

Heathmere Primary School Teaching and Learning Policy May 2017

Heathmere



Respect

Resilience

High Expectations

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Our vision is a school where all members of the school community work together so that children learn and achieve their full potential in a calm, safe learning environment.

The mission at Heathmere is to:

- Establish a purposeful learning environment based on our school values of respect, resilience and high expectations, and by developing Heathmere as a Rights Respecting School
- Teach an interesting, creative and stimulating curriculum which engages and enthuses children and prepares them for a life of learning
- Be at the heart of the local community by involving parents, carers and the wider community in the school.
- Continually improve by learning from each other, reflecting on what we do and being open to change and to new ideas
- Enable children to become active members of society who have high expectations for themselves and who are able to collaborate with other children and adults

Learning at Heathmere includes:

- The development of skills and knowledge across the full range of curriculum areas and through a variety of different experiences in and out of school
- Challenge for all children, regardless of prior attainment
- The expectation that every child is making progress, and the focus on ensuring this, will be at the centre
- The development of personal characteristics and attributes based on our school values of respect, resilience and high expectations
- An openness to new ideas and approaches which fosters a curiosity to learn
- Being reflective, responsive to feedback and always looking for ways to improve

Environment

- The classroom should be organised to maximise learning opportunities, in line with the Classroom Code. Learning spaces are set up in a way that meets the needs of the children. Children should have the appropriate support in order to be able to access the lesson, including physical resources, visual prompts and reminders, and other displays
- The learning environment is calm and purposeful. Behaviour is managed calmly and consistently and rewards are used, in line with the behaviour policy. Heathmere is a no shouting school
- Adults model good spoken English and expect the same of the children

Inclusion

- At Heathmere Primary School everyone has the potential and opportunity to learn and develop
- All children are expected to access learning within the classroom and the starting point is quality first teaching
- Children are expected to be learning at all times. Where a child has particular challenges with their learning, either as a one-off or over an extended period of time, the teaching staff work together to develop a consistent response which ensures the child can focus on their learning
- Adaptations are expected to be made for individual children and/or groups of children to allow them to access the learning

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- Where interventions are required, they are carefully planned in conjunction with the phase leader and/or SENCo and monitored on a regular basis
- If a child is receiving an intervention, it must be targeted to their specific needs, have an impact on their learning, and be delivered at a well-thought out time that allows the child to continue to have full curriculum access

Monitoring

- Learning is at the centre of the whole school monitoring cycle. Monitoring of learning is planned, rigorous and is always carried out with a view to how improvements can be implemented
- Quality of teaching is judged by gathering evidence from a range of sources including books, assessment data, observations, pupil voice and discussions with teachers
- Planning takes place in teams with class teachers and senior leaders being involved in year group planning

Approaches to learning

- At Heathmere, staff are encouraged to trial new things and to develop different approaches to learning. This can take place on an individual class level or with staff working in study groups. Staff are expected to engage with up to date and relevant research to continually refine best practice
- Teaching staff are expected to share their best practice both across the school, within phases and to visiting teachers from other schools
- Consideration is given about how children record their learning and a range of opportunities are provided
- Teachers carefully plan interesting and engaging topics and sequences of lessons in conjunction with the children and their interests. Consideration is given at the planning stage for the learning journey across terms, weeks and individual days. This is based on their assessment for children and the requirements of the National Curriculum

English and Maths

Reading

- Children are expected to read widely including quality and challenging fiction, non-fiction and poetry
- Children access books through a variety of means including: the school library, book corners, through recommendations, shared reading, local library visits, whole class reading and individual reading
- Children are read to every day in school

Writing

- All writing starts from an interesting starting point
- Children see modelled writing every day and strong examples of modelled writing are on display in classrooms
- Writing is linked to topics and the wider curriculum. Links are made between writing and reading

Maths

- New concepts are introduced with concrete, then pictorial and finally with abstract examples. There is a focus on ensuring a mastery approach to maths so that a depth of learning is embedded
- Reasoning is at the centre of maths learning and children are challenged to demonstrate reasoning at a greater depth
- Children are expected to be fluent in basic arithmetic skills and there is an effective calculation policy in place

Early Years

- Planning in the Early Years is based on the children's experiences and is developed according to the children's interests and where they lead the learning to
- Children are expected to be purposeful with their learning at all times, both indoors and outside
- Staff in EYFS are expected to maximise opportunities to develop language through developing, scaffolding and facilitating children's play

This teaching and learning policy is supplemented by:

Classroom code, Marking Policy, Behaviour Policy, English Policy, Maths Policy, Calculation Policy