



Hallsville Primary Teaching and Learning Policy

HALLSVILLE POLICY FOR TEACHING AND LEARNING.

Introduction.

- The teaching and learning processes lie at the very heart of the school's business and the vision of what it is we want to achieve.
- All other policies and practices impact upon pupils in the context of the classroom. This policy puts the aims of the school into classroom effect.
- The nature and quality of classroom practice is the single most important factor-determining pupil's achievement, which lies within our control.

Aims.

- To improve the quality of learning and pupil achievement.
- To establish across the school an agreed range of 'good practices' in respect of teaching and learning.
- To ensure consistency across the school and age/ability appropriate progression in classroom provision.
- To share good practice and enable the school to identify aspects of classroom practice and provision which will benefit from further development and support.
- To provide agreed focus and criteria for monitoring the teaching and classroom practice.
- This statement of agreed school practices will provide new staff with a clear indication of the school's expectations.

This policy is arranged under the following headings:

- 1. Display**
- 2. Classroom management**
- 3. Routines**
- 4. Expectations**
- 5. Presentation of our work**
- 6. Planning**
- 7. Teaching**
- 8. Marking & Assessment**
- 9. Target Setting**
- 10. Teaching Assistants**
- 11. Guidelines on exercise books**

1.Display

Displays should be changed regularly and all children should have opportunities to have their work displayed. Displays should be looked after and repaired or replaced if torn or spoilt.

Artefacts, natural objects, 3D work, fabric, should be used to enhance display.

All displays must have borders, backed pieces of work with children's names and explanatory labels linked to learning objectives and success criteria. Lettering should be of a high standard, created on a computer or written **neatly** by hand.

- 1. Conditions for learning should be completed in every class by the end of the first week back.**
- 2. Every classroom should have all displays completed by the first half-term**

Conditions for Learning.

Creating an ethos and environment in which children can enjoy learning, reflect, improve and grow in confidence, is fundamental to learning and, therefore to our school.

The physical environment, in which children's learning takes place, should be one, which supports and enhances their learning.

As a school we will have classroom environments and displays that support the child, Teaching Assistant and Teacher in the learning process.

We will do this by ensuring that each classroom has:

All subjects:

- *A tidy classroom, free from clutter.*
- *School council/ head boys and girl/ class leaders are displayed.*
- *History Timeline*
- *Hallsville Values*
- *House point containers(link to values)*
- *All adults are wearing aprons with resources in pockets- highlighter pens, post-it notes and stickers.*
- *A celebrating success i.e-KS2 Smiles board/area.*
- *At least 2 displays showing children's work, supported with key questions about the learning processes involved*
- *Displays should be interactive and demonstrate the use of key vocabulary.*
- *An area at the front of the class to display key vocabulary for the lesson (flash cards)*
- *Interactive tables / areas- displaying equipment and resources*
- *A G & T –question rocket **
- *Classrooms must reflect cultural diversity .i.e.-photos and maps*
- *Children's' accessibility to interactive whiteboards*
- *Class timetable / duties / assembly rota**
- *E-safety expectations/ ICT -Pupils have signed AUP*
- *Behaviour/ Timeout area / code of conduct **
- *Learning wall*
- *Celebrate and Educate poster*
- *Next steps wall-English and Mathematics*
- *Voice box- Pupils voice or complaints box (KS1 and KS2 corridors)*
- *Childline poster*
- *'What's in the news?' display*
- *Visual timetable*

- *In a year group there needs to be one French and one RE display.*
- *Self- assessment sentence openers**

Literacy

- *Literacy OVCP display which should be updated for each genre and used as a learning wall during writing lessons- sentence openers, vocabulary, connectives and punctuation.*
- *A neat and tidy accessible book area which has a display that is bursting with awe and wonder. (3 –D, lights etc.)*
- *RML-Alphabet Frieze*/RML-sounds charts*/ RML-blue word wallet*where applicable*
- *Curricular targets- spellings*

