



HPP

Teaching and Learning Policy

Version	Date	Comments	Review
2	January 2018	In line with new leadership structure	Summer 2019
3	January 2019	Reviewed	Summer
4	October 2020	Updated with Effective Formative Assessment Strategies	

HAMPTON JUNIOR SCHOOL

Introduction

Within the Hampton Primary Partnership, the policies in both schools for **Teaching and Learning** will develop children and staff to ensure they can **'Be the best they can be'**.

Our vision is that children within HPP will develop life-long skills and lead happy and fulfilling lives. Through our teaching and learning, we aim to equip children with the skills, knowledge and understanding required to fulfil their intellectual and personal potential.

The **Teaching and Learning Policy** is a central document which underpins and supports our whole-school vision.

The following **HPP Principles** provide our focus when creating and evolving the curriculum:



1. Aims

At our school we provide rich, relevant and varied learning experiences which allow all children to develop their skills, interests and abilities. Through appropriate challenge and exciting teaching, children are able to achieve, be proud and succeed together.

Through our teaching we aim to:

- Develop children's knowledge, skills and understanding in all subjects
- Focus on developing children's skills and competencies in English and mathematics
- Enable children to become confident and independent learners
- Develop children as resourceful and resilient learners
- Encourage children to challenge themselves in all areas of the curriculum
- Foster children's self-esteem and help them to build positive relationships with all members of the school community

- Develop high standards of behaviour and conduct
- Develop children's self-respect and self-awareness
- Encourage children to show positive attitudes and respect towards the ideas and feelings of others regardless of gender, race, culture and religion
- Enable children to feel valued within and positively contribute to the wider community
- Help children to grow into reliable, independent-thinking citizens
- Help children to be proud of their own work and recognise their achievements

2. Key Elements of Teaching

Planning and preparation should:

- Be clearly linked to objectives from the National Curriculum, progression of skills documents and Target Tracker statements
- Be differentiated to demonstrate how pupils of all abilities are catered for
- Have clearly identified learning objectives and success criteria (Steps to Excellence system to be used)
- Plan for Learning Support Assistants to be deployed effectively throughout the lesson
- Identify resources that are utilised within the lesson
- Identify the structure and timings of the lesson
- Take into account children's prior understanding and knowledge through accurate assessments (formative or summative)
- Value pupils as unique individuals and ensure that all relevant equal opportunities legislation is adhered to. We strive to meet all the needs of our pupils through inclusion.

Curriculum Intent:

The following statement outlines the 'Curriculum Intent' for Hampton Primary Partnership and was composed in consultation with staff, governors and pupils. It reflects the vision for Excellence in our curriculum.

'Best the best you can be' is at the heart of the HPP curriculum.

Across the partnership, we have created a **language-rich** environment to **engage and stimulate** the children; ensuring they become **critical and reflective thinkers**, who are able to make a **positive contribution to society**.

Our **progressive, creative** curriculum ensures children develop key **knowledge, skills and understanding**, which is imperative to succeed academically and throughout life. **High expectations** provide a **challenge** at all levels, encouraging a 'can-do' attitude and greater **resilience**.

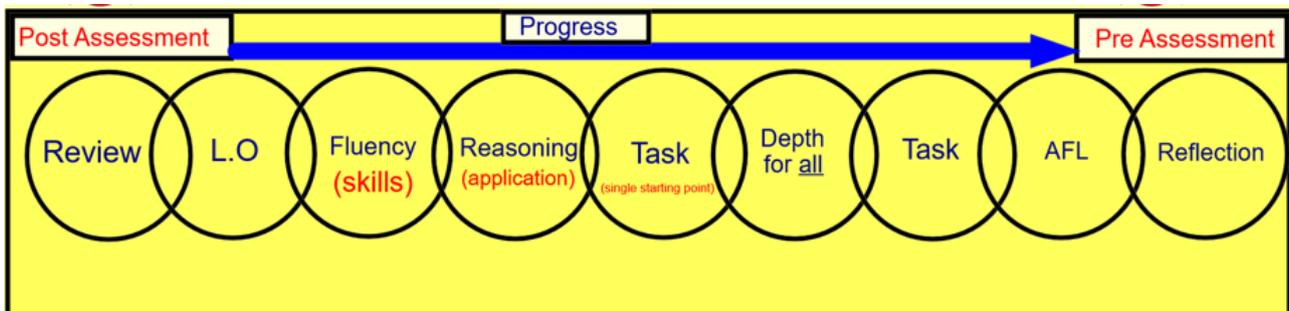
By working in partnership with parents and carers, this supports our vision of excellence; ability to consider all pupils' individual starting points and personal needs.

