



Hillside Junior School

TEACHING AND LEARNING POLICY

POLICY DETAILS:

Legal Status: Non-Statutory

Adopted: October 2023

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Last Review: September 2023

Next Review: September 2024

Aims and objectives

At Hillside Junior School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun and creative. Through our curriculum offer and teaching we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives, to be curious about the world and independent. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

We are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which our school aspires. It also reflects the aims and objectives of our school and supports our vision. This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

We continue to review and update this policy regularly so that we can take account of new research, initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Ethos

The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a calm and effective working environment, in which each child can produce his or her best work;
- providing a welcoming environment, in which courtesy, kindness and respect are fostered;
- providing positive role models;
- providing a fair and disciplined environment, in line with the school's behaviour policy;
- effective management of their professional time;
- developing links with all stakeholders and the wider community;
- valuing and celebrating pupils' success and achievements;
- reviewing personal and professional development in order to ensure a high level of professional expertise.

Principles of teaching and learning

Learning is fundamental to our school and is a shared commitment. At Hillside Junior School we recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning:

Pupils will 'be the best that they can be' during learning when these principles are followed:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Develop as literate, numerate and technologically competent individuals
- Encourage aspiration

- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn
- Experience a broad and balanced education for that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Develop knowledge, understand concepts, acquire skills, and are able to choose and apply these in relevant situations.
- pupils' spiritual, moral, social and cultural development is supported
- pupils' physical development and responsibility for their own health is supported
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support

We offer opportunities for children to learn in different ways:

- investigation and problem solving;
- research and finding out;
- group work;
- paired work;
- independent work;
- whole-class work;
- asking and answering questions;
- through ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- responding to musical or recorded material;
- debates, role-plays, drama and oral presentations;
- designing and making things;
- participation in physical activity;
- personalised learning
- assessment for learning
- positive classroom environment
- understanding real life applications

We encourage pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn. We conduct all our teaching in an atmosphere of trust and respect for all. We use research to inform our teaching and learning. Our prime focus is to develop further the knowledge, skills and understanding of the children so they make good progress and achieve well in each lesson. We use Rosenshine's principles of instructions to underpin an effective approach to instruction in lessons:

1. Daily review.
2. Present new material using small steps.
3. Ask questions.
4. Provide models.
5. Guide student practice.
6. Check for student understanding.
7. Obtain a high success rate.
8. Provide scaffolds for difficult tasks.
9. Independent practice.
10. Weekly and monthly review.

We base our teaching on our knowledge of the children's level of attainment. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs we give due regard to information and targets. We have high expectations of all children, and we believe that their work should be of the highest possible standard. We deploy support staff and other adult helpers as effectively as possible to maximise pupil learning.

Each of our teachers establishes good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to behaviour and classroom management. We expect all children to comply with our school rules to promote the best learning opportunities for all. We praise and reward children for their efforts and, by doing so, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. We follow the guidelines for sanctions as outlined in our good behaviour policy when necessary.

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first carry out the necessary risk assessments, and then inform parents and obtain their permission.

Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play.

All members of the school community should work towards the school's aims by:

- esteeming children as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well-ordered environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- working as a team, supporting and encouraging one another.

The senior leadership team and subject lead responsibilities are to:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring

- Input, support and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in the good behaviour policy, and marking and feedback policy
- Review the curriculum alongside class teachers
- Coach and mentor staff
- Use the budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on challenges identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice internally and with external sources

The responsibilities of teachers are to:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.
- holding parents' evenings to explain our school strategies
- sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with homework.
- inform parents about the setting of and progress towards their child's targets

We encourage parents are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- providing support for the discipline within the school and for the teacher's role;
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;

- support the school's homework policy and give due importance to any homework;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;
- informing the school of reasons for their child's absence;
- We believe that parents have a fundamental role to play in helping children to learn. The staff do all they can to inform parents about what and how their children are learning by:

Pupils are encouraged to support the school's aims by:

- attending school in good health, maintained by adequate diet, exercise and sleep;
- attending school regularly and punctually;
- being organised, bringing necessary equipment, taking letters home promptly, etc;
- conducting themselves in an orderly manner in line with the expected behaviour policy;
- taking increased responsibility for their own learning.

The community is invited to support the school by:

- contributing to activities, such as assemblies, specialist outings, clubs, etc;
- presenting themselves as positive role models to be emulated;
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- supporting school events;
- voluntarily helping in the classroom.

The role of governors

- Our governors challenge, support, monitor and review the school policies on teaching and learning by:
- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are safe and 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 self-review processes. These include reports from subject leaders, school improvement partners and headteacher's reports to governors as well as a review of the in-service training sessions attended by our staff.

Our Curriculum Offer

At Hillside Junior School we have redesigned our curriculum in order to bring a skill and knowledge-based approach to teaching and learning. We teach subjects independently and refer to the connected curriculum to enhance or consolidate learning where relevant.

We have a broad and balanced curriculum, and children have access to all of these subjects, which are taught in ways appropriate to pupils' ages and abilities. The differentiated quality first teaching allows all children to succeed across the whole curriculum and become engaged, active and lifelong learners.

Our curriculum offer reflects the National Curriculum and Hillingdon Religious Education Syllabus and is detailed in our curriculum overview. Our whole school curriculum overview has been developed to provide opportunities to revisit and build on prior learning and is reviewed annually. This overview informs lesson plans. We plan our lessons with clear learning objectives. Our differentiated lesson plans provide information about the relevant vocabulary, tasks set, the resources needed, the learning outcomes and success criteria.

Curriculum Intent – what our curriculum is trying to achieve:

Every child will develop a love of learning and to be inspired to achieve their full potential.

- Ensure our children experience a wide breadth of study and develop a long-term memory of an ambitious body of skills and knowledge.
- Develop children's knowledge, understanding and skills sequentially through a progressive curriculum model. This will enable them to learn to apply their understanding and learning to new situations and develop their initiative and resourcefulness
- Reflect our local context broadening our children's experience and understanding
- Provide opportunities for our children to develop a wide knowledge and awareness of the wider community and the diverse world in which we live
- Encourage children to seek opportunities and experiences, to aspire to succeed in learning, thus preparing them for their next stage of education and their adult lives.
- Recognise the rich cultural background of our community and embed language opportunities across the curriculum so that our children are fluent in Standard English.
- Everything we do, including the curriculum is underpinned by the school's values (respect, resilience, resourcefulness, reflection, responsibility and relationships), British Values, Spiritual Moral Social and Cultural (SMSC) and our drive to deliver a high-quality education for all of our pupils' education for all learners.

Curriculum Implementation – what we do in order to deliver our intent:

We focus the curriculum on excellence and enjoyment at the same time as fulfilling the government National Curriculum requirements. Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children. We believe that learning is achieved in each lesson and over time. Consequently, we deliver a curriculum with opportunities for spaced repetition building on prior learning. We enable children to make links within and across subjects to achieve a greater depth of understanding.

We aim to make learning creative, fun, challenging and purposeful with realistic and meaningful contexts for the children, through the use of enrichment activities. Pupils will sometimes work individually, as part of a group or within a whole class setting, depending upon the nature of the activity and the particular learning outcomes the teacher intends.

We engage in a continuous cycle of monitoring, evaluation and improvement, focussing on different areas of the curriculum dependent on need.

Review

This policy will be reviewed every two years by the curriculum committee. At every review, the policy will be shared with the full governing board.

This policy links with the following policies and procedures:

- Good behaviour policy
- SEND policy and information report
- Marking and feedback policy
- Assessment policy
- Equality information and objectives