Teaching and Learning Policy

Approved by:	Hardip Lawana	**Date: March 2024**
Last reviewed on:	March 2024	
Next review due by:	March 2026	

This policy, has been created by, and agreed upon, by the teaching staff and Governing Board. At Harmondsworth Primary School we are committed to high quality teaching and learning to raise standards of achievement for all children. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

The purpose of this policy is to provide an agreed set of standards, consistency of practice and equal opportunities for all learners. The principle of inclusive learning and equality of opportunity are embraced and learning is promoted for each individual learner regardless of their prior experience, ability, gender, age, ethnicity, or any other circumstance. This policy should be read in conjunction with our core subject policies and curriculum policy.

At Harmondsworth Primary School, we believe in the concept of lifelong learning. We ensure that all our children receive a broad, balanced and relevant education which provides continuity and progression and caters for individual needs. Through our curriculum and teaching, we aim to equip our children with the knowledge, skills and understanding necessary to achieve their full potential.

Our curriculum is all the planned activities which we organise to promote learning and personal growth and development which fulfils the formal requirements of the National Curriculum.

We seek to ensure that children are equipped with a wide range of knowledge and skills providing the foundations needed to succeed in life and to prepare them for their next stage of education:

Our Motto

Our school motto is **'Learning Together'** which illustrates that we are all learning together to allow our pupils to thrive.

Our School Values

Our values are based around the word **THRIVE**

T	**H**	**R**	**I**	**V**	**E**

T Tolerance and Teamwork

H Honesty and Happiness

R Resilience and Respect

I Independence and Inclusiveness

V Vision and Voice

E Equality and Enjoyment

Principles of Teaching and Learning

Learning is the purpose of the whole school and is a shared commitment. At Harmondsworth Primary School we recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, and through our core values of respect, resilience and independece, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self -esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- develop enduring values of respect, honesty, equality, independence, tolerance, fairness and trust;
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens; contributing positively to the community and society.

Roles and responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play.

All members of the school community should work towards the school's aims by:

- valuing children as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well ordered environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- working as a team, supporting and encouraging one another.

Teachers will endeavour to:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;

- be good role models, punctual, well prepared and organised;
- demonstrate, at all times, our core values of hard work, respect and responsibility;
- keep up-to-date with educational issues;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

Parents are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- demonstrate, at all times, our core values of hard work, respect and responsibility;
- providing support for the discipline within the school and for the teacher's role;
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- allowing their child to become increasingly independent as they progress throughout the school;
- informing the school of reasons for their child's absence.

Pupils are encouraged to support the school's aims by:

- attending school in good health, maintained by adequate diet, exercise and sleep;
- attending school regularly and punctually;
- being organised, bringing necessary equipment;
- conducting themselves in an orderly manner in line with the expected behaviour policy;
- taking increased responsibility for their own learning;
- demonstrate, at all times, our core values of hard work, respect and responsibility.

The community is invited to support the school by:

- contributing to activities, such as assemblies, specialist outings, clubs, etc;
- presenting themselves as positive role models to be emulated;
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- supporting school events;
- voluntarily helping in the school/classrooms.

Planning

At Harmondsworth Primary School we are committed to following the programmes of study as required by the National Curriculum 2014. A cycle of National Curriculum Programmes of Study is carefully balanced to ensure full coverage of the National Curriculum, PSHE, RSE and RE. Subjects are taught as discrete subjects. Staff meetings and professional development days are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Plans are based upon previous assessment data, pupil need and subject expectation. Curriculum time can be planned as continuous study throughout the term, or as blocks of study. At Harmondsworth Primary School we are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum.

Rosenshine (2010, 2012) See Appendix 1 summarised at least 40 years of research on effective classroom instruction and devised a set of key principles that maximise impact of teaching in the classroom. From these we have developed agreed features of what effective lessons at Harmondsworth Primary School should include over a sequence of lessons:

1. Connections with previous learning are made by the teacher and pupils; usually at the beginning of the lesson.

2. New learning is presented in small steps, with appropriate periods of pupil practice after each step (including the need to check back with an adult regularly).

3. All adults have high expectations and foster an ethos of self-belief in the pupils.

4. Skilled open questioning promotes thinking and assesses learning of all pupils (with follow up action as necessary to secure learning).

