



Hazelwood Schools

Teaching & Learning Policy

Reviewed and Adopted: February 2016

Reviewed by: SLT/LTS Committee

Next Review: March 2019

Review ever three years

Teaching and Learning Policy

“Hazelwood is a unique and supportive school which makes learning fun. Teachers inspire us to learn and we have a laugh. They make us believe that we are capable of succeeding in anything we do.” Quote by Sejal (Year 6)

“A Hazelwood child will develop a love for learning through experiencing a rich and engaging curriculum and from establishing relationships with inspirational teachers who foster curiosity and ensure learning is fun” Quote by Nicky Ross (Headteacher)

Learning is an active process in which the individual makes connections with what they already know, asks questions, reflects and develops understanding. Great learners understand that the best learning occurs when the process is challenging and where new knowledge and skills are acquired or we think about things in a different way.

Great teachers inspire children to achieve, learn from their mistakes and become better human beings. They ensure that children have the necessary skills and knowledge to equip them for future success and make a positive contribution to the wider world. Great teachers are remembered for who they are, the positive impact they had and their ability to instil awe and wonder and engage and motivate young people.

Education is about exploring the environment around you, discovering who you are and finding your place in the world. School is a setting in which your love of learning is ignited and your educational journey begins. School is a safe and happy environment in which to grow, develop and learn.

Pedagogy

At Hazelwood our pedagogy on teaching and learning is underpinned by the development of the whole child. We place the child at the heart of everything we do and aim to provide opportunities that not only ensure great progress and attainment but nurture and develop the individual and allow them to achieve and be successful in all areas.

We believe in preparing children for an ever changing world and equipping them with the skills and knowledge that will ensure they play a full and meaningful role in society.

At Hazelwood our core purpose is to:

- inspire awe and wonder,
- engage and motivate children to be better than they believe possible,
- support children to think, problem solve and learn,
- ensure all children achieve their full potential,
- prepare children for their future lives,
- give children the foundations to be confident, happy and successful.

Learning Environment

We create a purposeful and positive learning environment where all children are challenged and encouraged to think, problem solve and learn. We create an environment of mutual trust and understanding, where children feel safe and secure and are willing to challenge themselves and take risks with their learning. We ensure that there is low perceived threat but high challenge in all classrooms.

We support our pupils to understand their learning and develop strategies to become better learners. We help children realise that learning is learnable and anything is possible with courage, a resilient attitude and hard work. We strongly believe that all children are capable and able to attain well. We provide learning opportunities that are targeted to their needs but don't put a ceiling on achievement.

Learning Community

Learning is a lifelong process that never stops and at Hazelwood we believe in continually updating our practice so that we give our pupils the best possible provision and implement new initiatives that continue to improve the quality of teaching and learning. The deeper we understand learning and the learning process, the better able we are to facilitate it in learners. Within our setting there is a strong emphasis on developing all members of the team through effective school based training, coaching and targeted support. We recognise individuals' talents and ambition and are committed to the professional development of all staff. Staff are encouraged to use their initiative and to lead on aspects of school improvement and teaching and learning.

Children are supported in developing learning behaviours and attitudes that ensure they are not over reliant on adults, don't develop learned helplessness and become independent in their learning and thinking.

The Thinking Classroom

In order to be successful in a rapidly changing world our children need to develop a range of life and learning skills including resilience, adaptability, collaboration and creativity. We believe that within a primary setting children should be given the opportunity to explore and understand how we learn; how the brain works and how we can become better at thinking and therefore learning. We teach children that the brain can be trained to become more flexible, more creative and more analytical and that we can apply different types of thinking strategies to different solutions. At Hazelwood we want our children to become great thinkers, learners and problem solvers and consequently explicitly teach thinking skills and learning behaviours and offer a curriculum that allows children to think for themselves, discover, explore and problem solve.

Accountability and Team Work

We work together as a team and understand that every person involved with a child or class has a significant impact on their achievement, well-being and happiness. We understand that we are a link in the learning chain and that with continued good and outstanding teaching and learning the child will thrive. However, if one person in the chain is weak or inadequate the impact on the child's learning is substantial. Therefore, at this school we expect all staff to be consistently good and outstanding. We offer continued support for staff to ensure their practice is good or better and have robust systems in place to ensure a child's learning journey through the school is of the highest quality.

