

## Highcliffe St Mark Primary School Teaching and Learning Policy

Highcliffe St Mark Primary School is a school that centres on children; what they need, how they learn and how they develop as global citizens. Our children are happy and secure at school and the ethos of putting children first is reflected in every aspect of our day to day practice.

To achieve this, teachers and teaching assistants will:

- Ensure high quality teaching for all children
- Have high behaviour expectations of all pupils at all times
- Strive to ensure they have excellent subject knowledge and understanding
- Be proactive at managing their own CPD to make sure they have an understanding of and interest in how children learn
- Use questioning effectively to establish the level of understanding and extend it
- Make links to previous lessons so that the past learning is extended and built upon
- Ensure misconceptions are identified and addressed quickly
- Provide timely feedback to move learning forward
- Use time in lessons effectively to promote progress
- Plan tasks which provide challenge and support to all children
- Ensure that all children have equal access to support. In addition to both independent and adult led learning opportunities throughout the week
- Identify barriers to learning and put strategies in place to overcome them
- Ensure an inclusive approach to diversity
- Ensure good quality resources are available for pupils to use
- Create an engaging learning environment in which pupils listen attentively and apply themselves fully to tasks given
- Manage the classroom environment in a way that promotes learning and independence this will include the use of working walls and accessible resources/equipment

Developing learners with high expectations and a love of learning.

Children have the right to receive outstanding teaching to enable them to achieve outstanding learning. Our child centred approach, linked with a determination that every child should be given the best possible opportunities to succeed, guide all of our teaching and learning. Effort is praised and the link between effort and success made clear to children, good quality work is expected and celebrated. Positive reinforcement and developing self-belief and self-esteem are key features of the vocabulary we use with children. A growth mind-set towards learning is encouraged. Children develop the skills to learn effectively through our learning heroes:

The Believer: persist, manage distractions, engage, notice

The Gatherer: collaborate, listen, empathise, imitate

The Inventor: imagine, question, make links, capitalise

The Reflector: plan, review, adapt, extract

Children learn best when:

- They are happy, healthy and alert – receptive and positive
- They are interested and involved – learning is relevant and stimulating
- The purpose of a task is understood – they understand why they are doing it
- They feel secure – in terms of environment, relationships and learning
- They feel valued – teachers and other adults care about their development as learners
- They have opportunities to explore and take risks
- They are actively involved, making choices and taking responsibility in their learning
- They have an element of control and can work with independence
- They receive positive feedback and praise for effort and progress
- The learning environment is well-organised and resources are easily accessed
- Tasks are matched to the child's needs and learning style
- Learning is built on existing knowledge and experience – clearly defined small steps
- They have opportunities to talk about their work, reflecting, discussing and sharing ideas
- The teacher is knowledgeable, enthusiastic and motivated
- They have clearly defined targets which they can successfully achieve e.g. appropriate time scale

Planning for Learning and Progress

All teaching is structured to maximise learning opportunities and lessons are planned in accordance with the following principles:

- Thorough planning which is tailored to need that enables all pupils to make progress in every session. Long and medium term plans are crafted to ensure full coverage of the National Curriculum. Short term plans are flexible and responsive. They are adapted according to pupils' understanding and are designed to build on previous learning
- It will give pupils the "big picture" of the lesson and ensure they understand why the lesson is important
- The teacher will share learning intentions and children should help determine success criteria for the lesson
- Opportunities for self-initiated learning will be encouraged
- Lessons will allow opportunities for the pupils to build their knowledge and understanding through various activities. They will have opportunities to talk about their learning with their peers
- Teaching will afford children opportunities to review what has been learned.
- Although pupils move through the curriculum at broadly the same pace, some will require support and others greater challenge. The aim of the teacher is to design learning experiences that enable as many pupils as possible to master the concepts and skills being taught and apply them confidently.

## Learning Equality

In FS, KS1 and KS2 teaching ensures that learning opportunities are made available to the children that take account of different learning styles.

Such opportunities include:

- investigation and problem solving;
- research and finding out;
- group work;
- paired work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- visits to places of educational interest;
- visitors into our school;
- creative activities;
- debates, role-plays and oral presentations;
- drama;
- designing and making things;
- participation in athletic or physical activity;
- outside learning;
- Work in the community;
- Pupil voice groups;
- Philosophy for Children

Our teaching takes into account the needs of all groups of learners, (boys, girls, disadvantaged pupils, pupils with special educational needs or disabilities, (SEND), learners with English as an additional language (EAL), learners with social and emotional needs, looked after children and all other specific needs) In keeping with our ethos of putting the child first we aim to teach in a way that considers all their barriers to learning and gives them the best chance of success.

Children of all abilities will be catered for to enable them to make good progress from their starting points. If pupils encounter barriers to their learning the teacher will first intervene. A short term intervention may then be put in place for the pupil to access in addition to the usual core teaching and if further support is needed will discuss the pupil's needs with the SENCo.