Lessons should:

- Have specific learning objectives that are clearly explained within the lesson and regularly referenced
- Have a clear introduction
- Have clearly set tasks matched to children's ability and prior attainment
- Provide sufficient time for children to complete the tasks
- Give children appropriate opportunities for independent learning
- Provide opportunities for children to reflect on their learning which enables them to take actions to improve where necessary
- Have clearly displayed steps to excellence to support expectations and independence (Bronze, Silver, Gold and Challenge)
- If necessary be adapted according to the teacher's assessment of pupils' needs
- Allow children to practise higher order thinking skills
- Use effective questioning techniques
- Provide pace and challenge for all pupils
- Be enjoyable and interesting
- Be modified in accordance with pupils special educational needs ensuring that individual targets and provision maps are considered

Maths Lessons should:

All maths lessons should follow the Teaching for Mastery structure:



English Lessons should:

All English lessons should contain elements of Teaching for Mastery, although the exact lesson structure will vary according to the focus (reading or writing) and the intended learning objective/s.

A range of the following Teaching for Mastery elements should be present in every English lesson:

- A review of prior learning and / or prior subject knowledge.
- Sharing of the learning objective and / or success criteria. Pupils need to be clear about **how** they can be successful during the lesson.
- Fluency – Explicit teaching of the skill/s needed to achieve the learning objective.
- Reasoning – Teacher modelling of the application of the skill/s within a context.
- The Task – All children should begin the task at the same starting point. They will have the opportunity to progress through the Steps to Excellence activities at their own pace.

- Depth for all – Teachers should model how pupils can move their learning forwards. Pupils should have the opportunity to practise and consolidate this through the Steps to Excellence activities.
- Opportunities for oracy and verbal communication skills to be practised, including choral speaking.
- Ongoing assessment for learning.
- Verbal feedback to address misconceptions and move pupils' learning forwards.
- Occasions for pupils to reflect on their recent learning and progress and / or to address their next steps.

Learning Support Assistants should:

- Be deployed as effectively as possible both inside and outside the classroom
- Be actively aiding pupils' learning
- Be involved in prior planning and preparation
- Have a good understanding of the needs of individual pupils
- Encourage independence and aim to support different focus groups. LSAs supporting a child with an EHC Plan should have a clear understanding of their personal targets.
- Provide effective feedback to pupils and class teachers
- Have secure subject knowledge in order to support learning

Assessment / Feedback should:

- Be positive and constructive
- Engage children in a dialogue with their teacher about their learning
- Allow children the opportunity to reflect on both their own work and that of their peers
- Clearly identify next steps which are needed to secure improvement

Detailed information on this is included in our **Marking and Feedback Policy**.

Effective Formative Assessment used in the classroom

Feedback Slides

Teachers will be complete Feedback slides for all subjects once the books have been marked. This feedback will cover a range of aspects (**see example below**) and will be completed by the student in purple pen or through a discussion task to recap on key vocabulary.

24.04.21

- Review of key knowledge
- Pictures of work with errors to correct as a class
- Deliberate mistakes created by staff
- Defining key vocab
- Application task
- Spelling practise
- Evidence of successful work

Purple pen activity - a task for the pupil to complete in their book under the last piece of work.

