



# Hunnyhill Primary School

Date of Review	7 <sup>th</sup> February 2017
Next Review Due	February 2018
Staff Responsibility	Headteacher
Responsibility FGB/Committee	FGB
Signed by Chair of Governors	

## **Hunnyhill Teaching and Learning Policy Structure**

### **Vision Statement:**

At Hunnyhill Primary School, we believe that every child deserves the very best teaching and learning every day to ensure all children progress in their understanding, skill building and attainment of knowledge.

### **Aims and Objectives:**

We believe that everyone learns best in different ways. At Hunnyhill School we provide a rich and varied learning environment that allows children to develop their skills and abilities to enable them to be successful in a 21<sup>st</sup> century world.

We aim to:

- Enable children to become confident, resourceful, enquiring and independent learners
- Build children's self-esteem and help them to build positive relationships with others
- Encourage children to respect the ideas, attitudes, values and feelings of others
- Help children to take pride in their work and the work of others
- Engage children in the joy of learning and give them the tools to continue learning throughout their lives
- Help children to grow into reliable, independent and positive members of the community, valued by all.

### **Ethos & Relationships:**

The key to 'The Hunnyhill Way' is that our school is a friendly, supportive and happy one, where children and adults show high levels of respect for one another and positive relationships are the basis of all interactions. We have in-depth knowledge of our pupils and work closely with parents to ensure that we find positive outcomes to any issues or problems as soon as possible. We praise positive attitudes and achievements in our Golden Assembly on Friday mornings, where we share these with parents and the whole school. We also hold class assemblies weekly where we celebrate children's work. Every class designs its own appropriate reward system and these are used to ensure that children are recognised for their positive attitudes to learning, school life and upholding the values integral to Hunnyhill School.

### **Introduction:**

At Hunnyhill, we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We feel that learning should be a rewarding and enjoyable experience for everyone: it should be fun and children should be making progress all the time. Through our teaching, we equip children with the skills, knowledge and understanding to be able to make informed choices about the important things in their future lives. We believe that consistent and appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Progress is vital and we work hard to ensure that all pupils are improving skills, knowledge and understanding across all lessons and activities. We recognise the need for consolidation and practice but are vigilant in our avoidance of tasks that involve unnecessary repetition or low levels of challenge. Planning is rigorous but teachers are encouraged

to alter plans for the next lesson or within a lesson to ensure no child's or class's learning is capped. We monitor and respond to the progress of all groups of pupils. We expect every teacher to be accountable for the progress of all pupils in their class and expect all teachers to have high expectations of all pupils in all areas of their learning and school-life.

### **Key Areas and Expectations for Every Teacher:**

#### **Knowledge and understanding of pupils:**

When we teach, we use a wide range of teaching and learning styles, which match the learning styles of the children. We have consistent and appropriate expectations of behaviour and attainment and ensure that our lessons provide challenge for all children. Pupils' work is marked regularly against shared learning objectives and follows the school's Marking Policy. We are aware of the range of factors that may impact on individual pupils' ability to learn, but also understand and acknowledge that these are not an excuse for a lack of progress.

#### **Subject Knowledge:**

We believe that children learn best when teachers are well-informed, knowledgeable and highly skilled in all areas of the curriculum. We also have specialist music and PE teachers. We use both reflective and forward planning and a Continuous Professional Development programme to continually strive to ensure that teachers have the necessary subject knowledge to enthuse and inform children.

#### **Curriculum:**

We have reorganised our learning for the new National Curriculum and have created documents to ensure we have accurate curriculum coverage. With guidance from Hampshire Advisory service, we have changed the way that we teach English and Maths as follows:

**Maths:** At Hunnyhill maths is taught using a mastery curriculum in which children develop their fluency, their ability to reason and can solve both routine and non-routine problems.

**English:** We base our learning in Rich Texts. The children are immersed in the text, given the appropriate skills needed to write and then, through writing, editing and improving, they write their own high quality texts. Spelling is taught systematically and through embedded and discrete punctuation and grammar lessons, the children learn to write accurate and engaging texts.

SMSC is embedded in our curriculum and enables all children to understand themselves, each other and people in the wider world. SMSC is an umbrella term encompassing: Religious Education (RE), PSHE, Sex and Relationships Education (SRE), British Values (BV) and Rights Responsibilities and Respect (RRR). All areas are taught both discretely and are embedded throughout the curriculum.

One day each half term is dedicated to RE and it is delivered using the 'Living differences' model. Major faith celebrations are also taught in whole school assemblies and through topic work at the discretion of the class teacher. The PSHE curriculum is taught via discrete lessons and during Lower and Upper school weekly assemblies. Teachers also use their professional judgement and teach PSHE that relates to any particular issues that have arisen in their classes. The school uses the PDL programme to deliver PSHE.

SRE is taught during the summer term within a set two week block as well as through science lessons appropriate to the year group. This is delivered using the Chris Winter's curriculum.

