and organisation of resources;
- Keep up to date with developments in their particular subject area and are responsible for sharing this with colleagues

Role of Parents

Parents have a fundamental role to play in helping children to learn. They are informed about what and how their children are learning by:

- Holding regular consultation evenings in which the progress made by each child, and his/her next steps learning, are explained and discussed;
- Sending an annual report to parents explaining the progress made by their child and indicating areas for improvement;
- Explaining to parents how they can support their children with homework;
- Holding parent workshops to explain the work covered and the strategies and methods taught to the children;
- Providing information to parents at the start of each term via the website in which we outline the learning areas and topics that the children will be covering that term;
- Keeping parents informed of a pupil's progress on a more regular basis if appropriate.

Role of Governors

Governors support, monitor and review the school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are best used to support successful teaching and learning;
- Monitor teaching strategies in the light of health and safety regulations;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensure that staff development and performance management policies promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.
- Involved in Governor Learning walks, which have a particular focus, based on the school priorities.

Impact of Curriculum

At Hollinswood Primary, children are assessed during every lesson which enables our teachers to plan the next steps for each child. Teachers assess against the learning objectives and the skills requirements for each year group then provide ongoing feedback which enables each pupil to make progress within the lesson and overtime. Children are expected to make good or better progress in all subjects and this individual progress is tracked and reported to parents and carers at parents evening and on the termly reports. Senior Leaders and Subject Leaders monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development. The impact of the curriculum is reviewed half termly or at the end of a unit of work through moderation meetings within teams. Teachers highlight children's strengths and gaps in learning then share this information with subject leaders who use this information to highlight areas for development within their subject.

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