Vital Vocabulary

Excellence, Partnership, Inclusion, Resilience, Aspiration, Independence, Opportunity, Challenge, Pride

Reflection slides: date, reflection, vocabulary, purple pen next step, Principles, relevant background

a) Got it grids. Got it Grids are used throughout a topic to assess the children’s learning. This will be completed as part of the teacher’s feedback slides where key vocabulary is displayed. The Got it Grid assess 3 boxes for previous learning and one box for last lesson. This is to ensure that the key skills, which are taught, are retained in the pupil’s long term memory.

Feedback

Got it Grid

Previous Learning
581 ÷ 7 =

Previous Learning
6,613 ÷ 5

Previous Learning
486 ÷ 4 =

Last Lesson
Write down the four steps to long division

Key Vocabulary
digit
hundreds
tenths

Year 6 – Maths- Division

What are the three types of rocks?
Metamorphic
Igneous
Sedimentary

What does the term 'durability' mean?
Durability means its strong and long lasting.

Name three rocks we used in our investigation last lesson?
- marble
- brick
- chalk

1. What is this rock called?
Sandstone
2. Can you describe it using three adjectives?
- strong
- bumpy
- sharp

Year 3 – Science- Rocks

b) In a Nutshell In a nutshell is used to summarise an area of learning. The pupils will have to consolidate their understanding into one sentence. This is a really useful, effective piece of formative assessment as the children need to really think about the key objective from the lesson.



c) 3-2-1. Teachers can use this at the end of the lesson or a series of lessons to recap their understanding. The teacher can choose the questions linked to 3-2-1. e.g. 3 Positive aspects of the Industrial Revolution, 2 Negative impacts of the Industrial Revolution and 1 question they have about the Industrial Revolution. This type of formative assessment can also be used to facilitate discussions as well as written work.

3-2-1

Write down 3 positive impacts of the British Empire:

- 1) They helped provide education to children.
- 2) They helped create infrastructure.
- 3) Lots of different cultures were introduced - leading to diversity.

List down 2 negative impacts of the British Empire:

- 1) They forced other cultures to believe in Christianity.
- 2) They made and supported the Transatlantic Slave Trade.

Write down 1 new key word you learnt during the lesson:

- 1) Transatlantic (trading people or things across the Atlantic Ocean)

3 - Adverbs to describe walking 

2 - Adjectives to describe this gnome 

1 - Simile to describe a tree 

Example

Yr 3- PSHE - When things go wrong

Playground Disputes



3 solutions to the problem

2 aspects they should have perhaps done differently

1 area they could go to, to calm down. 

Example

Yr 5 History - Tudor Artefacts

A



B



DISCUSS

3 differences

2 similarities

1 question you would ask about Source A

d) Marvellous Mistake

Marvellous mistakes can be used across a range of lessons either as a starter, main task or plenary activity. This is used to ensure that a pupil obtains depth within subject by identifying the mistake. This, in turn shows that the pupil has mastered that particularly skill/concept. The mistake may be from a resource or it can be snipped from a pupil's work and shared on screen.

Can you spot the mistake?
Can you explain why it's wrong?

Marvellous mistakes!

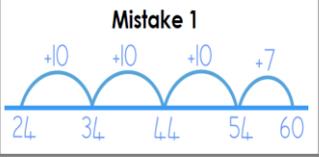
800 750 700 650 700 650 500 450 400 350

I believe that the numbers circled are incorrect because my sequence goes up in 50s and these don't follow that rule.

Explain the mistakes

24 + 37

Mistake 1



Mistake 2

$$\begin{array}{r} 24 \\ + 37 \\ \hline 51 \end{array}$$

Mistake 3

$$24 + 37 = 511$$

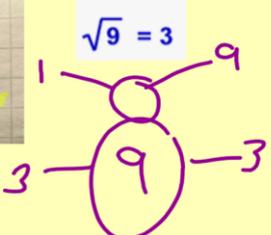
22.09.20 **Marvellous Mistake**

Why is 9 not a prime number?

What type of number is 9?