Mathematics

- *Mathematics--times tables, number bonds, shapes, key vocabulary for number**
- *Maths equipment trays- various counting equipment, hundred squares, multiplication squares, clocks , money, 2-D and 3-D shapes, mirrors, tracing paper, number sticks for children and teacher, number lines, metre stick*
Numicon for Rec,Y1,Y2.Numicon for LAG in KS2
- *Curricular targets-times tables*
- *Interactive table or area displaying equipment and resources*

In the EYFS learning environments there are conditions for learning for both the indoor and outdoor spaces.

Indoor Conditions for Learning

- *Learning objectives and success criteria are shared with the children at the start of the lesson and is used as a tool throughout*
- *Clearly labelled, tidy ,and well resourced classroom*
- *Tidy kitchen area –Nursery*
- *A celebrating success area*
- *At least 2 displays showing children’s work, supported with key questions about the learning processes involved*
- *Displays should be interactive and demonstrate the use of key vocabulary*
- *Interactive tables / areas- displaying equipment and resources-linked to key areas of learning*
- *A G &T –question rocket **
- *Classrooms must reflect cultural diversity .i.e.-photos and maps*
- *Children’s accessibility to interactive whiteboards*
- *Class timetable / duties / assembly rota**
- *E-safety/ ICT -Pupils have signed AUP*
- *Literacy- sentence openers, connectives, wonder words and punctuation pyramids, key sight vocabulary (VCOP) **
- *A labelled/organised ‘book area’*
- *RML-Alphabet Frieze*/RML-sounds charts*/ RML-blue word wallet**
- *Curricular targets- key sight words/spellings*
- *Mathematics--times tables, number bonds, shapes, key vocabulary for number**
- *Curricular targets-counting focus*
- *Interactive maths table or area displaying equipment and resources*
- *Numicon*
- *Next steps*
- *Visual timetable*
- *Stock cupboards are organised neatly.*
- *Parent notice boards are maintained to a high standard.*

Outdoor Conditions for Learning

Outdoor area is accessible/children moving freely throughout session.

- ❖ **Mark making area-** Chalks, pens, pencils, large brushes, easels, paper, card
- ❖ **Is there evidence of mark making in other areas?**
- ❖ **Creative area/ artistic/ musical-** Rolls of paper, rollers, paint, foam, ribbons, clay, sponges, string, wool, pasta, materials for weaving, various musical instruments
- ❖ **Physical development area-** Various balls, bats, bean bags, hoops, quoits, cones, skittles
- ❖ **Growing area.** Is there a place for digging? Areas to grow plants? Wellies, spades, watering cans, wheelbarrows, rakes, pots
- ❖ **Investigation area-** Sand, water, buckets, bug pots, tweezers, magnifiers logs, stones, shells, binoculars, sieves, pipes, funnels, pulleys, wheels, ramps, chimes, windsocks, ribbons, fabrics, kites, bubbles, cameras, clipboards
- ❖ **Constructing area-** Large blocks, crates, woodwork bench, tools, cones, planks, large cardboard boxes, large construction kits
- ❖ **Imaginative play area** Is there space and provision for role play?- Examples may include: builders' yards/ shop/ garden centre/ stage/ café/ car wash/ garage/ post office/ camping/ clothes for dressing-up
- ❖ **Quiet area** Is an area provided for children to be quiet, rest and reflect- Seats, cushions, mats, fabrics, picnic table, books, puzzles, clip boards, mark-makers, story tapes, head phones
- ❖ **Wheeled toys area** Are there various wheeled toys?
- ❖ **Parent notice boards are maintained to a high standard.**

2. Classroom management

Children should be trained in classroom routines relating to tidiness and orderliness.

