



HIGHFIELD SOUTH FARNHAM

TEACHING AND LEARNING POLICY

This document is a statement of the aims, principles and strategies for teaching and learning. It lays the foundations for the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read. This policy was developed through a process of consultation with teaching staff and governors.

What is teaching and learning?

Teaching and learning is the purpose of our school. It is the sum of the processes through which we offer a broad and balanced curriculum designed to meet the requirements of the Education Reform Act; relating to the National Curriculum and Religious Education and Collective Worship.

Principles of Teaching and Learning

We see Teaching and Learning as a process of co-operative team work and actively encourage the involvement of parents, carers and others in our community.

All members of the school community (teaching staff, support staff, parents, carers, pupils and governors) work towards the school's aims by:

- Recognising children as individuals; respecting their rights, values and benefits
- Fostering and promoting good relationships and a sense of belonging to the school community
- Providing a well ordered and engaging 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, behaviour and work
- Working as a team, supporting and encouraging one another

Teachers work towards the school's aims by:

- Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- Ensuring that learning is progressive, continuous and enjoyable
- Being good role-models – punctual, well prepared and organised
- Maintaining an up-to-date knowledge of the National Curriculum
- Having a positive attitude to change and the development of their own expertise through INSET, appraisal, mentoring processes and evaluation
- Establishing links with the local community, including industry, to prepare pupils for the opportunities
- Working collaboratively with a shared philosophy

Pupils work towards the school's aims by:

- Attending school in good health - maintained by adequate diet, exercise and sleep
- Attending school regularly
- Being punctual and ready to begin lessons on time
- Being organised – bringing necessary kit, taking letters home promptly, returning reading books regularly
- Conducting themselves in an orderly manner, in line with the expected code of discipline
- Taking growing responsibility for their own learning and self-regulation of emotions

Subject Leaders have a variety of roles to:

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school
- Support colleagues in their development of detailed work plans and implementation of the scheme of work, and in assessment and record keeping activities
- Support colleagues in the classroom
- Monitor progress in their subjects and advise the Head Teacher on action needed
- Take responsibility for the purchase and organisation of central resources for their subjects
- Keep up-to-date through research and attending relevant courses

Feedback to pupils about their own progress is achieved through the marking of work. Effective marking:

- Aims to help children deepen their understanding and comments aim to be specific, positive and constructive
- Is often done while a task is being carried out through discussion between child and teacher
- Of written work, it is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time – this will vary according to age and ability and will include a 'next steps' target

Formative Assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what, therefore, should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching. Suitable tasks for assessment include:

- Use of Bloom's questioning
- Use of whiteboards for short 'tests' in which the teacher gives questions orally and pupils write answers
- Small group discussions, perhaps in the context of a practical task
- Specific assignments for individual pupils
- Individual discussions in which children are encouraged to reason as well as appraise their own work and progress

Cross Phase Continuity is ensured by:

- Regular liaison meetings between teachers of Year 6 and those from prospective secondary schools
- Visits to secondary schools by Year 6 pupils
- Transfer of pupil records of progress and summative assessment results
- Close links between EYFS – KS1, and KS1 – KS2
- Secondary phase teachers participating in school/work activities_

STRATEGIES FOR RECORDING AND REPORTING

Summative records of progress are kept for each child and are:

- Examined by class teachers at the start of each academic year as they prepare for a new class
- Retained throughout the child's time at the school and passed on to secondary school when pupils leave

Reporting to Parents is done on a termly basis through parent consultations and annually through a written report.

Formal Summative Assessment is carried out at the end of each National Curriculum Key Stage alongside teacher assessment.

Each child is assessed termly in Reading, Writing, SPaG and Mathematics using standardised tests.

STRATEGIES FOR THE USE OF RESOURCES

Classroom resources are the responsibility of classroom teachers, supported by subject coordinators who ensure that:

- There is a range of appropriate, accessible and labelled resources available from which pupils can select materials suitable to the task in hand
- All children know where resources are kept and the rules about their access and use
- Children are encouraged to act independently in choosing, collecting and returning resources where appropriate
- Children and teachers act together to establish an attractive, welcoming and well-organised environment engendering respect, care and value for all resources
- All children know what they must not touch for reasons of safety and privacy

Central resources are generally the responsibility of subject leaders. Stationery is ordered by the School Secretary and stored centrally with free access for all staff.

