



# Teaching and Learning Policy

Version	
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## Policy Overview

Hillel Park School is an inclusive school based on Christian ethos and values. At Hillel Park School we have a strong commitment towards working in positive partnership with the whole school community. A school is a busy place where there are many interactions between pupils, parents, carers, and staff as part of the everyday life of the school. We have an ethos of respecting the rights of all members of the school community.

### **Our Values - Faith. Love. Service. Resilience.**

We understand the impact these qualities have on inspiring our students to become faith-filled, kind young men and women, who can thrive and adapt to our ever-changing world, despite the challenges.

### Objectives and Compliance

Should any interested party be unclear on the policy and how it impacts their role, they should contact the Head Teacher.

### Order of Precedence

This document upon approval supersedes all previously drafted documents.



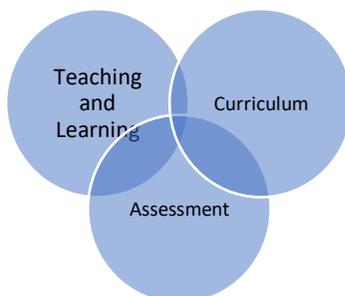
## Policy Statement

### 1. Governance

- 1.1 This policy outlines our shared approach to teaching and learning and underpins all policies within Hillel Park School. The Headteacher is responsible for ensuring that this policy is adhered to.
- 1.2 The school operates a challenging and rigorous programme of study; encouraging learning beyond the classroom through home learning activities.
- 1.3 Our curriculum (published online) supports our school's Christian ethos and fulfils our school aims and reflects requirements for inclusion and equality including children with Special Educational Needs (SEN).
- 1.4 The curriculum is regularly reviewed and updated to meet the evolving needs of our students and to incorporate appropriate educational developments and recommendations.
- 1.5 Our teaching staff team is a vital part of our school community and the provision of Planning, Preparation and Assessment (PPA) processes to provide high quality teaching and learning experiences to their classes at all times.
- 1.6 Our values establishes a culture within which:
  - 1.6.1 Staff and children work together, highlighting the importance of Hillel Park School 'Can do' ethos in which pupils believe they are able to achieve.
  - 1.6.2 All staff work to ensure that pupils have high self-esteem and are prepared to take the risks they need to take in order to be successful learners.
- 1.7 We are committed to ensuring personalised learning within a fun and stimulating environment.
- 1.8 Our aim is to develop a creative curriculum that meets and reflects the learning needs of the pupils at Hillel Park School, alongside the establishment of a love of learning for all, and an understanding that learning, indeed, is a lifelong process and joy!

### 2. Creating an ethos to enable successful teaching and learning

- 2.1 We promote quality, excellence and the highest standards of education for all pupils in order to ensure they reach their full potential and receive the highest standards of teaching and learning:





## 2.2 We aim to adhere to these **BASICS** values to establish our teaching and learning culture:

<b>Belonging</b>	Hillel Park School pupils will feel approved of and respected by others; they will have a sense of belonging, self-value and a sense of loyalty to the school and to their class, both of which will be important to them. In this way they will be relaxed, motivated to learn and to work hard.	Pupils will be welcomed into the classroom by all staff in a consistent manner. Staff will acknowledge them in a positive way around the school.  Staff in each class will know their pupils' names and use these when speaking with them as much as possible.
<b>Aspirations</b>	Hillel Park School pupils will understand and believe that learning has a purpose and relevance for them both now and in the future. This will inspire in them aspirations to learn and do well and, in turn, these aspirations will motivate them as learners.	Learners with aspirations are more likely to understand their learning processes and needs, believe in themselves, set realistic learning goals and work hard to achieve them to move forward with their learning.
<b>Safety</b>	Hillel Park School pupils will feel safe and comfortable within the school, its environment, their classroom, and group. As far as is possible basic comfort needs will be met.  This feeling of safety will enable learners to take risks and 'have a go' with the confidence that they will be supported in their efforts.	Expectations and ground rules for work and behaviour will be clear, shared, agreed, known, and accepted. As a result, pupils will feel safe and confident within this environment. Safe environments have clear practices, systems, boundaries, understood roles and responsibilities.
<b>Identity</b>	Hillel Park School pupils will have a strong sense of identity. This will be fostered through individual support from staff. A strong sense of identity fosters a feeling of valued individuality, respect for self and for one another.	Pupils will recognise that staff appreciate and know them as individuals and value them for this. This will foster a sense of identity and self-worth which will enable pupils to know their own strengths and weaknesses. This encourages an inner resilience and confidence to learn.
<b>Challenge</b>	Hillel Park School pupils will be provided with appropriately challenging work in order to progress. They will be set realistic, yet challenging targets. As these targets are achieved pupils will recognise their achievement and understand that they are successful learners. This contributes to the 'Can do' culture at Hillel Park School. They are helped to understand that learning is incremental and can be tough and that it is important not to give up.	Pupils will be taught to value circumstances in which work is highly challenging and difficult, as it is at this point that quality learning takes place. This engenders a great sense of achievement and helps them to feel positive about their potential and future learning. It also encourages an awareness of their own strengths.
<b>Success</b>	Regular and positive affirmation of success reinforces 'Can Do' ethos and the belief that the learner has some control over his or her life. At Hillel Park School we try to maintain a successful learning environment by offering four positive actions or statements to one negative. Catching pupils being good reinforces good work and good behaviour.	Staff will use descriptive praise, outlining why they are pleased with the efforts or work of an individual pupils. Staff are role models, positively reinforcing and valuing pupils and each other as individuals, being polite and sensitive and celebrating their own and others' successes.