- They should be trained to collect and replace resources.
- Agree a class code of conduct. (See Behaviour Policy).
- Use more able children as leaders to support the learning of others in the classroom.
- Take children through the step by step behaviour programme (see behaviour policy).
- Explain the smile system (KS1=20 for each certificate, KS2=50 for each certificate)
- Set up class monitors to tidy and care for the room and equipment i.e. playground equipment.
- Practise lining up- boy/ girl all the time.
- Use 1,2, and 3 for moving around the room i.e. travelling from the carpet to chairs in an orderly manner.
- Use of hand signals for quiet and talk to you partner.
- Show children how you expect them to sit on the carpet, sit in their chairs.
- Teach children how you want them to stop and listen.
- Teach children to raise their hand if they wish to speak to an adult.
- Groupings of children must be varied throughout the day. For example:-ability based, mixed ability based, individual, pairs, small groups or larger groups.

Be consistent and continually remind children of your expectations.

3. Routines

Children will line up and be collected from the playground by their class teacher at 8:50am. Registration should be completed by 9:15am

At play and lunchtimes a whistle signifies the end of play. Adults on duty are to send a child 2 minutes before the whistle is blown to inform teachers break time is over. Children will be collected from the playground by their class teacher at the end of every playtime.

At the end of the school day:

- Nursery reception and KS1 children will be collected from their classroom by a parent or carer
- Year 3 children will be taken to the playground and not released until a parent; carer or older brother or sister arrives to collect them.
- In KS 2 parents can choose to allow their child to walk home on their own or arrange to collect them from the back playground.

In the Foundation Stage or Key Stage 1 if parents are late to collect their children then they are taken to the main foyer where they will be supervised by a teaching assistant

In Key Stage 2 if parents are late to collect their child then the pupils must take themselves to the main foyer and wait for their parents.

4. Expectations

Maintain high expectations of both yourself and all pupils at all times!

Have high expectations of and insist upon the very best of all pupils in relation to:

- Behaviour. Speak to children in a calm firm manner. Remember we are a **no shouting** school.
- School Uniform. It is school policy that children wear a school uniform. If a child does not wear a school uniform they should be spoken to by the class teacher. If the child continues to not wear a uniform the class teacher should inform the home school liaison officer.
- Jewellery. For health and safety reasons jewellery should not be worn at school. (Small sleepers and studs are allowed). If a child wears jewellery at school the class teacher needs to ask the child to remove the jewellery and put the item/s in the school safe.
- The adults at Hallsville **are** the role models for children.
- All adults should be smartly dressed. During PE lessons all adults must be dressed in PE kits.
- Quality and amount of work achieved. Make it clear to children how much they need to do in a certain amount of time. Insist that all pupils complete set work.



Presentation of our work

- A sharp pencil must always be used to write with.
- When we can write with a neat joined script we will become a pen writer.
- Once a child becomes a pen writer they must stay a pen writer unless instructed by an adult.
- All maths work will be completed in pencil.
- All charts and diagrams will be completed in pencil.
- A ruler must be used to underline titles, rule off and draw charts and tables with.
- The date goes on the top line
- The date and the title are to be underlined with 1 line only.
- Our teacher will be the only person to write on the cover of our books.
- Colouring pencils only will be used in exercise books.
- Cross out any mistakes with 1 neat line.
- Leave a line and an indent for every new paragraph.
- Rubbers are not to be used unless directed by the teacher.
- All worksheets need to be dated, marked and carefully trimmed before stuck into books(Do not fold worksheets)

In all subjects please ensure that every opportunity is taken for children to work in books rather than using activity sheets.

6. Planning

There are three kinds of planning detailed below: **long term planning, medium term planning and short term planning.** (See EYFS policy for Nursery and Reception)

1) Long term planning.