IT is a major resource which is used across the whole curriculum (see IT Policy and Individual subject policies for details).

Library Resources provide opportunities for extending and supporting learning.

Health and Safety issues are the responsibility of all who work in the school and the School Governors. The School Business Manager is nominated as Health and Safety representative.

TEACHING AND LEARNING PHILOSOPHY

How do we organise the children?

Pupils are organised into teaching groups according to the following criteria: Mixed ability
Mixed gender
Children who should or should not be together

Parents' views are taken into consideration when selecting teaching groups. We strongly advise parents to discuss this matter with their child's current Head Teacher, who will be able to put this information into the broader context of the whole learning situation and advise us accordingly. Each child will usually stay with the same class for 7 years, changing class teacher each year.

What is our philosophy of education?

We believe children learn best when they are taught in an atmosphere of high expectation and total respect. High expectation is characterised by the belief that each child's contribution is valued and accepted when it is the product of their very best endeavours. High expectation covers not only all aspects of National Curriculum subjects, but also includes behaviour, respect for themselves and others and the children's contribution to the common good.

Children will learn best when there is a genuine respect between the teacher and the child. The child must **'know'** that the teacher will do anything and everything to help him/her learn and that all things within the school are there to help them grow and develop physically, emotionally, spiritually and intellectually. The child will not necessarily be able to articulate this notion of total support, however it is our belief that a child growing up within this totally 'loving' and supportive environment will feel a strong sense of worth and well-being which will enable him/her to be 'high achievers' at whatever level they are able to operate.

Risk Taking

Children who are supported as outlined above will have the strength and confidence to take 'risks' in their learning and it is only by taking 'risks' that the child will break new ground and develop fresh ideas. In a classroom environment that positively encourages 'having a go', children will quickly recognise that learning is an adventure for everyone and not restricted to those who get the 'right' answer first time.

Teachers who only accept 'right' answers will restrict learning to the children who know already and run the risk of alienating the child who wishes, at that stage, to make a guess – a guess that with skilful teaching can become the right answer next time.

We believe that true education is an interactive activity between the teacher and the child. Skilled teaching is characterised by engaging the child in the pursuit of knowledge and can take time. We should always encourage children to talk to us and explain their understanding at a particular stage in order that we may consolidate and extend their learning.

You only take risks with those you trust!

How do we organise the Curriculum?

The curriculum consists of all the planned activities that take place within the school. Each distinct curriculum area is covered by a, Intent Statement that has been developed by the subject leaders and approved by the Governing Body (Please see Appendix 1).

A curriculum map has been devised, which establishes the overall breadth and scope of the curriculum, allotting time allocations to each aspect of the curriculum. Each experienced teacher leads a subject. They are also part of a trust-wide Curriculum Team. This team is responsible for monitoring their subject, including resources and curriculum development issues. The team will act as promoters of their curriculum area offering advice, support and future developments. The Curriculum Team will take a leading role in curriculum reviewing procedures.

Long/Medium/Short Term Plans

Each year group will develop the medium-term plan for their year based upon the school long-term plans. Long and medium-term planning is monitored by the Senior Leadership Team led by the Head Teacher. Short-term planning is undertaken by each teacher who will plan with the detailed knowledge of their own class.

Resources

Resources within the school and classroom are an important part in any child's education. Poor resourcing can hinder and frustrate the teacher whilst good resourcing can liberate and extend the range of opportunities for the children. Not all resourcing is simply a matter of money, although an adequate level of funding is vital. As important as money is the targeting of funds and this is achieved through clear and unambiguous curriculum planning, by listening to teachers and children and making a sustained contribution to ensuring the teacher is not inhibited by lack of books, art equipment etc.

We believe that each teacher, year group and curriculum area should be given a generous level of resources that free the teacher from having to inhibit their plans for the children. The difference in financial terms between meagre and generous resources is often very little. The difference in terms of educational opportunity is enormous.

The Learning Environment

Our buildings and grounds play a vital role in our work with the children. We believe that an environment which supports and enhances the learning process will not only help the teachers in their task, but will also give the children a sense of pride and worth.

When children grow within a positive environment, which has been carefully designed to support their work, where cleanliness and order are valued and where they have clear responsibilities and duties, they will develop into adults who understand these values for themselves.

