

**Priors Hall – a learning
community**
Teaching & Learning
Policy

2020-2021



**Resilient –Ambitious – Curious - Responsible
– Respectful - Caring**

Adopted: 1st September 2020

Review Date: 1st July 2021

Teaching and Learning Policy

Rationale

At Priors Hall – a learning community, we believe learning takes place when children are motivated. We believe that for effective teaching and learning to take place there needs to be positive relationships in the classroom. Adults should encourage children to develop critical thinking skills by taking on the role of facilitators of learning. Children should be given opportunities to learn through ‘doing’ and by problem solving. This is reflected in our belief that the characteristics of effective learning, as outlined by the Early Years Foundation Stage curriculum, should also be used to support planning in Years 1 – 6. The characteristics of effective learning are:

Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to have a go

Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing to do things

Aims

It is our aim to equip all of our teachers and teaching support staff, with the skills to become outstanding practitioners. We do this through continued professional development and feedback from internal and external monitoring. It is our aim to equip all of our children with the skills to be effective, independent learners. We do this by providing a curriculum that excites and ignites their thirst for knowledge.

As an IFTL school, Priors Hall strives to ensure that, through the delivery of a broad and balanced curriculum, all its learners become:

- Successful individuals who have a passion for learning, making progress and achievement.
- Confident individuals who are equipped with the skills to contribute to the ever-changing world.
- Responsible citizens who make a positive contribution to society.
- Ready for learning at each stage of their education and beyond.
- Engaged individuals who are persistent and creative and are dynamic and persevere.
- Purposeful learners who embrace all areas of the school and curriculum.
- Effective contributors to their own and others' learning.

As stated in the curriculum policy, Priors Hall a learning community views all children holistically and believe that our teaching should reflect this. We believe that children's academic progress is equal to their physical development, well-being and mental health. Academically, all children are given the opportunity to develop their understanding of the world through a knowledge rich, broad and balanced curriculum, which aims to foster a curiosity and love of learning for all children. We see children as being catalysts of their own learning and have high aspirations for children regardless of their abilities or background. We understand the importance of reading and aim for every child, regardless of ability, to become confident and independent readers. We support our children to become independent, confident and successful learners who know how to make a positive contribution to our school and the wider community. This policy should be read in conjunction with our Curriculum, Assessment, Inclusion and Behaviour Policy.

Conditions for effective teaching and learning

In order to provide the right climate for fostering effective teaching and learning, everybody at Priors Hall will;

- Create a positive learning environment where children feel valued and inspired.
- Develop positive relationships between adults and children and by facilitating and modelling positive relationships between children.
- Deliver an exciting curriculum
- Use positive reinforcement to foster self-esteem, motivation and confidence/
- Ensure that work of children is displayed and celebrated in classrooms and in shared spaces
- Ensure that every child has a piece of work shared on DOJO each half term.
- Display working walls in their classrooms which promote independence
- Follow the behaviour policy
- Have high expectations for presentation of children's work
- Make cross-curricular links where appropriate
- Use assessment data to set targets
- Use assessment for learning throughout lessons, be flexible, and respond to children's needs.
- Use live feedback throughout lessons so that children know how to improve their work
- Every child in Foundation Stage has pictures and observations shared with parents regularly on EEXAT

Effective Teaching at Priors Hall :

Teachers aim to provide high quality learning opportunities by:

- Carefully planning well-structured and paced lessons
- Making aims and objectives explicit to children at the beginning of each lesson by sharing a learning objective. (recording as a title in books) In the Early Years, objectives should be shared, and success criteria discussed, orally.
- Having high expectations of children
- Differentiating questioning and making sure learning is accessible to all
- Making sure that support staff are used effectively and are actively engaged at all points of a lesson – you will not see an adult on a chair at the back of a room watching the teacher at Priors Hall!
- Provide plenty of opportunity for discussions within lessons, including sharing good practice
- Revisiting prior learning and make links between subjects

- Using strategies which encourage active learners

Effective Learning at Priors Hall:

We believe that effective learning is as a result of effective teaching therefore the table below outlines what strategies should be in place for effective learning to happen:

Adults at Priors Hall – a learning community believe that children learn best when:	To ensure that children are able to learn best, teachers at Priors Hall:
<ul style="list-style-type: none"> • They are happy, healthy and alert • They are interested and involved in their learning • The purpose of a task is understood • They feel secure • They feel valued • They have opportunities to explore and take risks • They are actively involved, 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 and matched to the children’s needs. • Learning is built on existing knowledge and experience • Learning has clearly defined small steps • They have opportunities to discuss their work and reflect and share ideas • Their teacher is knowledgeable, positive and motivated • They have clearly defined targets that they can successfully achieve. 	<ul style="list-style-type: none"> • Plan learning experiences that are relevant and stimulating • Plan activities that are relevant and make sure that children understand why they are doing it • Facilitate and model positive, secure relationships • Design and provide a secure environment for children • Ensure that they use strategies which promote active learning • Care about children’s development as learners • Ensure that learning environments are tidy and that children are able to access resources. • Encourage children to look after resources • ensure that lessons are accessible to all children, regardless of ability • Use assessments of children and are aware of children’s prior knowledge. Lessons are planned to build up on this. • plan experiences which allow children to have open discussions and raise questions • Plan learning experiences, which include both collaborative and independent work.

Planning

Teachers will plan a termly overview from their longer term year plans. From this, teachers will plan short term sequences of daily lesson. These plans will take into account the individual

needs of all children in the class and will take into account the varying range of abilities. After each lesson, teachers will mark children's work and get an idea of where that child is in their learning and what needs to happen next to ensure maximum progress. Future lessons will then be adapted to reflect this and ensure that learning does not 'stand still' for any children. These are called our lesson reviews.

Monitoring

The core senior leadership team will carry out daily 'spotlight checks'. These will only be a few minutes in each classroom so that an idea of what a typical day looks like at Priors Hall. SLT may give 'live feedback' to teachers if they feel it is appropriate.

The Senior Leadership Team will do a formal observation of a full lesson three times per year.

There will be learning walks carried out sporadically throughout the term that will each have different foci linked to the Ofsted framework areas for inspection; Quality of Education, Personal Development, Behaviour and Attitudes. Subject leads will also carry out learning walks and book looks throughout the school year.

Interventions

At Priors Hall – a learning community, we will use Pre-Teach sessions to expose children, who may need extra support, to concepts prior to them being taught. Children identified by class teachers and by assessment data, will be taught in pre-planned groups. This will be organised by Key Stage leads. Any catch up interventions must be led by the class teacher or teaching assistant during the school day. Assembly times must be used for catch up teaching.

Home Learning

Topic related home learning ideas to be put into the front of homework books. These are for parents and children to choose to do. They are optional.

One Maths task set on Mathletics/Purple Mash each week

Spelling homework to be set on Purple Mash each week

Children should be expected to read at least 4 times a week at home

In Reception, we would expect all children to read or be read to, at least 5 times per week at home, they will have access to Letters and Sounds e-learning books as well as bringing home a school book.

Every child in Reception will be provided with high frequency words that they can learn to read and spell.

Safeguarding Statement

Safeguarding is everybody's business. Priors Hall – A Learning Community has an unwavering commitment to safeguarding to ensure that all our children and young people are safe and feel safe; that children, parents / carers and staff are able to talk about any safeguarding concerns and feel assured that they will be listened to; and that all staff and volunteers are aware of and implement safeguarding procedures and guidance, including what to do if they suspect a child or young person may be experiencing, or be at risk of harm. In essence, we instil a culture of vigilance. All concerns should be given to our school Designated Safeguarding Leads, Ben Lynch, Tess McQuade, Jenna Smith or Alex Crawford.

- In any case where an adult is concerned that a child is, or may be, at risk of significant harm they must report this immediately to the DSL or to a member of the Safeguarding Team who will make a referral directly to Northamptonshire Multi-Agency Safeguarding Hub (MASH).
- If a child or other person is at immediate risk of harm, the first response should always be to call the police on 999. This Policy applies to all adults, including volunteers, working in or on behalf of Priors Hall – A Learning Community.

This Policy will be reviewed on or before July 2021