$4 = 2 + 2$
 $6 = 3 + 3$
 $8 = 5 + 3$
 $0 = 5 + 5 / 7 + 3$
 $2 = 4 + 3$

$\sqrt{9} = 3$



Key Vocabulary

- Prime Number
- Square Number
- Square Root



e) Memory Matrix

Yr 3 - Science Animals Including Humans			Yr 4 - RE- Hindus				
Type of Skeleton	Pro	Con	God	Arms and hands	Head and face	Objects	Creatures
Endoskeleton			Vishnu				
Exoskeleton			Brahma				
Hydrostatic Skeleton			Shiva				

Memory Matrix is a 2-dimensional diagram. The diagram is divided up into row and columns. The table is used to organise information and identify relationships in the content.

The Industrial Revolution	Positive Impacts	Negative Impacts
Families migrating to towns and cities	More jobs were available.	Poverty was noticed due to a high population.
Using machinery to produce goods	They were faster than humans.	People injured themselves.
New inventions being created - steam engine	Transportation was quicker.	Created pollution.

3. Key Elements of Learning

We believe children learn best when:

- They are interested and motivated
- They are given tasks which support and extend their ability
- They are confident, feel secure and are aware of boundaries
- They are challenged and stimulated
- Learning is relevant to them
- They have ownership of their learning
- When their mental well-being is supported

Effective Learning:

We acknowledge that people learn in many different ways and we recognise the need to develop pedagogies which enable all children to learn in ways that suit them.

Children will have the opportunity to learn in a variety of different ways including:

- Working independently and collaboratively
- Investigating and problem-solving
- Researching and finding out, with independent access to relevant resources
- Developing and discussing ideas
- Being exposed to effective questioning
- Participation in fieldwork and off-site visits
- Using their initiative and being creative
- Using multi-media, visual and aural stimuli

- Receiving support as well as being challenged
- Taking ownership of their own learning
- Receiving personalised learning (Steps to Excellence system)
- Reflecting upon their progress and identifying their next steps
- Responding to the teacher's feedback
- Participating in after school clubs
- Completing homework

The Learning Environment:

Learning takes place in an environment which:

- Is challenging and stimulating
- Is organised
- Provides equal opportunities for all
- Is well resourced
- Is happy and caring
- Is encouraging and appreciative
- Is peaceful and calm where appropriate
- Makes learning accessible
- Is welcoming

And where:

- Additional adults are well deployed and have a positive impact on children's learning
- Displays celebrate and challenge learning

Displays in the classroom:

Within each classroom the following should be present:

- HJS Values display
- YOYOB Chart
- School Rules - Be the best you can be
- Class name and adults' names
- Photographs and names of children in the class
- English: Working Wall (including children's work)
 - Demon Words for spelling
 - Golden Words
 - Comprehension 'Dogs'
 - Key Vocabulary
- Maths: Working Wall (including children's work)
 - Class Targets
 - Key Vocabulary
- Talk scaffolds and Sentence Stems
- 'Rules for Talk'
- Reflection Shapes
- 'Out of Class' sign

4. Roles & Responsibilities

Learning Support Assistants (LSAs)

LSAs are responsible for supporting the learning of the pupils they work with. This is achieved by:

- Ensuring they are in the classroom at 8.35am to engage with the class teacher in planning and preparation for the day's learning.
- Having a good knowledge of the needs of individual pupils.
- Supporting individuals or groups of children as appropriate to actively aid their learning.
- Providing written and oral feedback regarding their group's progress to the teacher
- Using their initiative to enhance learning within the classroom

Teaching Staff

Teachers are responsible for the progress of pupils in their classes and for self-evaluating their own professional development. This is achieved by:

- Self-evaluation of their subject knowledge and understanding of educational initiatives
- Self-evaluation of the quality and effectiveness of their own teaching, management of LSAs and the classroom environment
- Monitoring pupil progress to ensure the children achieve their progression and attainment targets
- Reviewing pupil progress data at termly meetings with the Leadership Team
- Adopting and effectively implementing the school's policies and aspirations
- Encouraging and developing the ability of pupils to evaluate and take responsibility for their own learning
- Monitoring classroom behaviour, homework, the home/school diary, rewards and sanctions, uniform, punctuality and attendance
- Effective communication with parents through regular discussions, the home/school diary, year group meetings, curriculum evenings, parent meetings and end of year reports.