The Governing Body is regularly informed about the quality of teaching and learning and through their work in school they have developed a thorough understanding about quality of

teaching and impact on learning. The Governors play an important role in supporting the school in developing its strategic direction and holding the school to account.

Barriers to Learning

We recognise the different starting point of all children and that children progress at different rates and believe that good and outstanding teachers are capable of providing a varied and differentiated curriculum to meet the needs of all learners. Staff work in partnership with parents and other agencies to ensure that barriers to learning are removed for children and progress can take place.

Relationships

The most valuable asset in a teacher's tool box is the relationship they establish with their pupils. Getting the relationship right is vital in terms of children 'buying in' to their teacher and the teaching that takes place; children want to get it right and they want to impress their teachers. Teachers need to recognise that their actions, words and relationship with children are key to their success.

Positive praise and reinforcement remain central to class practice and relationships are rooted in mutual respect.

Working in Partnership

In a child's life, the first teacher is the parent. They teach them to walk, talk, communicate and socialise. They teach them right from wrong and support them in understanding the world around them. As a child starts school, the responsibility for learning and educating is not passed on from the parent to the school but is shared between the two. Only when working in partnership can the child reach their true potential.

Parents need to be fully informed of ongoing progress, achievements and concerns through:

- Informal chats with parents either by phone or in person,
- Formal termly parent consultation evening,
- Curriculum evenings to support parents in helping their children at home.

Effective Teaching and Learning

Key Aspects of Effective Learning:

- Progress made in every lesson,
- Resilient attitude,
- Courage to take risks and challenge yourself,
- Learning from your mistakes,
- Working collaboratively,
- Being reflective,
- Concentration,
- Questioning that inspires thinking.

Key Aspects of Effective Teaching:

- Good relationship between staff and pupils,
- Lessons are based on a sound knowledge of children's prior attainment and learning needs,
- Differentiation that meets the needs of all learners,
- Appropriate level of challenge and support for all,
- No lost learning opportunities,
- All adults impacting on learning throughout the session,

- Identifying and responding to children's learning needs within the lesson,
- Learning opportunities are engaging and fun,
- Children are given opportunities to think and problem solve in a variety of contexts,
- Children are actively involved in their learning,
- Planning enables teachers to develop a range of activities that allow children to learn new skills and knowledge,
- Effective use of resources,
- Independent opportunities.

Teaching and Learning Cycle

Assessment, planning, teaching and reviewing is a continuous cycle that is interlinked with equal emphasis and importance being placed on each element. Effective teaching cannot take place without detailed and careful planning. Effective planning cannot take place without in-depth formative and summative assessment and effective assessment cannot take place without good and inspiring learning opportunities and effective recording and reporting systems in place.

Planning

At Hazelwood we plan at different levels and for different purposes. Planning is always detailed, skills and knowledge based and focused on ensuring children make good progress.

Long Term Planning

Every teacher has an overview of the national and school curriculum that is to be delivered within their year group. This outlines the skills, knowledge and expectations for children to achieve by the end of the academic year.

Medium Term Planning

Each year group breaks down the yearly outcomes into a yearly overview and then into half termly pacing sheets which are skills and knowledge based. Although subjects are sometimes blocked together, when appropriate learning links can be made, children always receive a broad and balanced curriculum.

Short Term Planning

Weekly skeleton plans are produced for English and Maths by each year group team then teachers add the detail to these plans that are appropriate for the needs of their individual classes. Foundation subjects are planned in a sequence of lessons that cover the key skills and knowledge and are delivered across consecutive weeks. Weekly plans are annotated and adjusted by the teachers as a result of their formative and summative assessments within the week.

Planning is an integral part of good and outstanding teaching and learning and therefore the school has produced non-negotiables that are to be followed to ensure a consistently high standard which impacts on positive outcomes for pupils' learning.

Planning Non-Negotiables

- Weekly English and Maths
- Sequential planning for foundation subjects
- Success criteria
- Differentiation
- Key questions
- Use of all adults to support learning
- Skills and knowledge based

- Annotations that meet the needs of the teachers' class
- Plans adapted and changed based on evaluation and assessment

Assessment

Assessment procedures and practices are well established and centred around the development, progression and attainment of children. Our range of assessment tools and strategies provides us with evidence that guides and shapes our teaching and learning. Effective teaching and learning is rooted in a sound knowledge of the individual's strengths, areas for development and attitude to learning. Teachers use all the available information and data to plan effectively to meet the individual's needs and ensure they make good academic and personal progress.

