This policy outlines the fundamental aims and expectations, which underpin all learning and teaching at Hallfield Primary School.

**Aims**

To inform staff of expected good practice and improve pedagogy. This policy aims to provide a framework for the planning of effective lessons and in addition, to establish roles and responsibilities for members of the Hallfield community to provide an excellent offer to children.

**Values**

Hallfield is committed to its mission statement: *Growing, Learning, Achieving Together*. The core aim is for Hallfield to become a quality ‘first choice’ school at the heart of our local community.

Our vision for Hallfield is to build a community that:

- Places our children firmly at the heart of everything we do;
- Instils a love of learning, which lasts a life time;
- Personalises the learning journey for all children, enabling individuals to be: collaborative, confident, independent, creative, trustworthy, curious, resilient, reflective, respectful and aspirational.

Above all else, we strive to ensure that every child has a true sense of belonging and a voice to make a real difference.

We believe that lifelong learners need to have meaningful, challenging and creative learning opportunities. We have high expectations of achievement for our children including performance in national tests. Learning is best in an exciting, stimulating, safe and vibrant learning environment. Through being valued, developing positive relationships with others and having their social, emotional, spiritual and physical needs met, learners will become secure, happy, fulfilled and confident. We acknowledge that all stakeholders have a responsibility to respect, help and encourage each other.

Through targeted support, all children can achieve in an environment where they are able to make mistakes and learn from them. Furthermore, we acknowledge that we are all individuals, with different skills, talents, needs and experiences and actively seek opportunities to celebrate this. We value the partnership between home, school and the wider school community and will be proactive in forging links and encouraging mutual participation. To this end, we are well placed to support children in making the best choice for their continuing education in secondary school.
Quality Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. Therefore, we offer opportunities for children to learn in many different ways. The 2014 National Curriculum places emphasis on children obtaining a greater level of understanding and being able to apply learning in different contexts.

Pupils’ learning should enable them to:

- have first-hand experience and to engage in investigative work;
- communicate their findings and articulate their thinking in a variety of ways and for a variety of audiences;
- engage in planned and sequential opportunities to work individually and as an effective member of a co-operative group;
- grow in independence and take more responsibility in planning and organising their learning;
- practise and apply newly acquired skills and knowledge;
- value the work of others;
- select learning materials and tools appropriate to the work at hand;
- use modern technology as an aid to learning;
- acquire basic study skills through the curriculum offer.

Quality First Teaching

Expectations of quality first teaching require that:

- teachers’ subject and pedagogical knowledge is good. This includes the teaching of early mathematics and phonics where relevant. It is the responsibility of teachers, senior leaders and the governing body to understand and maintain critical up-to-date developments in curriculum subject areas;
- teachers with subject leadership to take ownership of their subject through action planning, raising the profile of their subject and ensuring the quality of teaching and provision within that subject area;
- high standards across all subject areas with a particular emphasis on oracy to articulate pupils’ understanding and learning;
- staff to plan appropriately for all groups of children with access to quality resources;
- all lessons incorporate opportunity for assessment for learning;
- that children are given opportunity to reflect on their learning experiences including self-assessment, as well as opportunity for peer assessment;
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- learning objectives to be specific, designed to enable children and teachers to clearly understand the learning within each, and across, lessons;
- lesson sequences that reflect the progression of skills in order to develop, consolidate, review, challenge and deepen understanding;
- within all lessons there is carefully planned scaffolding and challenge;
- questioning is used effectively to encourage children to reason and articulate their understanding;
- interventions are timely and support the needs of all children and address misconceptions;
- universal and specific speaking and listening strategies are used in every classroom;
- communication with stakeholders such as parents is continuous and timely, sensitive and informative.

Classroom environment

Classroom environments are designed to stimulate and support learning. Display boards are clearly demarcated and labels are supported by images. In line with the whole school approach to spoken language development, a classroom environment checklist has been developed to be supportive of learning and the inclusion of all children. This includes the use of working walls which are organised to support a sequence of learning.

The Creative Curriculum

At Hallfield, we are proud to achieve excellent outcomes for all children through the delivery of our bespoke creative curriculum. Building on our outstanding provision for early years, we tailor the learning journey for each child through a particular theme. Our thematic approach embeds broad balanced and relevant content, skills and experience, and is enhanced through specialist teaching in art, music and Spanish. Each theme is matched with core texts to support cross curricula links and capture the children’s imagination. These themes are chosen to encourage creativity, higher order thinking and a commitment to learning that will last a lifetime.

The Roles in the Hallfield Community

Parents

Parents can aid children’s learning by ensuring that their child attends school punctually, is well-rested and in good health, the school of reasons for any absence. In addition, parents should ensure that their child arrives at school wearing the correct uniform and bringing necessary equipment. In committing to the Home-School Agreement and following the school’s homework policy, the school’s ethos and practices are reinforced by parents ensuring a home-school relationship. Parents support communication through participating in discussions
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concerning their child’s progress and attainment. Furthermore, early contact between home and school ensures that matters which affect a child’s happiness, progress and behaviour are addressed.

Governors

Governors have a key role in reviewing the school’s curriculum policy and statutory obligations in relation to the National Curriculum. The Governors are concerned with monitoring school, local and national performance data, in order to evaluate achievement and analyse the performance of different pupil groups and subjects taught in school. On this basis, they are able to make recommendations about performance targets. The Governors’ interest in pupils’ achievements extends beyond those in the core subjects, taking account of the full curriculum and the impact of extended activities on pupil learning. The remit for scrutinising performance data includes reference to the effectiveness of teaching across the whole school, as measured by the progress and well-being of the diverse groups of pupils in Hallfield. Where the school receives special grants to support teaching and learning, governors are responsible for monitoring their effectiveness. They are also involved in the development of changes through focus groups, working parties and regular school visits.

Monitoring and Evaluation

Pupils’ work is monitored and moderated regularly by Senior Leadership Team. A termly review of learning is facilitated with teachers in the form of Pupil Progress Review meetings. A variety of monitoring arrangements take place throughout the year to provide a snapshot of the quality of teaching and learning overtime. The Appraisal cycle informs learning and teaching.

Monitoring and Review

The SLT are responsible for the coordination and monitoring of the implementation of this policy. It is the responsibility of our Governing Board to adopt and monitor this policy. This is done by the Achievement and Standards Committee.

Relevant Hallfield policies (http://www.hallfieldschool.org.uk/policies/)

- Most Able Policy
- Assessment Policy
- Marking and Feedback Policy

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