



Hazelwood Schools

Learning and Teaching Policy

Review July 2011

RATIONALE

The aim of this policy is to ensure there is continuity of practice in the school in terms of teaching and learning. For children to receive a high standard of education and to ensure that they achieve high levels of attainment, all members of the schools' community should adhere to the policy.

This policy will relate directly to the School Development Plan and to all policies subsequently formulated. It holds the underlying principles of all teaching and learning in all areas of the curriculum and school life.

This document outlines the practical implications of raising the quality of learning and teaching in the school.

The policy will be given to all those involved with the school:

- Teachers
- Support staff
- Governors
- Parents
- LEA
- It will also be given to new members of staff as part of their induction programme.

Teaching and Learning Principles and Strategies

This section outlines the key principles of learning and teaching in our schools and gives strategies for implementing these principles.

They are not in order of priority.

- **Teacher's expectations are high and the whole school celebrates achievement.**
- **There is a stimulating, welcoming environment where children can become independent and active participants in their own learning.**
- **Children have experiences that are regularly planned and delivered which broaden and challenge learning.**
- **Children are encouraged to be self-disciplined and responsible towards others and their environment.**
- **First hand experiences are regularly planned and delivered.**
- **Work is differentiated in a way that ensures each pupil has the opportunity to reach his/her full potential.**
- **Children are highly motivated and value their own achievements.**
- **All members of the school community are valued in the learning process.**
- **The school's equal opportunities policy is fully implemented.**
- **Teachers regularly evaluate their own teaching and reflect upon their practice.**
- **Parents feel welcome, informed and involved in their children's education.**

Children achieve their best when teacher's expectations are high and the whole school celebrates achievement.

The Teacher will:

- Plan carefully and build on prior learning
- Provide a well-balanced curriculum involving challenging yet achievable tasks.
- Work with children to set realistic targets
- Praise and encourage through words, displays, marking, rewards and reports.
- Implement the Behaviour Rights fairly.

The Pupils will:

- Take pride in their work and develop their understanding of what a piece of quality work is.
- Understand that praise is earned and is a reflection of achievement.
- Understand and follow the Behaviour Rights

Children achieve their best when they are working within a stimulating, welcoming environment where they can become independent and active participants in their own learning.

The Teacher will:

- Have a well organised classroom with clear labeling of resources
- Provide a safe and caring environment
- Respect children as individuals and acknowledge their rights, values and beliefs
- Have clearly defined rules.
- Provide a stimulating environment through high quality display.

The Pupils will:

- Be familiar with the organisation of the classroom and resources.
- Be able to share, co-operate and collaborate with each other.
- Develop and extend their skills.
- Listen carefully to instructions and develop the ability to maintain concentration.

Children learn best when they have regular planned experiences, which broaden their learning opportunities.

The Teacher will:

- Ensure that plans reflect the appropriate amount of time spent on each curriculum area.
- Give the children opportunities to experience aspects of the diverse cultures that make up our community
- Invite speakers/visitors to meet with the children
- Plan for and ensure that all children take part in class visits

The Pupils will:

- Involve themselves in all areas of school life.
- Be confident in visiting new places and meeting new people.
- Be able to respect the beliefs and practices of peoples of other faiths and cultures.

Children learn best when they are encouraged to be self-disciplined and responsible, respecting others and the shared environment.

The Teachers will:

- Provide regular opportunities for PHSE education where each child will have time to be heard.
- In their practice recognise the importance of raising self-esteem in individuals.
- Develop in the children a sense of pride and respect for the school environment and for each other.

The Pupils will:

- Follow the Behaviour Rights concerning respect for property and individuals.
- Develop an understanding of the ethos behind the Behaviour Rights and gain a caring attitude.

Children achieve their best when their experiences and challenges are regularly planned and delivered.