Formative Assessment

Formative assessment happens on a daily basis and is a powerful way of raising pupil achievement through immediate response to children's needs. Teachers use a variety of strategies to unpick children's understanding, knowledge and skills at the point of teaching.

Formative assessment tools:

- A range of effective questions that encourage discussion and deep thinking
- Lollypop sticks to select a variety of children to explain their thinking
- Think, pair, share to support collaboration
- Peer and self-assessment (traffic light fans/SC checklists)
- Observing children in their learning
- Discussing learning with children and immediate feedback
- Reference to the Learning Line

Summative Assessment

Summative assessments of a child's achievements are made over a period of time; this can be at the end of a lesson, within a week or within a half term. Teachers use a range of evidence to support their decision when making a judgement on a child's achievements.

Pupil's academic achievements are evaluated in terms of attainment and progress.

Attainment

Children's attainment is measured against a national set of expectations from Reception to Y6. On entry to Reception, after a settling in period, children's development is measured and a baseline judgement is recorded as their starting point. This is called the Early Years Foundation Stage (EYF5) Baseline. This data is reported to the Governors and sent to the Local Authority where it is then passed onto the DFE for analysis and comparisons can be made nationally. Throughout the year their progress is tracked and at the end of the year, measured against national criteria known as Early Learning Goals (ELG). Children will be judged as **Emerging** within the ELG, working at the **Expected standard** for the ELG or **Exceeding** the ELG.

Within Y1 to Y6 children's attainment is measured against the new national curriculum performance descriptors also known as end of year, Age Related Expectation (ARE). At the end of each year children are expected to have reached a certain standard so that they are secondary ready by the end of Year 6.

Children will be assessed at the end of the year, every year, as either:

- Emerging** within that year group's curriculum (Working towards);
- Developing** within that year group's curriculum (Working towards);
- Secure** with that year group's curriculum (at ARE; Age Related Expectations);
- Extended Knowledge** (Deepening & mastering the year group's curriculum)

Children below year group expectations will be assessed against previous years or P-Scales if their SEN requires it.

Progress

Within our school children's progress is measured in Steps. In order to make good progress children are expected to make 6 steps in a year; 1 step every half term. Children's progress is monitored daily and weekly, and formally recorded at the end of each half term, which is six times in each academic year. Children's progress is discussed, with members of the Senior Leadership Team, at pupil progress meetings on a regular basis and actions put in place to support learning.

National Testing

It is compulsory that children in Year 2 and Year 6 sit national Standard Attainment Tests known as SATs. These results along with teacher assessments are shared with parents. Y6 test results and Y2 teacher assessments are published nationally. Children in Y1 are also required to sit a phonic screening check which assesses their ability to decode a range of real and placebo words; this information is published nationally. As a school we set very high expectations of ourselves and of our pupils and we strive to ensure that our children achieve above the national average.

Closing the Gap

Although children's attainment is measured against national expectations, we are fully aware that children do not enter school with the same starting point and that they will progress at different rates. We understand and aim to remove barriers to learning and are committed to equality of education for all children. We believe that every child has the capacity to achieve and exceed, and at Hazelwood we offer additional learning opportunities, interventions and support in order to close the attainment gap and ensure that all children are fully prepared for their next phase of learning.

Marking and Feedback

Effective marking and feedback is the most cost effective way of supporting a child in making progress within their learning. Children want to know what they have done well but moreover want to know what to do next in order to make better progress.

Written and verbal feedback are effective ways in which we can help children move forward in their learning. Both are equally important and verbal feedback is especially useful at the point of teaching. When written feedback is given children must be given time to read comments and respond to marking where appropriate.

All children's work, including home learning, must be marked. Marking will relate to the learning objective and/or children's targets. Teachers will use a range of marking such as positive comments, highlighting areas that are particularly impressive and noting down next steps for children. Developmental marking (green pen) must take place at least once a week, as a minimum, for both maths and writing and twice during each half term in their learning journey books. Children must be given adequate time to respond to this in green pen. Teachers must not use a green pen to mark.