British Values and RRR are delivered through whole school assemblies and the ethos is embedded throughout the curriculum. SMSC is evidenced via book looks, learning walks, descriptors are included on school planning templates and displays have an SMSC template attached to them.

### **Organisation and grouping of pupils:**

We agree class ground rules in September and these, with classroom routines, are made clear to all pupils and adults working in the classroom. We use a range of consistent and effective behaviour management strategies to ensure that children do not interfere with the learning of others or interrupt teaching.

We use a variety of groupings in lessons: whole class, ability, talk partners, individual etc. Such groupings are used to actively promote learning and focus pupils on tasks. Decisions about the size and formation of teaching groups are based upon the subject matter and/or the learning needs of the pupils and are highlighted in short term plans.

### **Planning:**

All our lessons are well planned and available to be shared with Support Staff, Senior Leadership Team (SLT) and, where appropriate, visitors. Careful and regular monitoring at Hunnyhill both by SLT, other staff and Governors ensures consistency with 'The Hunnyhill Way'. We use a range of planning tools. Each year a long term plan is created in collaboration with colleagues in the same year group to ensure consistency. From that, a weekly map is created for each half term showing what is to be taught that week. This allows for stand in teachers to keep to the intended learning outcomes. Maths is taught using the solo taxonomy model with activities created at each level towards mastery. Children move from group to group as they show understanding of the previous step. A Topic Web is sent home to parents every half term and is available for viewing by the entrance to every classroom.

Our plans demonstrate what the children are expected to learn in lessons, with activities that are clearly linked to the learning objective(s) and our plans show the links between current teaching and previous lessons.

### **Interventions:**

At Hunnyhill we plan targeted interventions that will support pupils and will move them on in their learning. These are determined by our accurate knowledge of pupils' previous learning and by our high expectations of their progress. We know the impact that we expect these interventions to have and we evaluate them regularly with regard to the difference they have made to pupils' learning. Children who have not grasped a concept in the main lesson are given opportunities to revisit the learning in a different way through our 'Keep up Catch up' programme. Children with SEN will have Individual Education Plans that give details of the additional help and support given within the classroom. We review these regularly and share them with parents. Close co-operation working with parents and carers is an integral part of 'The Hunnyhill Way'.

### **Home Learning:**

We recognise the importance of pupils learning at home. We believe it helps them to consolidate and extend school learning as well as helping to involve families. Our homework policy outlines the arrangements that we make to plan regular and appropriate home learning at each stage of our school. Our home learning is marked regularly and feedback given to the children on how to improve. Currently we have different expectations for each Key Stage (please see Home Learning Policy for further details).

### **Assessment For Learning (AFL):**

In lessons, we constantly assess children's progress to inform our planning. We listen, observe and question groups and individuals carefully and reshape tasks and explanations to improve learning. Our responses are timely and relevant. We anticipate the most likely areas of misunderstanding and prepare interventions and support that will address these. We are also ready to adapt our approach spontaneously when we meet unexpected misconceptions or difficulties. We adapt/annotate our planning to show these changes. We now have a specific Lead Teacher in school to support and promote AFL.

### **Marking and Feedback:**

We assess progress regularly and provide feedback, both in oral and written form. We discuss assessment with children so that they know how well they have done and what they need to do to improve. We plan regular time for pupils to read and respond to our comments in their books. We give on-going feedback throughout lessons and our feedback is more often positive than negative. It is focused on improving learning and attitudes and is designed to motivate pupils to take on board their 'next steps', so that they can progress further. Our Assessment Calendar/Policy show when more formal assessments are expected to be carried out.

### **Time Management:**

Our lessons start promptly and effective classroom routines are in place. Pupils are given clear instructions as to what is required of them within a given time and they are expected to work at a good pace, with an understanding of the quality and quantity of work expected of them.

We systematically monitor the work undertaken and manipulate the use of time to ensure that it responds to and reflects the learning needs of the pupils. The pace is appropriate and pupils are on task, interested and involved.

### **Learning Environment:**

Our school is a safe and organised learning environment for those who work here. Within classrooms, we have well-maintained and sufficient resources. These are available for pupils to use to support their learning and pupils are taught how to use resources properly with regard to health and safety and respect for personal property.

Our walls reflect our pride in the children's work and displays are used to promote learning, either through good examples of work, 'working walls' or through a 'reference display' that children can use as an additional resource. After advice from Hampshire, our working walls are based on a peg line. In English, at the start, we have the initial stimulus and at the end an example of a good example of the final product. In between the teacher will pin up examples of what the children have learnt to get to the end goal. In Maths, the objectives come from the Herts and Rushmore unit planning and these are presented on an S plan, showing how the objectives in a unit build on from each other.

### **APPENDICES:**

#### **OUR SCHOOL VALUES**

##### **'The Hunnyhill way'**

- Independence
- Collaboration and Teamwork
- Respect
- Resilience and Determination
- Creativity
- Challenge