



ST JAMES HATCHAM
CHURCH OF ENGLAND PRIMARY SCHOOL

Raising leaders in academic excellence and godly character

Teaching and Learning Policy

“Most importantly, in outstanding primary schools, there is **no sense of tension between high standards and exciting learning**. Children have the chance to learn in a range of different ways - but **all of the learning and teaching is of a high quality**, and is planned and managed so that **every child is supported and challenged**”.

Excellence and Enjoyment, DFES 2003

This policy seeks to meet the needs of pupils more effectively by offering approaches to teaching and learning and the usage of resources which are consistent across the school. It also seeks to retain the best features of educational practice when implementing the National Curriculum.

The key characteristics of teaching and learning are:

- **Pupils learning**
- **Staff skill and expertise**
- **The learning environment**
- **The outside area of the school**
- **The locality and beyond**

Section 1 – Aims and ethos

Mission Statement

At St James Hatcham CE School we are committed to creating a happy, caring and enriching learning environment, underpinned by Christian values, most notably – joy, peace, hope and love. We celebrate children’s achievement and spiritual development; encouraging acts of kindness and consideration, mutual respect and forgiveness. We aim to cultivate curious, independent thinking in response to the wonders of existence so as to provide a sound foundation for each and every child to realise their potential and enjoy fullness of life, both here at school and in their futures.

At St James, we undertake to:

1. **Maintain pupils’ interest by providing challenging, stimulating and enjoyable** tasks which take into account the needs of **visual, auditory and kinaesthetic** learners.
2. Provide **high quality teaching and learning experiences offered to children**, (our aim is to ensure that all lessons are at least good so teaching over time is outstanding).

3. Ensure that **learning is built on** in order that levels of attainment for **all** pupils is raised and **all** pupils achieve their full potential
4. Provide a **broad and balanced curriculum** which will develop the skills, concepts and knowledge necessary for future learning including the necessary ICT skills needed for technology in the 21st Century
5. Foster **creativity** through Music, ICT and the Arts
6. Provide children with **meaningful, purposeful** tasks, some of which will be open-ended and child led.
7. Maintain purposeful and informative **planning, record keeping and assessment** documents, in line with the school's record keeping and assessment policy
8. Develop **confident, disciplined and enquiring learners**, able to make informed choices and cooperate well through using **Talk Partners with an emphasis on pupil voice**.
9. Provide a **calm, quiet and effective working environment** which is fair, safe and disciplined. Shouting by staff is not tolerated. Children should always be encouraged to use quiet, 'School Building Voices' but also a busy and purposeful environment is encouraged.
10. To enable staff to identify aspects of practice which they wish to develop and would welcome support or share expertise in. Good practice should be disseminated.

Equal opportunities

In accordance with the school's Equal Opportunities Policy, all children at our school must be given full access to the National Curriculum. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability. Staff will venture to integrate aspects of multicultural learning into what is taught to engage children in their learning, foster their self esteem and give children a wider understanding of the world in which they live. Planning should always take account of the ethnic diversity of the school.

Statement

At St James Hatcham CE Primary School we recognise that teachers have individual styles of teaching and these are valued. We also acknowledge that individual pupils learn in different ways. Approaches to teaching will reflect the chemistry of different classes. However, our guiding principles for effective teaching and learning are:

- Teachers allocate 45 minutes in KS1 and 50mins-1 hour in KS2 each morning to the teaching of Numeracy
- One hour a day is dedicated to the teaching of literacy. **This will usually be integrated with other subjects but sometimes will be taught discretely.**
- **Teachers have secure knowledge and understanding of the subjects they teach**
- Although a variety of teaching methods are employed we advocate the importance of direct whole-class teaching. **Teaching is an active, not passive activity.**
- Teachers have long, mid and weekly planning.
- Teachers have clear learning objectives for each lesson and these are made explicit to children who understand how to be successful through modelled criteria and L.O.
- High expectations are made explicit to children.