Teaching

Every teacher brings a unique approach to their classroom practice based on their training, life experiences and personality. Every classroom experience should be slightly different for children as this allows individuality, personality and relationships to be formed. We all have our own style, techniques and methods that ensure we connect with our pupils so that they achieve and are happy within our classrooms.

Whilst we encourage staff to develop their own teaching style there are key educational principles that underpin teaching and learning at Hazelwood.

- We foster positive relationships with pupils that are founded in mutual respect therefore we don't use shouting as a behaviour management technique
- Agile teaching ensures that children make progress at each point of the lesson and there is no opportunity for lost learning to take place
- We use a range of techniques, other than hands up, to engage children in sharing their opinions, ideas and answers
- High expectations and a no excuse culture
- Consistency in marking and feedback
- Every child, regardless of background or need can progress and achieve

Curriculum

The school curriculum consists of the National Curriculum and the Hazelwood Curriculum; together these create a unique Hazelwood Curriculum that meets the statutory requirements whilst allowing us to meet the needs of our diverse community.

Our curriculum is underpinned by the following drivers:

- Inspires awe and wonder
- Problem solving and thinking skills
- Creative arts
- Nurturing responsible citizens

We believe that all children deserve a rich and broad curriculum that develops their curiosity about the world around them and that gives them opportunities to become literate and numerate whilst also developing personal qualities and skills that will prepare them for their next stage of learning.

English, Maths and Computing will be linked to the children's learning journeys wherever there are purposeful links to be made. Where these links are not appropriate these subjects will be taught discretely.

Foundation Stage Areas for Development:

Personal, social and emotional, communication and language, physical, literacy, maths, understanding the world, expressive arts and design

Statutory National Curriculum

Ks1: English, Maths, Science, Art and Design, Computing, Design and Technology, Geography, History, Music, Physical Education, Religious Education

Ks2: English, Maths, Science, Art and Design, Computing, Design and Technology, Geography, History, Music, Physical Education, Religious Education, Languages

Hazelwood Curriculum

All Ks1 and Ks2: Personal, Social, Health and Economic Education, Citizenship, Philosophy for Children (P4C), Thinking skills

Ks2 only: Sex and Relationship Education

The Hazelwood Learning Journey

In each year group areas of the curriculum are grouped together into learning journeys that usually last no longer than half a term. This may mean that a learning journey is particularly weighted towards several particular subjects each half term where key skills and knowledge are developed. There is no expectation that all subjects are taught each week as making clear cross curricular links makes learning meaningful for the children and gives purpose to the learning journeys. However, within each learning journey our curriculum drivers have to be clearly evident throughout. In line with our principle of developing enquiring minds we use Philosophy for Children (P4C) to engage children in active thinking and discussion. We also use assemblies to enrich PSHE within the classroom and look to instil a sense of empathy within our children so that they can become better citizens.

Within the academic year children will have received a broad and balanced curriculum that allows them to develop a wide range of knowledge and skills across all curriculum areas.

Each half term the staff will plot the knowledge and skills that must be learned by the pupils within the learning journey however there is enough flexibility within the plan to allow each class the opportunity to develop their own lines of enquiry, thus ensuring children have some ownership over their learning.

Each learning journey will start with a 'Big Bang' to initially engage children and make them curious and excited about their new learning, will involve educational visits or use of specialist and will end with a 'Celebration of Learning'.

Inclusion

We are inclusive schools and welcome all children with a range of needs, aptitudes and disabilities. Every teacher is responsible for the progress, attainment and well-being of all students including those with SEND, Pupil Premium and EAL. Teachers are responsible for adapting the curriculum to meet the needs of all learners. This is achieved by removing barriers to learning, providing a differentiated curriculum for children with special or additional needs, utilising a range of resources and having high expectations to ensure that all children have full access to the curriculum.

At Hazelwood we recognise that every child must be valued regardless of class, gender, race, disability and special educational need and be afforded an equal opportunity to access all areas of the curriculum and all areas of school life.

It is at the planning stage that it is appropriate to take account of the diverse community in which we live and this should be reflected in the curriculum areas and through appropriate use of artefacts and resources.

It is important that we recognise children's potential and do not put a ceiling on what we believe they can achieve due to external influences, background or need. It is one of our key priorities to close the gap between pupils, ensuring that all children are offered the best possible life chances through education and learning. It is our duty to support, challenge and nurture all children to reach their full potential and prepare them fully for the next stage of their life.