5. When answering questions or solving problems, time is given for rehearsal and reflection and "talk partners" may be used. Children collaborate and teach others through a range of opportunities and thus are able to demonstrate their knowledge, skills and understanding.

6. Scaffolding is used to allow children to be as independent as possible.

7. The lesson is well paced so that pupils are engaged and display positive attitudes to learning.

8. Modelling of knowledge and skills by adults is provided for all learning and, where necessary, for consolidation of new learning.

9. Learning walls are regularly referred to in order to guide and support learning.

10. Pupils engage in regular review of their own learning as well as reviewing and discussing that of others.

The key expectations are:

- Daily review
- Small steps when introducing new learning
- Questioning
- Modelling
- Guided student practice
- Understanding is checked
- Scaffolding
- Independent student practice
- Regular review

Adaptive teaching (Appendix 2)

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will adapt the curriculum according to individual needs by:

- pace;
- content;
- task;
- relevance;
- resources;
- extension;
- autonomy;
- outcome;

- teacher/adult support.

Pupils with special educational needs receive support provided in a variety of ways (Appendix 2). Extra support is given in the classroom through Quality First Teaching. Additionally, advice is sought from relevant external support agencies when and where the need demands it. (See Special Educational Needs & Inclusion Policy)

Subject leaders have a variety of roles.
These include:

- taking the lead in policy development to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- monitoring progress in their subjects and advising the Headteacher on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- using release time to support colleagues;
- keeping up-to-date through reading and attending relevant courses.

Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning and to ensure children have an opportunity to a wider, progressive curriculum.

Organisation

The learning environment will be managed in such a way as to facilitate different styles of learning.
Opportunities will be made for:

- whole class teaching;
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc);
- one to one teaching;
- collaborative learning in pairs or groups;
- independent learning.

All areas of the learning environment will be planned for, including, (where appropriate), the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.
The classroom will be organised to facilitate learning and the development of independence. For example:

- book corners will be comfortable and attractive to promote a love of reading
- pupils will be involved in the maintenance and care of all equipment and resources.

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays.

Classroom support is available in the form of both learning support assistants and volunteers. These are used at the discretion of the class teacher. Volunteers assist with the many aspects of school life, including supporting reading and providing assistance with school visits. Students are welcomed into school and certain standards of dress and conduct are expected.
Excellence is celebrated in display and performance. Each child is given an opportunity to have work displayed during the school year. Sustained effort, including drafting and reworking, is encouraged to enhance standards. School events such as performances and assemblies are seen as opportunities for all pupils to demonstrate their own best performance. Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement. 'Certficates' are given weekly to celebrate individual academic or behavioural achievement. 'Headteacher Awards' are given. Children are rewarded when demonstrating any of our Core Values of: hard work, respect or responsibility

Assessment

Assessment for learning (AfL)

When AfL is used appropriately children receive personalised learning at its best, and for this reason we see assessment as being fundamental in every lesson.

A range of strategies must be used to ensure effective AfL including, open-ended and differentiated questioning, talk partners, use of mini-whiteboards, guided group work, time for reflection and review using strategies such as thumbs up or down or traffic lights to ascertain understanding (with appropriate action taken quickly to secure learning), self and peer assessment.
If, by the end of the lesson, it is clear the child has not met the learning intention then additional teaching/ intervention to address misconceptions can be addressed before the end of the day and planning can be adapted for the next day.

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform current and future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. Optional standardised tests are also taken in Years 1, 3, 4 and 5. Initial assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained.

Suitable tasks for assessment include:

- group discussions;
- short tests in which pupils write answers;
- specific assignments for individual pupils;
- discussions in which children are encouraged to appraise their own work and progress;
- pupil observations;
- NFER standardised tests
- SATs.
- Teacher assessment using INSIGHT

In writing, (using 'The Write Stuff)' independent written work is completed regularly to support accurate assessment judgements, after the children have been taught all requirements needed for a specific genre over a period of two–three weeks. In reading, levels are assessed through their ability to work on vocabulary, inference, prediction, explanation, recall and sequencing. This may be in whole class reading sessions, one to one work, guided reading activities, test outcomes and interventions. In maths, using 'White Rose', children have daily practice where they should be sharpening their arithmetic skills at age related expectations, through opportunities to problem solve (reasoning) and number tasks completed in lessons. High expectations should be the norm in all lessons and children should not be in static groups. In order to achieve accurate and fair judgements of a pupil's level of attainment, moderation activities are regularly planned into the staff meeting timetable. Cross year group and cross phase moderation also takes place as part of this process of achieving accurate assessment. Foundation Stage 2, Year 2 and Year 6 take part in moderation with other local schools and are regularly selected to be externally moderated.