- The New National Curriculum, ITASS ICT, and Jigsaw provide detailed guidance on: expectations, Learning Objectives, possible teaching activities, resources, approximate time and progression for all year groups from Reception to Year 6.
- The school has a curriculum map that breaks up the curriculum areas into manageable half termly themes. Thereby ensuring breadth and balance in curriculum provision and continuity and progression from term to term and year to year.
- For English and Mathematics thinking skills are woven throughout- coverage should be highlighted every half-term.
- Aims and Thinking Skills are to be found on the front page of each year's curriculum map. These are the key skills and must be included in the medium term planning.

2) Medium term planning

Medium term planning organises the year curriculum into 6 terms. Teachers must use the '**Medium Term Planning Sheets**' to do this. It must be done in year group teams. Teachers should take the learning entitlements and objectives from the curriculum map and turn these into programmes of work for each half term, mapping out what needs to be done week by week in order to achieve these goals. Consideration should be given to creative cross- curricular links. The Creative Learning Journey Plan should be used to plan out the learning journey for non- core subjects.

- Formal assessment in the core areas will be planned for 3 x a year.
(See assessment policy)
- Non-core assessments will be planned for at the end of each unit.
- Planned educational visits
- Published schemes for Medium Term Planning may be used, but they must be adapted to suit the cohort.(Maths No Problem, Maths Mastery)
- Medium Term Plans must be annotated
- Teachers need to keep a copy of their Medium Term Planning in their teacher's file for monitoring by the Senior Leadership team.

Short term planning

This includes **weekly plans.**

Teachers should do this on the weekly planning sheets in year groups.

Teachers must use their medium term plans to do the weekly planning.

When planning English and Mathematics, teachers need to use the documents found in their resource planning files and on the Managed Learning Environment (MLE).

English documents are:

- curriculum map which includes Programme of study

Additional resources are:

- Pie Corbett genre, Spelling Bank resource, RWI and Bond Assessment Papers resource books.

Mathematics documents are:

- curriculum map
- Maths No Problem books and resources
- Maths Mastery programme for EYFS and Year 1
- mental/oral overview
- Test Base
- Calculations Policy
- Bond Assessment Papers resource books.

The weekly plans should:

- Turn the learning objectives from the half termly plans into the actual teaching and learning activities that will take place including broadly differentiated activities.
- Success criteria, the expectations of exactly what the children have to do in order to achieve the Learning Objective
- EPIC planning. Planning this in all lessons: engagement, pace, impact and challenge.
- SMSC. Encourage a sense of awe, wonder and curiosity around learning. Provide reflection time, to be still, think about core values and beliefs. Develop a clear moral sense- an understanding of right and wrong. Foster creativity, imagination, appreciation for the arts. Draw upon the richness and variety of spiritual resources and religious beliefs. Develop an understanding and respect for diversity, equality, inclusion and difference. Appreciate and understand the different cultures, particularly those represented within the school and community. Develop empathy and compassion, and consideration of what it means to be a human.
- Assessment for Learning strategies-peer/self assessment
- Identify the teacher input needed (e.g. explanation of key words/ideas, modeling using the visualiser, demonstration of skills etc.)
- Questioning should be planned for – Bloom’s Taxonomy (Class rocket)
- An SEN/ EAL/HAG planning column is provided to consider the needs of SEN/ EAL /HAG children e.g. IEP targets, classroom assistant support, peer support, differentiated activities. For high attainers see Gifted & Talented Policy.
- How any adult support will be used e.g. TA’s
- It is expected that children with exceptional needs (high needs) have planned learning activities recorded on the additional SEN English and Mathematics weekly planning sheets.
- Flip charts/short term plans need to record any changes that have occurred and whether what was planned was actually covered.
- Short Term Planning needs to be assessed daily on the planning sheet. The main focus of day to day assessment is the impact it will have on your teaching for the next lesson and catch up programme for pupils who need extra support.
- Published plans are produced by ITASS for ICT and BUPA, MATALAN LCP lesson plans for PE. These plans may be used, but they must be adapted to suit the needs of the class.
- To plan how the teacher’s time will be used e.g. to work with a particular group (focussed teaching) - **teachers should not simply circulate the class in an unplanned way.**
- An ICT column is provided to consider ICT links across the curriculum.
- The weekly plan should be kept in the teacher’s planning file. Daily flipcharts are to be saved in the correct place in Activeinspire.