Curriculum Teams

Curriculum Teams are responsible for the effective medium term planning of subjects within their team, ensuring that appropriate resources are in place and that the aims of action plans are met. This is achieved by:

Senior Leadership Team (SLT)

The SLT is responsible for creating conditions that allow for quality teaching and learning which advances pupils' progression and attainment. This is achieved by:

- Creating the School Development Plan to identify targets to improve teaching and learning across the school
- Monitoring and evaluating pupil progress and attainment through year group pupil progress meetings, classroom observations of teaching and learning and the monitoring of children's work
- Strategic implementation of agreed actions towards desired outcomes
- Reviewing progress against targets set
- Manage the allocated budgets effectively

Executive Leadership Team

The Executive Headteacher and Head of School are responsible for providing professional leadership and management of teaching and learning throughout the school, in partnership with the Senior Leadership Team. This is achieved by:

- Conducting classroom observations, learning walks and termly performance management meetings with teaching staff to ensure standards of teaching and learning are continually improving.
- Analysis of data to evaluate the attainment and progress of pupils and groups.
- Working with the SLT to identify improvements to the teaching and learning of pupils and groups.
- Driving improvements to teaching and learning through monitoring the effectiveness of teaching and learning strategies and identifying new priorities.
- Ensuring an appropriate and engaging curriculum is in place which fulfils statutory obligations.
- Working with the staff, local colleagues, governors, the local authority and Ofsted to identify and monitor the actions and impact towards key priorities in teaching and learning.
- Disseminating national and local educational initiatives to governors and staff.
- Working with the SLT and following the programme of the annual school self-evaluation policy to monitor standards of teaching and learning. This includes conducting classroom observations, learning walks, pupil progress meetings and termly performance management meetings with teaching staff.
- Identifying and supporting CPD opportunities for staff to improve teaching and learning standards.
- Ensuring the school is sufficiently resourced to support the delivery of the curriculum.
- Ensuring the school site is well maintained and complies with Health & Safety legislation.
- Ensuring the school buildings and premises are effectively used to support successful teaching and learning.
- Creating a productive learning environment that is engaging and fulfilling for all pupils, drawing on the support of the school community.

Inclusion Manager

- Organising the timetabling and deployment of LSAs within the classrooms to maximise their impact on learning.
- Conducting annual performance management reviews with support staff.
- Organising CPD for staff related to SEND.
- Organising the provision of additional professional involvement e.g. educational psychologist.
- Organising the support and timetabling for those pupils with an EHC plan.

This should be read in conjunction with the SEND Information Report.

The Governing Body

The Governing Body is responsible for working with the school to ensure that high quality teaching and learning is delivered. This is achieved by:

- Working with the ELT to create the School Development Plan, including teaching and learning aims and priorities
- Conducting Executive Headteacher performance management
- Working with the school to promote equality and diversity
- Monitoring the effectiveness of teaching and learning through monitoring visits with Key Stage Leaders and Senior Leaders
- Assessing progress towards the school development plan targets

Parents

Parents are responsible for working in partnership with the school to support its teaching and learning aims and values. This is achieved by:

- Ensuring the pupil arrives at school by 8.40am, in school uniform and with suitable equipment for the school day
- Ensuring the pupil has good attendance and does not take holidays during term time
- Attending parent consultations meetings to discuss the pupil's progress and how they can be supported
- Encouraging the pupil to take responsibility for their learning and complete homework
- Keeping the school informed of anything that might affect the pupil in school including absence and ensuring that contact details are up to date
- Supporting the school's behaviour policy and encouraging the pupil to be responsible
- Upholding the school's safeguarding policy by not publishing photographs taken at school on social networking sites or other public places.

Pupils

Pupils are responsible for taking ownership of their own learning and aiming to improve their progress and attainment. This is achieved by:

- Following the class and school rules
- Working to the best of their ability in school and when completing homework

- Wearing school uniform and taking responsibility for their belongings
- Arriving at school on time
- Being reflective and trying to learn from their mistakes
- Taking responsibility for their behaviour