

Heald Place Primary School



Every Child a
Confident Learner

Teaching and Learning Policy

September 2023

AIMS

At Heald Place we aim to ensure that the pupils at our school are provided with high quality learning experiences that lead to a consistently high level of pupil engagement, challenge and achievement. Pupils learn through the creation of an effective and well-managed learning environment in which the individual needs of each child can be met.

We believe that pupils learn best when they:

- learn through exploration, therefore making meaning of their own learning.
- are motivated and stimulated, building upon the pupils' interests relevant to the pupils' needs.
- achieve success, gain approval and are proud of their achievements.
- are given tasks which match and challenge their ability.
- clearly understand the task, are actively engaged and involved.
- are confident, show initiative, resilience and feel secure.

EFFECTIVE TEACHING AND LEARNING

Effective teaching is central to improving learners' achievements. All staff at Heald Place aim to ensure:

- Teachers have a thorough knowledge and understanding of each curriculum subject.
- Lessons are sequenced from pupils' prior knowledge, skills and abilities towards agreed end points.
- Content is taught in a logical progression, for all pupils to require the knowledge and skills for each subject. This is achieved by recalling and retrieving relevant knowledge, explicitly teaching connections between Tier 3 vocabulary across subjects and themes,
- Lessons are structured to remember long term the content they have been taught and to apply this is into other areas. This ensures that information is transferred from the pupils' working memory into their long term memory.
- Teaching is exciting, vibrant and engages all the pupils and built on prior learning.
- Much is expected of pupils in terms of their learning, they are encouraged to ask questions and take responsibility for their learning by asking questions.
- The learning outcomes are planned for, worked towards to enable pupils to consistently produce work of a high standard.
- Teachers use stimulating materials that challenge and extend pupils' thinking exceptionally well.
- Teachers use a range of teaching strategies and challenging tasks to engage all pupils.
- Additional adults are used effectively to impact on pupils' learning.
- All staff create a positive learning atmosphere, promoting excellent relationships and ensure all pupils enjoy the lesson.
- Pupils' understanding is probed through incisive and purposeful questioning to ensure progress, develop their understanding of new knowledge and skills in order to commit this to their long term memory
- Pupils develop independent learning and resilience.
- Pupils are given time for thought and reflection.
- Pupils are encouraged to discuss their learning, to provide reasoning explanations, predictions, to be creative and use their initiative.
- Expectations are high and achieved, in an environment where the pupils rise to the challenge.
- Pupils are encouraged to take pride and enjoyment in their own learning and the work they produce.
- Promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

THE LEARNING ENVIRONMENT

At Heald Place we aim to create a positive learning atmosphere and environment, promoting excellent relationships and enjoyment of learning. So we ensure:

- The environment is attractive, purposeful and supports the pupils' independent learning.
- Learning environment is organised, stimulating, purposeful and a reflection of success.
- Displays are kept relevant and changed regularly to reflect the rich curriculum in which the pupils are taught and include effective questions to promote enquiry and making connections.
- Displays are a celebration of the school's and the pupils' achievements.
- All staff have high expectations of pupils' behaviour and consistently employ appropriate strategies to promote a positive learning environment.

ASSESSMENT

We believe that effective assessment means that teachers plan lessons to ensure there will be an impact on learning. Therefore:

- Pupils' attainment and progress are assessed to ensure that lessons are pitched at the right level to challenge pupils of different abilities.
- Pupils' prior learning is assessed and then built upon to enable pupils to access current year's learning.
- Pupils are involved in assessing their own understanding and learning through developing self and peer assessment.
- Pupils have the opportunity to act on the written and verbal feedback given.
- Each child is supported with their knowledge to achieve their next steps in learning across the curriculum.
- Teachers ensure feedback supports the pupils in identifying the strengths in their work related to the learning objective, as well as areas for development or challenge.

PUPIL PROGRESS

Assessment is required to ensure that all pupils maintain at least the expected levels of progress or exceed targets. Therefore:

- Pupils' progress is reviewed informally on a daily basis and in depth each term, to ensure that each child continues to make progress.
- Any child who has not made the expected level of progress is identified swiftly so the provision, resources, or interventions can be adapted for the specific individual needs, including daily corrective teaching.
- Pupils are set challenging end of year targets. The progress towards these targets is regularly monitored to ensure teachers maintain their high expectations, plan the steps in knowledge and identify where further support is required in order to achieve the end of year targets.
- Parents/carers are informed and involved to support and encouraged to play a fundamental role in their child's learning.

Teaching and learning is reviewed and monitored regularly to ensure that the delivery of the curriculum remains a purposeful and relevant learning experience for each child.