Creativity at Hallsville is at the forefront of our planning to ensure children achieve excellence. Back to back teaching is to be used daily in the afternoons between teachers. There can be exceptions to this, but it must be planned with your team leader during planning meetings. Cross curricular links are important in planning to ensure in depth / embedded learning.

The following subjects are to be taught every day:

Reading
Writing
Grammar, punctuation or spelling
Mathematics

The following subjects are to be taught every week:

ICT
PE
RE
Music
MFL

Philosophy for Children will be used as a tool to teach R.E and P.H.S.C.E units.

There is an expectation that one P4C lesson will be taught for every unit in RE and PHSCE.

Collective Worship takes place daily during assemblies.

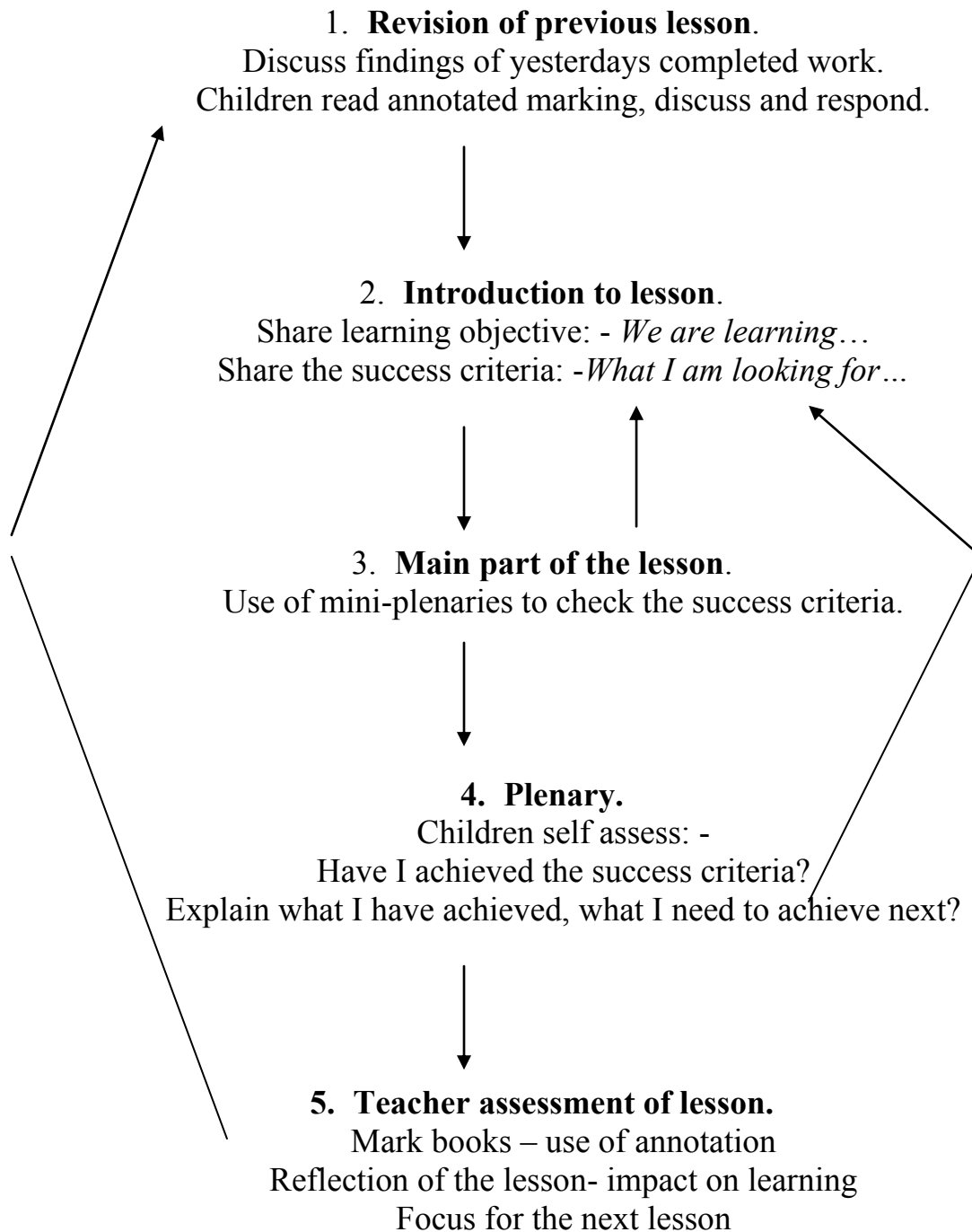
7. Teaching

Teachers are responsible for ensuring the following:

- Confident **teacher knowledge and understanding** of the subject matter to be taught
- **Pre-planning** of tasks, activities, pupil grouping arrangements and resources
- A clear statement to pupils of the intentions of the session i.e. a clear explanation of the **learning objective** for the lesson. *(The learning objective must be clearly written up on the board with success criteria underneath- visible for the whole lesson)*
- A clear exploration, creation or explanation to pupils of the activity and expected outcome through the use of the success criteria.
- Use of the lesson format for Assessment for Learning
- Effective teacher input which ensures pupils understand takes into consideration different learning styles. (use visual images and practical activities to support explanation / understanding, ensure that **key ideas and words** are shown on the board)
- Appropriate pupil work **activities** which help pupils **explore, develop, practise**, their new learning.
- Thorough **resourcing** of activities-with additional resources to support some pupils and stretch others.
- Consideration needs to have been given to the needs of **different** pupils e.g. to ensuring more able are stretched, less confident are supported; although independence should be encouraged at all times. Independence needs to be for a sustained period of time.
- **Children should be given opportunities to choose the difficulty of the task so that they opt for one that will stretch them rather than one that is too comfortable. Teachers should encourage children to explain their choices using the language of: comfort, stretch and panic.**
- **Time targets** need to be set to ensure pace. Children should be reminded of this at appropriate moments