Marking

Marking is a formal or informal recognition of work in progress or completed. This includes open-ended questioning, dialogue focusing on learning intentions and writing observations and learning targets onto work. Specific formative comments on pupils' work act as a record as well as being a reminder of the focus for future progress. Marking should be comprehensible to pupils and parents and to this end be consistent and should use words, numbers or pictures. This:

- helps children understand how to improve and comments aim to be positive and constructive;
- is often done while a task is being carried out through discussion between child and teacher;
- of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task.

Feedback to pupils about their own progress is achieved through discussion and the marking of work. At Harmondsworth Primary School, we believe that 'live' marking within the sessions, are more effective as teachers and support staff can quickly identify if a child has a misconception which can be addressed within a session. (See Marking Policy)

All results from assessments are analysed and used to inform future planning. Directed time is allocated to staff to ensure the assessments support planning.

Monitoring and evaluation

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and the SLT. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around our whole school Provision Map and the impact of the interventions that are used. Subject leaders will regularly monitor children's books. The Performance Management cycle informs learning and teaching. (See Performance Management Policy).

Quality First Teaching

At Harmondsworth Primary School, we believe deploying Quality First Teaching (QFT) and utilising the key principles of Rosenshine we will engage and support the learning of all children.

Quality First Teaching demands 100% participation from the pupils, and sets high and realistic challenges. It does not 'spoon feed'; it is challenging and demanding; it expects pupils to be able to articulate their ideas, understanding and thinking by actively promoting pupil talk.

The key characteristics of QFT as:

- Highly focused lesson design with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of questioning, modelling and explaining on the part of the teacher (linked to Rosenshine)
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- No cap on learning
- Fluidity of grouping
- Marking / assessment within or at the end of the session will inform planning
- Regular use of encouragement and authentic praise to engage and motivate pupils

Rosenshine's principles mirror many of the expectations of quality first teaching.

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. This will include:

- discussion and questioning (open and closed as appropriate);
- previewing and reviewing work;
- interactive teaching;
- listening;
- providing opportunities for reflection by pupils;
- demonstrating high expectations;
- providing opportunities for repetition/reinforcement;
- build on prior learning;
- providing encouragement, positive reinforcement and praise;
- making judgements and responding to individual need;
- intervening, as appropriate, in the learning process in order to encourage development;
- providing all children with opportunities for success;
- using a range of communication strategies – verbal and non-verbal.

Activities should show a balance in terms of individual, group and whole class work. Specialist teaching is available from subject leaders when they can be released from class and also in the form of visitors.

Planning will incorporate as many styles of working as possible. These styles include:

- individual learning;
- collaborative learning in small groups, or pairs;
- one to one learning with an adult, or more able pupil; whole class;
- independent learning.

Group work may include friendship, matched ability, mixed ability, etc, appropriate to the activity. Collaborative learning is encouraged, although some periods of the day may be set aside for silent work.

"Children are more likely to learn successfully if they have their basic physical needs met, feel unthreatened, secure, safe and valued, have a sense of belonging to the school environment and are engaged, motivated and involved. They can see the relevance of what they are doing and know what outcome is intended. They can link what they are doing to other experiences and understand set tasks. They have the physical space, materials and tools required to fulfil their tasks. Distractions are minimal and groupings allow individual or group work to take place."
Primary Strategy 2004

Teachers at Harmondsworth Primary School feel that pupils 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 achievements;
- the learning environment is well-organised and resources are easily accessed;
- tasks are differentiated, matched to the child;
- 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;

Effective learning is ensured through the process of monitoring successful teaching (see monitoring policy) and pupil's learning outcome i.e. Baseline Assessment, language screens and SAT results.
Successful teaching takes account of children's prior learning and must ensure continuity and progression.