Teaching Assistants

The school's commitment to parental involvement has led naturally, over the years, to a more formal recognition of their assistance within the classroom. Teaching Assistants, as part of the classroom resource, have proved to be an invaluable addition to support the teacher.

Teaching Assistants are given 'in house' training in working with children, including how to support children with reading and working with groups. Some assistants have particular skills in art or music, perhaps, which can be of particular use to a teacher. In addition, the Teaching Assistant can support the teacher by helping with display work, photocopying and playground supervision. All activities undertaken by the Teaching Assistants are under the overall control of the class teacher who plans, monitors and assesses the work. The assistants can make a valuable contribution to the class teacher's role within the classroom.

Parents are welcomed into the school to share our life with the children. They help within the classroom, on school trips, with sport and a host of other activities which they can enrich and support with their own skills and expertise.

Whilst parents can enrich the children at school, we believe that they should never be given responsibility for important aspects of the curriculum which are rightly and legally the responsibility of the class teacher. In practice, this means that all activities are planned, controlled and assessed by the class teacher with parents sometimes assisting with groups or individuals within the activity. Each teacher has to monitor the support of parents, carefully matching expertise to task. Teachers have more detailed guidelines within the Staff Handbook.

Our philosophy in relating to parents is based upon the total belief that parents matter. If parents have concerns or questions about how, what or why, then we have a duty to answer that question to their satisfaction. Sometimes their concerns can seem trivial, however a parent's genuine worry, no matter how small, must be addressed.

Most questions can be answered quickly and misunderstanding avoided. Occasionally the school will have to stand firm on an issue which may not be

immediately satisfying to a parent; however, if a genuine attempt is made to explain and understand each other's point of view, then parents will nearly always feel reassured. It is important to explain to parents that we want what is best for their child. Parents who get to know the teacher will understand the care and commitment we have for the child, and feel reassured, even if they do not always fully understand the method.

HOMEWORK

We recognise the enormous value that a systematic approach to homework can add to a child's overall progress at school and each child is encouraged carry out work at home (tasks and timings appropriate to their age) beyond the school day.

An essential element is the sustained support of the parents. If parents encourage and welcome homework, then the child will gain maximum benefit. Parents are asked to help the child if necessary and monitor carefully the child's work. If they feel that the breadth and range of the homework is inappropriate, then discussion with the class teacher will enable adjustments to be made.

EXTRA CURRICULAR ACTIVITIES

We recognise the value of working with children beyond the normal school day. Activities such as sport, drama, clubs, art and poetry are just the tip of an enormous iceberg of enthusiasms and interests, which capture the children's imaginations and can be used as vehicles for furthering and deepening the teacher/child relationship. It enables teachers to work with different groups of children in a slightly more relaxed atmosphere than normal classroom life. Parents and other responsible adults can often be encouraged to share their skills and expertise to develop a community approach to the educative process.

INSET

The need for teachers and other staff to grow and develop professionally is self-evident. Each member of staff is valued for the contribution that they make and is professionally cherished to help them develop new skills and extend the range and scope of their work. This is organised through a detailed Staff Development Plan developed with each teacher by the INSET Co-ordinator.

Review Date: Summer 2020

Next Review: Summer 2021

APPENDIX 1

Curriculum Intent Statement

“The continual pursuit of excellence”

Intent

Our aim is to provide our children with a broad and balanced curriculum that is ambitious and meets the needs of all.

The intent follows our strategic focus, the *“Continual pursuit of excellence”* and through our carefully planned curriculum, which ensures progression and coverage, aims that children will:

- develop into happy, confident and independent individuals with a secure foundation in learning that will last throughout their lives
- develop lively and enquiring minds through challenge and collaboration
- establish a command of the subjects contained in the National Curriculum
- value and understand religious and moral beliefs, and develop a respect for the views of others
- understand something of the world in which we live (in regard to our mutual dependence on others an individual, groups and nations)
- appreciate human achievements and aspirations
- create schools of national acclaim

Leadership at all levels is critical to the success of our curriculum by leading a programme of continuous monitoring, evaluation, review and development. Subjects are planned to ensure progression of knowledge, skills and understanding across the school. Our curriculum design ensures that the needs of individuals and groups of children can be met within an outstanding quality learning environment, where classroom teaching is complemented by targeted individual support from a highly experienced outstanding Extended Learning Team (ELT). This approach together with the enjoyment of the broad and balanced curriculum has a clear impact on attainment, progress, confidence and behaviour.