- All activities will be carefully planned in order to maximise learning. Planning must remain flexible so teachers modify plans as and when needed.
- Learning objectives are evaluated during the lesson and teaching is adapted according to pupil's needs in order to maximise learning.
- A range of open and closed questions are used to develop and assess pupils' understanding and learning. We emphasise the use of open questions to extend and personalise learning.
- Children have well-established classroom routines which ensure that lessons begin punctually, learning time is maximised, and pupils remain on task in a calm and purposeful environment.
- Children understand what to do next when an activity is completed, such as going onto an extension activity or personal research.
- Resources are prepared before a lesson begins, including **ensuring all pupils have access to fresh drinking water.**
- Assessment information informs our planning.
- Classrooms must be kept tidy and curriculum resources accessible and well organised at all times [see Appendix 1 Classroom Organisation].
- Throughout lessons teachers constantly encourage excellence in all areas, social, resilience, listening, academic etc.
- Assessment data and key information is shared during Hand-over meetings at the end of each academic year. It is important that there is an in-depth discussion to ensure a smooth transition for the children.
- Set and enforce challenging tasks for all, high standards and application to work, and maintain the pace of lessons.
- We teach children to evaluate their own learning and progress – we encourage our pupils to be ambitious and have high expectations of themselves.
- We use positive reinforcement to develop children's learning [see Marking Policy & Behaviour and Relationships Policy].
- We make boundaries explicit to children so that discipline is clear and fair.
- We never accept sub-standard work or lack of effort when we know a child is capable of better. When necessary children will complete work during playtimes.
- Learning is enriched by the regular setting and marking of homework [see Homework Policy] and in encouraging children to share what they have done at home
- We monitor that children are reading at home, and when necessary, take action to ensure that this happens.

MONITORING

Why Monitor? - In order to ensure that the Teaching and Learning Policy impacts on children's learning in all areas of the school life, we believe that it is important that we monitor regularly. The purpose of monitoring procedures is to establish a common professional dialogue amongst staff within which individual needs are recognised and supported. In all monitoring, the impact on the learning of the children is of prime consideration. Good practice must be shared in order to develop the highest teaching standards through in-house expertise.

How we Monitor - The focus area is agreed and discussed by all staff prior to the monitoring taking place. A monitoring sheet has been devised for classroom observations on which key areas are identified. Supportive feedback from observations is an essential part of the monitoring process, and issues relating to staff development are acted upon.

ROUTINES IN EYFS

Children in Nursery are received by a member of staff at the entrance then hang up coats. Parents help the staff do this in order to ensure that the children are settled. Initially, children have free choice and

then they move towards an adult focused activity. The other adult supports children with free choice activities.

A member of Nursery staff will direct specific children to tidying up tasks.

Within each session children have on-going access to the outside area.

The sessions normally end with guided tidying up time, quiet reading and then story and prayer at the end.

Routines in reception are built upon those in Nursery with an emphasis on a greater amount of independence.

ROUTINES IN KEY STAGE 1 AND KEY STAGE 2

Each morning children are collected from the playground by their class teachers at 8.55 to ensure that they have hung up their coats and are ready to start by 9.00am.

In Key Stage 1 children hang up their coats in an orderly fashion then go into class for early morning work (handwriting, mental maths or brain gym) and a bowl of porridge.

In key Stage 2, children calmly enter the hall, say the Calm School Prayer before entering their classrooms for Early Morning Work. Once they have hung up their coats, the children sit at their tables and begin Early Morning Work.

After playtimes and lunchtime children may continue an activity or return to the carpet or tables and await the next stage of their learning.

Teachers should ensure that a visual timetable is put up for all children, but especially those with e.g. speech and language difficulties. Children will then be able to independently check what they are doing. Visual timetables in each class will give children an indication of what they will be doing on return from assembly, playtime or lunchtime so that the transition is smooth.

Children have classroom responsibilities, for example, handing out and collecting books and resources so that they can contribute to the smooth running of the classroom.

Prior to lunchtime children may be given the opportunity to select a book for afternoon reading time.

When children return to class from lunchtime they begin reading or another learning activity.

Story-time from 2.45-3.15pm, will happen in every class. There should always be time for the children and teacher to talk about the story.

Singing in both Key Stages is encouraged throughout the day.

At the end of the school day the class candle is lit and children have a quiet moment of contemplation. They then say the end of day prayer:

Jesus friend of little children, be a friend to me. Take my hand and ever keep me close to thee. Amen. They take home their Reading Diary and any other homework that has been set and also collect their musical instruments.

Section 2 – Pupil’s Learning

Children learn best when:

Policy Statement	Policy in Action	Strategies for Action
They have high expectations of themselves and others as learners and recognise the contribution that others, including their peers can make to their own learning.	Significant achievement of individuals in their work- children are motivated to show more achievement. Children are encouraged to talk about their work and explain how they have reached outcomes e.g. mental maths	Annotation on children’s work, reflecting learning intention. Key parts of the lesson are given over to children talking about significant achievements in work.
They engage in direct and relevant experiences and see the purpose of what is to be learnt. They enjoy what they are doing and have a positive attitude to their work.	Topics are planned to extend knowledge skills and attitudes children already have. Children are positively engaged during work time and are on task.	Making learning objectives very specific and communicating this to pupils where appropriate enables children to focus on their learning. Behaviour policy outlines expectations as well as rewards and sanctions to achieve these.
They have opportunities to evaluate their own work and the work of others and to recognise achievement.	End session sharing times where good work and effort is shared with others & “What I have learnt/need to remember sheets”/Plenary placemats are used Stickers rewards and Headteacher certificates and on the school website. Headteacher rewards children publicly in assembly.	Samples of best work and displays should be chosen and kept in zip wallets or scrap books for teachers in next academic year. Good examples of work will be shared on the school’s website.
They are active learners who initiate their own learning at times and show ability to organise their own resources.	Storage systems selected to allow free access to most resources e.g. labelled trolleys.	Children trained in the use of resource enrichment learning opportunities able to be utilised independently.
They can apply prior knowledge, and see the value of consolidating their learning.	Children experience training in the use of new equipment e.g. how to copy painting techniques, how to use advanced ICT programmes.	Curriculum designed to ensure concepts are revisited.
They are confident in asking questions about the task. They understand that taking risks and making mistakes is part of the learning process and they can ask for help.	Questions are expected about their work and are welcomed positively. Teachers and support staff model questioning skills/facilitate discussions when approaching new tasks and materials.	Monitoring process focuses on these issues. Staff discusses what is effective questioning and develop these skills. TA training is also key.
Children are encouraged to review and be reflective about their work – able to celebrate their successes and set reasonable future targets.	Marking gives opportunities for self-evaluation. Children check their work against each other, and against the L.O. part way through the lesson.	Marking gives opportunities for self-evaluation. Writing /subject Pupil Conferences.

Regular review opportunities planned by teacher.

Section 3 – Teacher expertise - Skills required by an effective Teacher

Policy Statement	Policy in Action	Strategies for Action
<p>Organisational Skills</p> <p>Is able to present challenging tasks, which are differentiated to meet needs of a variety of groupings.</p>	<p>Differentiated activities are clearly planned into daily plans.</p> <p>IEPs inform planning.</p>	<p>Termly plans are read by SLT. SMT and Subject Leaders will read weekly plans as directed and comments and support.</p>
<p>Shows effective management and time management skills, including the deployment of support staff in teaching and non-teaching roles.</p>	<p>Regular planning meetings with support staff.</p> <p>Support staff named in plans.</p> <p>Involvement of support staff in record keeping and assessment tasks.</p>	<p>Record keeping and assessment procedures are designed to be useful, manageable and informative.</p> <p>Involvement of support staff in training to raise skills and contributing to the record keeping process.</p>
<p>Show awareness of equal opportunities in all aspects of school life.</p>	<p>Choice of resources show use of multicultural images, bilingual text, unbiased gender roles etc...</p>	<p>Termly plans show how equal opportunity issues will be addressed through the topic.</p>
<p>Communication Skills</p> <p>The teacher's interaction with the children demonstrates a sense of humour as well as the use of a wide vocal repertoire incorporating storytelling and role playing.</p>	<p>Children are actively engaged and are often invited to participate through role play, singing and other creative verbal activities going on in the class.</p> <p>All staff use good correct spoken grammar.</p>	<p>All school community have the opportunity to experience singing practice, drama activities and a range of musicians</p>
<p>Teachers share curricular expertise with colleagues and recognise where additional support is needed.</p>	<p>Performance management interviews are held annually to ascertain training needs and career opportunities.</p> <p>Staff report back from courses attended and take turns in leading INSET where appropriate.</p>	<p>Management involvement with staffs individual planning in an advisory capacity – i.e. planning meetings, feedback etc...</p>
<p>Planning and Assessment Skills</p> <p>Show ability to use a wide range of assessment strategies to include: observations of children, recognition of significant achievement and the planning and carrying out of specific/assessment tasks.</p>	<p>Organised and clear system of recording significant achievement is in evidence and understood by all.</p>	<p>Specific assessment tasks to be carried out in the course of the school year.</p> <p>Self evaluation cycle and staff meetings have timetable for sampling and levelling work.</p>
<p>Shows that planning is informed by prior knowledge of the children and endeavours to encompass the holistic needs of the child.</p>	<p>Groupings are based on specific, as well as ongoing, teacher assessment. Groupings can be mixed or based on attainment.</p> <p>Additional needs support plans are planned with child's</p>	<p>Reports are written stating clearly specific child's achievements and not what they have covered.</p>

Section 4 – The Learning Environment - Classroom and School organisation (See appendix 1)