- **Expectations** of pupil's work needs to be made clear e.g. quantity of work, presentation, and other qualities pupils should be maintaining in their work. Use of the visualiser.
- The teacher needs to have planned how they will use **their time** whilst pupils are at work:
 - Check that the tasks being worked upon are proving appropriate to the different needs of different pupils
 - Work with particular pupils to support and stretch them
 - Assess pupils' progress
 - Give immediate feedback-use of the highlighter pen
- Activities should be **reviewed** - reinforcing the learning which it is hoped will have taken place.
- **Marking and assessment** procedures which inform both pupils and teacher of what has been achieved and what needs to happen next.
- In the afternoons children need to work in mixed ability groups.
- **Assessment for Learning** – peer and self assessment

Lesson Format for AFL



'Assessment for Learning' strategies

- Introducing LO and SC- to ensure children know what they are learning and how they are going to achieve it
- Children create their own success criteria: use of children's work from the previous years, using the visualiser to model

- Assessing children's white boards and answers- dealing with misconceptions planning for next steps /post it notes.
- Mini-plenary-to address misconceptions/challenge children/ensure all children are on task
- To use questioning to have an overview of the understanding of success criteria.
- Plenary-to challenge children further, to introduce next steps to the objective/to address misconceptions/to self or peer assess against success criteria
- When marking using the success criteria to ask questions about children's work – to ascertain understanding of concepts/ check ability to use and apply skills/ question what next steps children will need to improve understanding
- Rich Questioning: Open ended/ Do you agree or disagree? Statements that need to be explained/ Right or Wrong? Giving the answer.
- Pair talk-to ensure all children are accessing the success criteria/lessons objectives- so that they can all participate in learning through the use of speaking and listening
- No hands-up- this ensures that all children have to focus on the task and cannot sit back and disengage themselves from the lesson
- Self assessment- for children to assess what they have learnt and for them to understand what the next steps are to that skill or area of learning
- Peer assessment-to enable children to have a thorough understanding about what they should have learnt through discussions with their peers
- Sentence openers: (I liked it when... I never knew that...) enables children to start to explain where they are with their learning and achievements.