English

Our English curriculum intends to equip all children with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment and knowledge. It ensures that all children:

- Read easily, fluently and with good understanding
- Develop a habit of reading widely and often, for pleasure and information
- Acquire a wide vocabulary, a good understanding of grammar and linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn
- Develop skills in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Mathematics

To **deliver** a high quality mathematics education which, in turn, provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity about the subject. Our curriculum ensures that all children:

- Become **fluent** in the fundamentals of mathematics, through varied and frequent practice with increasingly complex problems over time, so that children develop conceptual understanding and the ability to recall and apply their knowledge rapidly and accurately
- **Reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- **Can solve** problems by applying their mathematics to a variety of routine and non-routine problems, including breaking down problems into a series of simpler steps and persevering in seeking solutions

Science

Our high quality science curriculum ensures all children are taught essential aspects of the knowledge, methods, processes and uses of science; are encouraged to recognise the power of rational explanation, predict how things will behave, analyse causes, develop an excitement and curiosity about natural phenomena and are equipped with the scientific knowledge required to understand the uses and implications of science today and for the future.

Art and design

To deliver a high-quality art and design curriculum which engages, inspires and challenges all pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Children are encouraged to think critically to develop a rigorous understanding of the subject as well as an understanding of how art and design has shaped our history and contributed to the culture, creativity and wealth of our nation.

Computing

To prepare all our children to use computational thinking and creativity to understand and change the world in which we live. Our curriculum ensures all children can understand the principles of computer science, analyse problems in computational terms, evaluate and apply information technology analytically to solve problems. This enables children to be responsible, competent, confident and creative users of information and communication technology. Our curriculum teaches the importance of good E-safety practices and develops understanding and strategies in order for children to stay safe on the internet wherever it is used.

Design and Technology

Our curriculum intends to inspire creativity, imagination, risk taking, innovation and a critical understanding of the impact of design technology on daily life and the wider world. Children design and make products that solve real and relevant problems considering their own and others' needs, wants and values whilst enabling them to use and apply skills from other curriculum subjects including mathematics, science, engineering, computing and art.

Geography

The intent of our geography curriculum is to inspire a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The curriculum is designed to equip all children with knowledge about diverse places, people, resources and natural and human environments. An understanding of human and physical processes is explored and as children progress a deeper understanding of the interaction between these is further developed.

History

Our high quality history education helps children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups as well as their own identity and the challenges of their time. Our curriculum intends to enable all children to gain a coherent knowledge and understanding of Britain's past and that of the wider world through inspiring children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

Languages (French)

The intention of our French (MFL) curriculum is to open opportunities, foster curiosity and deepen understanding of the world and different cultures. We aim to enable children to express their ideas and thoughts in French and to understand and respond to French speakers in speech and in writing.

Music

Our music curriculum is designed to increase self-confidence, creativity and a sense of achievement. High-quality teaching and resources inspire children to develop a love of music and their talent as musicians. Children develop a critical engagement with music enabling them to compose and to listen with discrimination to the best music the world of music has to offer.

Physical education

Our outstanding physical education curriculum inspires our children to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for all children to become physically confident in a way which supports their health and fitness. We provide numerous opportunities to compete in sport and other activities that build character and help to embed the values of fairness and respect.

PSHE education

Our PSHE curriculum develops the qualities, skills and attributes children need to thrive as individuals, family members and members of society both now and in the future. It has been carefully designed to develop confidence, resilience and self-esteem and provide all children with the skills and knowledge needed to live healthy, safe, productive, responsible and balanced lives, make informed choices and identify and manage risk.

Religious education

We follow the *Agreed Syllabus for RE in Surrey Schools*. The curriculum intends to encourage all children (through studying Christianity and other principal religions) to explore their own and others' questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. It supports all children to develop their spiritual, moral, social and cultural development by reflecting on their own beliefs and values whilst respecting the rights of others to differ.

EYFS

It is our intent that our enabling environments and positive relationships support the needs of the unique child meeting and exceeding the early learning goals. Our broad and balanced EYFS curriculum allows children to gain skills, knowledge and understanding as they start out on their educational journey and begin to build a love for learning.