Policy Statement	Policy in Action	Strategies for Action
<p>Furniture</p> <p>The arrangements of the furniture will allow for various groupings including spaces to provide study, appropriate to the age of the class. There should be ease of movement around furniture spacing tables out to ensure that children are not bumping into each other.</p> <p>Tables should not be set out in rows but should be arranged to facilitate group work.</p>	<p>Designated areas within classrooms – i.e. listening corners, maths table, RE reflection area</p>	<p>Furniture strategically placed and unit surfaces appropriately used for interactive displays.</p> <p>Displays, rooms and outside areas kept tidy and children taught to respect areas.</p> <p>All Rooms to be left tidy at the end of each session.</p>
<p>The furniture will be of high quality and well maintained, appropriate to the needs of the children.</p>	<p>All furniture purchased from new, as children move up through the school.</p> <p>Regular checks made on furniture by staff to endure safety.</p>	<p>Realistic sum from the school’s budget to furniture purchases each year.</p>
<p>Display & General Appearance of the Room.</p> <p>Displays will be stimulating, relevant, tactile, reflecting recent work, covering a range of curriculum areas and reflecting differing cultures.</p>	<p>Long term displays will be well maintained.</p>	<p>Displays built into half termly plans, topics decided on by staff.</p> <p>Written policy on displays with clear responsibilities outlined within it.</p> <p>TAs used to house keep displays and children taught to respect displays.</p>
<p>The value put on the children’s work by teachers in the school will be reflected in the quality of displays and evidence of the children’s work and involvement.</p>	<p>Displays will attempt to engage the onlooker:</p> <ul style="list-style-type: none"> • Ask questions • Invite interaction • Not always 2D, clearly presented, use of ICT, cutters, good quality backing paper provided. <p>Reference to the displays will be made during learning, as this ensures that the environment contributes to the learning.</p>	<p>Written policy on displays etc;</p> <p>Keep photo evidence of good displays.</p>
<p>All planning for displays will take into account the school’s policy on equal opportunities.</p>	<p>Where possible/appropriate captions are written in different languages.</p> <p>Photos and pictures should reflect the ethnic make up of the school.</p> <p>Festivals from a variety of cultures and represented in displays.</p>	<p>Bilingual texts are available.</p>

<p>Resource</p> <p>All resources available [commercially produced / child / staff produced] will be of high quality, matching curriculum needs and reflecting equal opportunities.</p> <p>Storage systems or resources will promote independence. Autonomy and encourage careful use and tidiness.</p>	<p>For example – maths storage allows children to select materials independently and to readily see what is available.</p>	<p>Children will be trained in the care of resources and storage.</p> <p>Storage furniture is consistent within the classrooms.</p>
<p>The school staff will be active in providing valuable and relevant outside play experiences. Adults will provide good role models as well as responding to spontaneous play situations, paying particular attention to promoting equal access for boys and girls.</p>	<p>Adults on duty at playtime and lunchtime take on an active role.</p> <p>All staff are aware of school expectations with regard to the outside area, supply staff included.</p>	<p>Regular monitoring and reviewing to ensure equitable use of resources.</p> <p>Training sessions will take place for staff to manage behaviour by provision of games and activities.</p>
<p>Attention will be given to the way the outside area is developed to provide opportunities for play within a variety of spaces. I.e. quiet places, active places, noisy places.</p>	<p>Children are included in establishing school rules, which extend into the playground.</p>	<p>Rules are reviewed with the children on a regular basis.</p> <p>The development of the outside area will include developing the School garden, Wildlife pond, Vegetable patch and shaded areas for children.</p>
<p>The curriculum on offer inside the classroom will, wherever possible, be available outside, with appropriate resources provided.</p>	<p>Appropriate use of outside area including the use of Forest Schools are built into half termly plans.</p> <p>e.g. litter surveys, weather stations, growing things, shadows, 3D artwork, observation of mini beasts.</p>	<p>SMT and Subject Leaders monitor half termly plans.</p>

Section 5 – Community cohesion, the locality and beyond

Policy Statement	Policy in Action	Strategies for Action
<p>We value the local area and community as a resource for topic work and visits are planned to fit with half termly work.</p>	<p>Teachers will make pre-visits wherever possible before organising trips, so that appropriate work can be planned prior to; during and as follow up.</p>	<p>Many termly plans have suggestions for trips written in.</p>
<p>By extending our curriculum into the outside area of the school we aim to forge links with the local community, and so harness the skills of local people.</p>	<p>Information about local skills will be kept as a resource.</p> <p>We are committed to using the various skills of parents/carers to support us in our work.</p>	
<p>We are aware of our responsibility to broaden the children’s experiences beyond their local environment.</p>	<p>Our children have the opportunity to see artefacts from other countries and cultures.</p>	<p>Planned visits will take place at least twice a term.</p>

Layout

- Furniture should be arranged so that children and adults can move safely and easily. Ensuring that adults can always see children.
- Furniture should always be arranged to accommodate different areas of the curriculum and create an effective learning environment.
- All resources should be clearly labelled and organised to be easily accessible to the children.
- The classroom should have a bright, attractive, relaxed and welcoming feel to it.

