

Our Mission Statement

We provide a vibrant, caring, Christian environment with a happy, friendly and calm atmosphere in which children and staff can live and work together. We always aim for standards of excellence in teaching, learning and caring for each other.

We ensure that each child grows into the best young person he or she is capable of becoming and that each member of staff develops their full professional potential.

Our school is an extension of good family life and within our 'school family,’ each unique individual is respected and valued.

**“Inspiration, wisdom and discovery through Jesus”**

**Hapton C of E / Methodist Primary School**

**Teaching & Learning Policy**

At Hapton C of E / Methodist Primary School, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching, we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners who reach their full potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens.

**Principles**

* To develop a community of learners where learning is valued, enjoyed, supportive and lifelong and where we strive to enable all pupils to achieve their full potential regardless of gender or social background
* To enable children to become confident, resourceful, enquiring and independent learners
* Develop children’s self-respect and encourage children to respect the ideas, attitudes, values and feelings of others regardless of race and culture
* To encourage children to take pride in their work and the work of others

**Learning Culture**

* Feel safe – respect, value and support for each other as learners
* Take risks
* Recognise mistakes and errors as a learning opportunity
* High expectations – learning behaviour, progress in learning, presentation etc
* 'Can do' attitude
* Adults establish positive working relationships with all children in the class
* All adults model learning and expected behaviour for the children.
* Children are treated fairly and with kindness and respect with encouragement, praise and rewards for all

NB: The above need to be actively taught and quickly established (in September), then further developed and reinforced, throughout the year, involving the children at every stage.

**Effective Learning**

People learn in different ways. Learning opportunities should incorporate a range of strategies in order to engage children in learning and meet the needs of all learners. These could include:

* investigation and problem solving
* research
* whole-class work
* group work (in groups selected for different reasons)
* paired work
* individual work
* independent work (which is child directed)
* collaborative work
* selecting and using relevant resources to support learning
* asking and answering questions
* use of IT including visual images, film, interactive teaching resources etc
* fieldwork and visits to places of educational interest
* guest visitors and performances
* creative activities
* debates, discussions, oral presentations and other speaking and listening strategies
* drama techniques
* designing and making things
* participation in athletic or physical activity
* setting challenges for themselves
* 2 page spread to help the children remember what they have learned

Children should be taught to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning.

**Effective Teaching**

* The mastery approach is used across school in order to allow all children to reach their potential without capping their learning.
* Assessment for learning will be evident in planning to ensure lessons are well paced and all pupils make progress in learning.
* Lessons taught will revisit and build on prior knowledge.
* Lessons will be inspiring and engage all learners.
* Some lessons will take a practical approach and will be based on concrete, pictorial or abstract teaching methods.
* Lessons will include lots of opportunities for discussion and analytical thought
* Formative assessment will be used to identify gaps in learning and to clarify and misconceptions.
* All learning will be progressive and reflect the ambitious curriculum taught on a two year cycle.
* High expectations and challenge will be reflected through childrens’ work in books.

**Learning Objectives**

* Clear and focused based on learning rather than task
* Displayed
* Discussed and explained to the children
* Based on prior attainment, knowledge and understanding

**Success Criteria**

* Break down the learning take place
* Include the steps or 'ingredients' the children need to be successful in their learning
* Are identified by the teacher during the planning process
* Are usually generated with the children during the lesson
* Are written up and referred to during the lesson

**Plenary**

* Planned times during, and at the end of, the lesson
* Reviews progress towards learning objective and success criteria
* Allows adults, and children, to address misconceptions, make improvements and add further challenge
* Learning may be applied to different contexts
* Time to reflect on the 'how' of learning in addition to 'what' has been learnt

**Outcome**

* What will be achieved by the children by the end of the lesson
* The learning activity/evidence of learning
* Sufficient time given to enable children to achieve meaningful learning
* Differentiated according to the levels at which the children are working