8. Marking and Assessment

- ❖ Marking is the teacher's day to day / week to week means of assessing pupil progress and, thereby, of planning work to meet pupils' needs.
- ❖ Work must be marked before the next lesson, and where practical, in the presence of the child.
- ❖ Teachers should mark clearly in a different colour to the child's work.

Traditional marking has mainly consisted of a focus on the following four elements

- Presentation
- quality of work
- effort

While these are important, feedback should resolve around the learning objective and related success criteria

Marking should focus on identifying elements of success and on one or two areas to improve.

Children must be given classroom time to respond to teacher's marking and carry out an improvement on a piece of completed work. Any improvements that need to be corrected or improved will be highlighted by the teacher.

Mark against the success criteria:

- a) **Showing success-**
- b) **Indicating improvement-**
- c) **Giving an improvement suggestion**
- d) **Responding to marking.**
- e) **Time for children to respond to marking or make improvement/Making the improvement**

a) Showing Success

The teacher finds the three best places in the child's work that link with the learning objective/ success criteria and shows using ✓✓

b) Indicating improvement

The teacher uses a high lighter pen to indicate precisely where on the work the improvement could be made.

c) Responding to marking and giving a task.

The teacher writes a positive comment about what the child has achieved and then gives a task.

The task:

- asks a question relating to the learning in the lesson that has been marked-this is to reinforce or challenge.
- asks for an improvement in what has been completed by the child.

d) Time for children to respond to marking or make improvement/Making the improvement

Classroom time needs to be given for children to find their success and to make the improvement suggestion (5 minutes).

9. Target Setting

- Target setting is a meaningful process at Hallsville.
- Teachers set pupil level targets to achieve at the start of every year. Progress against these targets is tracked every term.
- Targets are also set following assessments that are child friendly for reading, writing and maths. These targets are placed in the front of pupils book so they can be accessed easily.
- These targets are shared with parents at parents' evenings.
- Targets are set in end of year reports these targets are used by the new teacher at the start of the year.

10. Teaching Assistants

Preparation

It is the responsibility of the teacher to ensure that all teaching assistants are informed about every lesson prior to it.

If a teaching assistant takes a reading group, they will be provided with supportive planning time for one hour a week.

During Lessons

Teaching assistants should be fully involved with children's learning: whether it is on the carpet; monitoring behaviour during lessons; whilst work at tables is being completed or within the introduction and plenary. It is not acceptable for a teaching assistant to be simply sitting and watching the delivery of the lesson. Teachers and teaching assistants must have to hand a pen for marking what has been achieved, a highlighter pen for immediate improvements and a set of post it notes for recording pupil's comments or next steps. All staff are provided with an apron to store equipment and it is the adult's responsibility to ensure that have these resources in every lesson.

Transition between classes.

Teaching assistants must make sure that behaviour in corridors and in lines is the best it can be. This must be done through positive praise and consistent reminders about walking sensibly and lining up quietly. Children must be supervised during transition at all times.

In the playground.

All teaching assistants in the playground are expected to join in and play games with children. It is not good enough to stand and watch children playing just in case they might misbehave.

In the afternoon.

If there are two teaching assistants in a year group, one of them should be involved in RML 1:1 catch-up sessions and the other addressing the Next Step needs from the morning. In some cases there will be exceptions, where a teaching assistant will need to be in class- this must be arranged with your team leader.