Organisation - These areas are non-negotiable and should happen in every classroom

1. Where space allows, ensure that there is a work/administration area for yourself that children are aware of and respect. This must be kept tidy.
2. Where possible, the carpet area must be large enough to accommodate all the children comfortably. They must have a clear view of the teacher and of any teaching resources. There should be no distractions (e.g. equipment within easy reach of the carpet area).
3. Seating in the classroom should provide children with a clear view of the interactive whiteboard which is not obscured by other classroom furniture.
4. The table should be arranged in a task-orientated way – the most appropriate and effective way to promote a sound learning environment.
5. All whiteboards should be clearly visible i.e. no more than a 90 degree head turn for any child from any table. Tables should not be seated under whiteboards.
6. There should be a well organised work storage area, easily identified by children and adults, where all work (on going & finished) can be put and easily recovered.
7. An area in the classroom should be made available to allow children the opportunity to engage in independent writing tasks.
8. There should be clearly labelled designated resource areas within each classroom (Book Corner, Creative Area, Writing/Graphics Area, Discovery Area, Maths Area, Computer Area, Imaginative Play Area)
9. Each classroom will have Literacy, Numeracy, ICT, RE and Science reference areas, which should reinforce learning.
10. Children are taught to respect the Learning Environment and resources.

Other issues

- Day-to-day equipment – pens/pencils/crayons/exercise books/files etc. should be organised **and ready** to make them easily accessible to all the children e. g. on group tables/in designated area.
- Clear system for access to previous books/work and to fresh drinking water..
- Teaching groups and timetables should be clearly displayed in the classroom.
- Clearly established routines for movement in and around the classroom must be established and promoted by the classroom, environment/organisation.
- At least once a term, there should be a 'clear out' of cupboards and storage areas to avoid clutter around the classroom. It is quite appropriate to involve children in this process as a planned activity.
- Writing/drawing tools should be maintained and checked regularly for suitability/quality.
- All classroom areas for different subjects should be attractive and well maintained. It is important that crates of resources is emphasised in the organisation of areas.
- Health and Safety **must** be considered when planning areas/storage etc.
- It is important that basic organisation is established before the children arrive in their classroom for the first time.
- Tables/chairs/other furniture must be arranged as detailed earlier.
- Systems for organisation and availability of day-to-day tools/exercise books etc. must be in place.
- Display boards should be covered, possibly with some posters, pictures etc... to stimulate interest in topics until display work goes up.
- Basic information displays should be in place e.g. word lists/alphabet charts and organisational charts/rotas should be in place and ready to begin straight away.

The features of effective classroom practice

- In all lessons, whatever the subject, we expect to see certain generic features:
- Tasks matched to ability with appropriate differentiation where appropriate or open ended tasks
- Clear lesson objectives understood by the children
- Good pace
- A calm, stimulating and secure environment – **No shouting**
- A teaching style and form of organisation according to the age group
- A mix of question types: including closed (leaving sufficient times for each question) and open-ended
- Good planning and preparation
- Appropriate use of resources
- Good management of time and resources
- Relationships that promote high self-esteem
- Good class control with high expectations of behaviour
- Children taking responsibility for their work

The best whole class teaching:

- Engages the pupils in active learning
- Is organised to meet objectives
- Builds on existing skills
- Draws on a repertoire of teaching strategies
- Provides for a range of learning styles
- Cultivates transferable, independent learning

The best group work:

- Matches tasks to children's needs
- Provides opportunity for consolidation of learning objectives
- Has an appropriate sequence
- Provides quality instruction
- Provides assessment opportunities
- Relies on effective classroom routines and organisation
- Is well resourced

The best plenaries:

- Relate to the lesson's learning objectives
- Give children a sense of achievement
- Clarify any misconceptions
- Last a suitable length of time

In addition, pupil participation can be enhanced by applying the following alternative strategies:

- Inviting pupils to elaborate;
- Making a personal contribution from your own experience;
- Speculating on a given topic;
- Making a suggestion and offering information or making observations on a topic;
- Reflecting on topics;
- Giving own views with justification;
- Clarifying ideas;
- Echoing children's thoughts;
- Non-verbal invitations thorough body language-gestures etc...
- Allow a silent time for thinking.

***Ms SE McFarlane and Ms M Omoboni
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