**Variation**

* Takes place throughout the lesson
* Is matched to children's levels and next steps learning
* When planning work for children with Special Educational Needs information and targets contained in the children’s Individual Education Plans (I.E.P.s) are addressed
* May occur through adult support; range and level of resources, time, task and different outcomes

**Adult Input**

* Engages children in the learning
* Is active and interactive
* Has appropriate pace to ensure maximum learning takes place
* Responds to, and is adapted to, ongoing assessment during the lesson
* Clearly models successful learning/the learning activity
* Generates success criteria
* Is flexible according to the learning taking place
* A mastery approach

 **Questioning**

* Questions will be asked to assess learning, challenge and deepen thinking and understanding
* The range will include open/closed, higher and lower order (e.g. Bloom's Taxonomy)
* Opportunities will be planned for children to develop their own questions and questioning
* **Feedback & Marking**
* Regular feedback will be given to the children and, where possible, within the lesson
* Identifies success and areas for improvement/next steps learning
* Refers to learning objectives, success criteria and level related spelling, punctuation and grammar

**Self & Peer Assessment**

* Children are trained to self and peer assess
* Guidelines are discussed, agreed and developed with the children
* Is used regularly to enable children to address misconceptions and make improvements to their work

**Active Learning**

* Children are given opportunities to be involved in the learning throughout the lesson
* A range of strategies are used
* There is an appropriate balance of adult/pupil talk

Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

**Learning Environment**

* A stimulating environment sets the climate for learning
* An exciting, well-organised classroom promotes independent use of resources and supports high quality learning
* Teachers and children work together to establish an attractive welcoming and well-organised environment engendering respect, care and value for all resources.
* Classrooms should be bright and tidy, and should be vocabulary and number rich.
* Displays might be used to:
* Celebrate success - achievement, Star/Learner of the Day/Week
* Support class organisation – visual timetables, clearly labelled resources
* Promote independence by providing prompts – questions, support for when children are stuck
* Support learning – working walls, presentation examples, interactive & challenging
* Displays are changed regularly and reflect the current topic/themes/ learning

**Teaching Assistants**

Teaching Assistants and other adult helpers are deployed throughout school to support learning as effectively as possible. They are involved in:

* supporting learning and children's progress
* supporting assessments of children's understanding
* developing children's independence

Volunteer helpers are directed by teachers to assist in some classrooms with general tasks: listening to readers, assisting on outings and in providing other help, such as ICT expertise.

**The Role of Curriculum Co-ordinators**

* Monitor progress and attainment in subject areas and action plan to address areas of need
* Support colleagues to develop practice and subject knowledge to maximise progress
* take the lead in policy development
* Have responsibility for purchase and organisation of resources
* Keep up to date with developments in their particular subject area are responsible for sharing this with colleagues
* **Role of Parents**

Parents have a fundamental role to play in helping children to learn. They are informed about what and how their children are learning by:

* holding regular consultation evenings in which the progress made by each child, and his/her next steps learning, are explained and discussed
* sending an annual report to parents explaining the progress made by their child and indicating areas for improvement;
* explaining to parents how they can support their children with homework;
* Holding parent workshops to explain the work covered and the strategies and methods taught to the children.
* sending information to parents at the start of each term in which we outline the learning areas and topics that the children will be covering that term;
* Keeping parents informed of a pupil's progress on a more regular basis if appropriate.

**Role of Governors**

Governors support, monitor and review the school policies on teaching and learning. In particular they:

* support the use of appropriate teaching strategies by allocating resources effectively;
* ensure that the school buildings and premises are best used to support successful teaching and learning;
* monitor teaching strategies in the light of health and safety regulations;
* monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
* ensure that staff development and performance management policies promote good quality teaching;
* monitor the effectiveness of the school’s teaching and learning policies through the school’s self-evaluation processes. These may include reports from subject leaders and the termly Head teacher’s report to governors, as well as a review of the in-service training sessions attended by our staff.

**Monitoring & Evaluation**

This policy will be used to support the monitoring of teaching and learning throughout school. It will be regularly reviewed with staff and will be discussed with new staff working in school.

**Review Sept 2025**