The Teachers will:

- Plan, evaluate and review the way the numeracy, literacy and Early Years Foundation Stage curriculum fits into the Learning Journeys.
- Deliver literacy and numeracy lessons as part of and separate to the Learning Journey work.
- Plan in line with school planning procedures.
- Evaluate their plans and adapt it accordingly.
- Set work that is appropriately matched to the ability of each child.
- Assess children using AFL to inform future planning.

- **Set relevant class and individual targets.**
- **Celebrate achievements of pupils.**

The Pupils will:

- **Be clear about expectations, structures and routines within their lessons.**
- **Aim to appreciate the importance of the core subjects and apply these skills and knowledge to all areas of their life.**
- **Take responsibility for their own learning, in school and at home.**
- **Aim to become literate and numerate.**
- **Recognise and understand the part literacy and numeracy plays in other subjects.**

Children learn best when the classes' work is clearly differentiated to challenge and motivate every pupil.

The Teacher will:

- **Establish what level each child has achieved using the National Curriculum procedures.**
- **Group children appropriately but with flexibility.**
- **Use 'must', 'should' and 'could' to differentiate work.**
- **Allow for different rates of progress and for those who need additional support.**
- **Ensure all classroom support is used and planned for effectively.**

The Pupils will:

- **Be confident**
- **Achieve the learning outcomes**
- **Understand the reasons for their learning.**

Children learn best when they are highly motivated, have clear targets and value their own achievement.

The Teacher will:

- **Set and review targets half termly/termly after having assessed the child.**
- **Discuss these targets with the individual child.**
- **Report to parents on a termly basis regarding their child's progress.**
- **Set targets that reflect the development of the 'whole' child.**
- **Recognise children's achievements.**
- **Work with parents to encourage their child to achieve their targets.**

The Pupils will:

- Be part of the target setting process.
- Aim to achieve their targets to the best of their ability
- Have a positive attitude towards learning.
- Respond with enthusiasm and take pride in their work.

Children achieve their best when all members of the school community are valued in the learning process

The Teachers will:

- Make use of outside visitors and visits into class to support their delivery of the curriculum.
- Create a classroom environment that reflects our diverse cultural society.
- Value and promote partnership between home and school.
- Listen to children and parents and be seen to act upon legitimate concerns such as racism.
- Encourage children to work together as part of a team/group.

The Pupils will:

- Value the contribution of other children and adults within the diverse community of Hazelwood and beyond.
- Learn to work together as part of a group/team.
- Show respect for the different cultures within the class, school and the wider community.

Children will achieve their best when equal opportunities are put into practice.

The Teacher will:

- Ensure all children are presented with a positive role model.
- Value every child in accordance with our aims.
- Be sensitive to and aware of cultural differences and gender issues.
- Understand the nature of any child's physical ability.

The Pupils will:

- Respect the rights of other pupils.
- Have high expectations for themselves.
- Respect and value difference.
- Contribute ideas to the school council.

Children learn best when teachers regularly evaluate their own teaching and reflect upon their practice.

The Teacher will:

- Evaluate their plans on a weekly basis.
- Ensure long/medium/short term plans are evaluated and work effectively.
- Set achievable developmental targets for our pupils and ourselves.
- Ensure good curriculum knowledge and expertise.
- Attend INSET training and keep themselves abreast of new educational developments.
- Share good practice with colleagues and act as critical friends.

The Pupils will:

- Be confident to express their opinions on their learning to their teacher.
- Be able to discuss their work and that of others.
- Be encouraged to reflect upon their own learning.

Children learn best when parents feel welcome, informed and involved in their child's education

The Teacher will:

- Actively involve and inform the parents about the education of their child.
- Create a welcoming environment in the classroom.
- Feedback and receive information to and from parents/carers
- Inform and involve parents/carers in the school Behaviour Rights

The School will:

- Involve teachers, support staff and governors planning for school improvement.
- Communicate the school improvement plan to parents.
- Ensure that the whole school community celebrates achievements.

The Pupils will:

- Know that all those involved in the school community have the same aims.
- Make a positive contribution to their school community.

See Appendices