Resources

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that:

- there is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable to the task in hand;
- all children know where classroom resources are kept and the rules about their access and use;
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- the library is a valued resource and used appropriately;
- children work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/area, and will be regularly audited by the subject leaders. Consumables will be replenished as necessary. Staff may contact subject leaders with suggestions for specialist materials which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.
At Harmondsworth Primary School the use of visits and visitors to enrich the curriculum is valued and these are used throughout the school to widen children's experiences and support learning across a range of subject areas.

Time is a resource that we value. To maximise its use:

- as children progress throughout the school they are encouraged to take greater control of their own learning, including their use of time;
- opportunities for learning are maximised by ensuring that tasks are made specific by focused objectives;
- teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through the provision of appropriate resources and planning extension activities;
- all children engage in useful activities upon entering the classroom and know what to do between the end of an activity and the end of a session.

Appendix One

Rosenshine

In 2012, Professor Barak Rosenshine from the University of Illinois wrote a very influential article. Based on cognitive sciences and school research, he created 10 principles of instruction to help teachers develop effective lessons. Here is a summary of these principles.

1. Begin a lesson with a short review of previous learning

Reviewing previously learned material strengthen the connections between pieces of knowledge. That is, it enhances understanding. Rosenshine suggests a five to eight-minute review of the previously covered material, including peer marking, asking questions, checking for misconceptions, correcting homework, and others.

2. Present new material in small steps followed by student practice

There is only so much novel information we can process at one time. If you ask pupils to do too much at the same time, they will probably fail.

3. Ask questions and check answers

To learn something, pupils need to practice it. Everytime pupils answer a question or solve a problem, they retrieve that information, memory for that information becomes stronger and more last-longing. The more variety of question types, the better.

4. Use models

Concrete examples and models are a good strategy to introduce a new concept. Explicit and detailed explanations and instructions are also recommended.

5. Guide practice

Rosenshine recommends that teachers stimulate pupils to rephrase, elaborate and summarise new material. According to him, successful teachers spend more time asking questions, checking for understanding, correcting errors and guiding students when working out problems.

6. Check for understanding

Constant checking is important to catch misconceptions before they harm learning. It also helps teachers notice if parts of the content need reteaching. Rosenshine suggests that teachers ask direct questions, instead of asking pupils if they have questions and assuming that silence means a full understanding of the topic.

7. Obtain a high success rate

This principle relates to making sure all pupils have mastered the current set of lessons before moving on to the next one. It involves checking for misconceptions and asking questions.

8. Provide scaffolds in difficult tasks

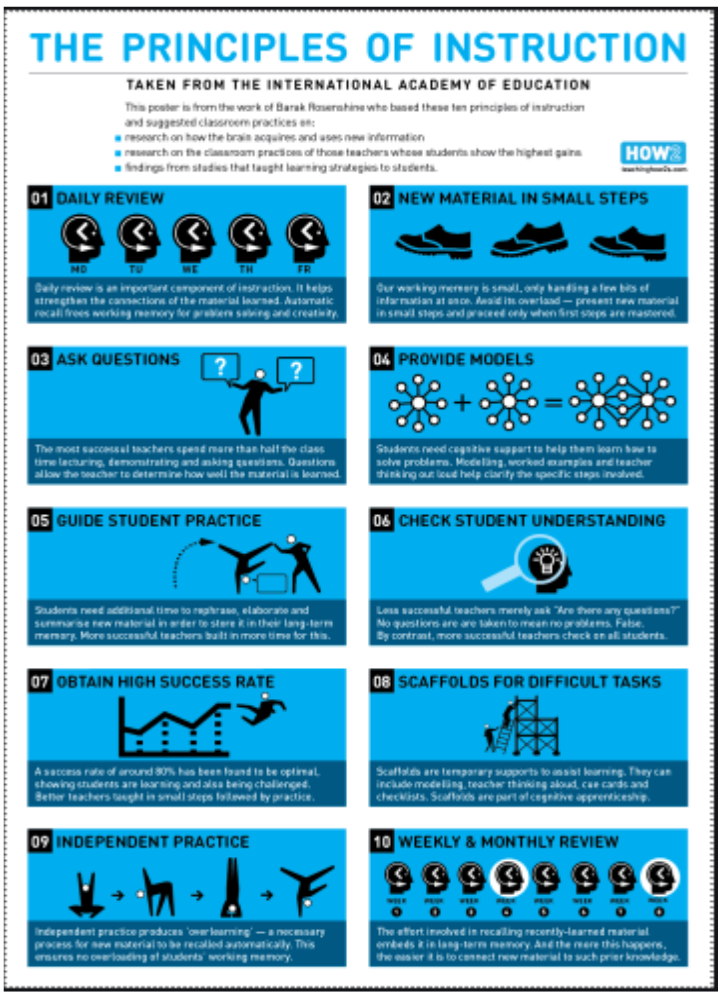
When pupils are completing a hard task, it is important that teachers provide temporary instructional support. These scaffolds can be gradually removed as pupils advance in their understanding and fluency on a particular topic. Rosenshine suggests using cue cards, checklists, worked examples and models as scaffolding. Teachers can also anticipate pupils' errors and warn them about them beforehand.

9. Stimulate and monitor independent practice

Independent practice should be used after guided practice. That is, when pupils are already very competent in a topic, they can practice independently in order to become fluent and retrieve information automatically. Rosenshine calls this process "overlearning". Independent practice should cover the same topic covered in guided practice as pupils need to be fully prepared for it.

10. Conduct weekly and monthly reviews

Similar to Principle 1, Rosenshine advocates for a frequent review of previously learned material in order to help students reconsolidate information and create stronger connections.



Appendix Two

Adaptive Teaching

Lesson plans do not include direct differentiation as we do not know the specific needs in your class. Here are some ideas of how you can differentiate the lesson based on children's needs. **Note: ensure all children are involved and included and active parts of the lesson are not delegated to more 'able' pupils.**

General SEND support	**Behaviour, social and emotional needs**
- Mixed ability groups - Use of ICT and recording, allows to correct mistakes. - Use of calculator if maths is a barrier - Good worksheets: suitable font and size, short sentences, simple language but use scientific vocabulary, use symbols and pictures, leave space to fill in answers/ perhaps double spaced. - Provide writing frames - Cloze activities - -Sequencing activities. - Paired work - STEM sentences - Structure lessons to small chunks. - -Provide templates for recording e.g tables	- Structure lessons (pace) - Make children aware of safety and correct use of equipment - Choose compatible working groups - Watch out for signs of children getting frustrated and intervene. - Celebrate good work and progress - Take photos of children working- positive reinforcement - Try and incorporate children's interests into lessons - Ask children to help and demonstrate aspects of the lesson.
Visual needs	**Auditory needs**
-Use larger font (14-16pt) displays, font type and size, amount of visible information. -Print words, labels (with pics to support) -Provide templates for recording e.g tables	-Recorded or step by step instructions -Consider positioning of equipment, minimise background noise, textile covered or sound absorbing screens can be effective. -Avoid moving around the room too much.
Memory and processing needs	**Sensory or physical needs**
-Recorded or step by step instructions with pics -Provide word bank, repletion of key words, visual prompts, actions to accompany words. -Print words, labels (with pics to support) -Try not to introduce more than one concept at a time. -Start with concrete items before introducing abstract terms such as electricity/space. -Before doing practical work, children explain what they have to do. -Give key questions to support staff to help aid understanding.	-Use Dictaphone to record ideas. -Modifying equipment -Have another child place the object into the hands of the child who is unable to hold it and move it for them. -Avoid over pressing of keys (eg when using ICT) Provide a track ball or physical pointer device. -Adjustable tables -Don't have strong lighting behind teacher if they need to lip read -Provide templates for recording e.g. tables
Language barrier.	**Dyslexic traits**
-Word banks -Vocabulary mats -break words into meanings -physical movements to reinforce words e.g. push/pull -Try not to introduce more than one concept at a time. -Introduce new words and explore meaning -Pre teach vocabulary	-Try different coloured backgrounds to presentations. -Coloured overlays help with some children as will a writing slope. -Have information next to the child as they can struggle copying information or following text from the board. -Think about where they are positioned.