## 3. The good lesson

### 3.1 What makes a good lesson?

#### 3.1.1 It must be relevant and meaningful

#### 3.1.2 Speaking and Listening – using the correct subject vocabulary



- 3.1.3 Interactive – all engaged and learning
- 3.1.4 Pace – maintaining focus and interest
- 3.1.5 Assessment – informing future planning
- 3.1.6 Differentiation – work well matched to learners and offering challenge
- 3.1.7 Plenary – pulls together the learning – reflects on achievement and paves the way for and indicates next steps.

#### 4. Guidelines

4.1 The table below summarises the expectations of the teaching and learning environment at Hillel Park School. Each aspect is exemplified in the Appendix 1 – this offers further guidance for staff.

4.2 We aim to ensure high quality teaching & learning in three ways:

Elements	Summary of what we would witness in class and around the school
Teachers' and teaching repertoire:	<ul style="list-style-type: none"> <li>• creating the 'BASICS' environment</li> <li>• enabling pupil confidence and self-esteem</li> <li>• as positive role models</li> <li>• having effective communication skills</li> <li>• using ALPS strategies</li> <li>• setting appropriate targets for children's learning</li> <li>• carrying out quality evaluation and self-reflection to develop teaching skills</li> <li>• having wide repertoire of successful teaching strategies to meet the needs of all types of learners</li> <li>• effective planning to ensure personalised learning for all</li> <li>• having effective time management and organisational skills</li> <li>• work in close collaboration with colleagues to enhance learning and planning</li> <li>• effective use of assessment summative and formative to ensure quality learning for all</li> </ul>
Learning Environment:	<ul style="list-style-type: none"> <li>• children learning in a 'BASICS' environment (see above model)</li> <li>• stimulating VAK learning strategies and environment</li> <li>• effective assessment and monitoring systems</li> <li>• adults acting as role models for children, modelling learning</li> <li>• quality resources and classroom organisation for effective learning</li> <li>• provision for independent learning</li> </ul>
Children:	<ul style="list-style-type: none"> <li>• acquire self-esteem and self-worth</li> <li>• learn together and independently</li> <li>• are motivated to learn through setting and achieving goals and targets</li> </ul>



Elements	Summary of what we would witness in class and around the school
	<ul style="list-style-type: none"> <li>• enjoy high quality range of learning experiences to meet their needs</li> <li>• use high quality and appropriate resources</li> <li>• learning opportunities are matched to learning need</li> <li>• pupils understand that learning is incremental and purposeful</li> </ul>

## 5. Role of Teachers

### 5.1 The Headteacher ensures that:

- 5.1.1 All required elements of the curriculum have aims and objectives which reflects the ethos and aims of the school and meets the needs of all the students.
- 5.1.2 Proper provision is in place for students with different abilities and needs, including children with SEN.
- 5.1.3 The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Board of Governors.
- 5.1.4 Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum.
- 5.1.5 Manage requests to withdraw children from curriculum subjects, where appropriate.
- 5.1.6 The school's procedures for assessment meet all legal requirements.
- 5.1.7 Ensures that the Board of Governors is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- 5.1.8 Ensures that the Board of Governors is advised on whole-school targets in order to make informed decisions

### 5.2 Subject leaders ensure:

- 5.2.1 A curriculum map, schemes of work and individual lesson plans are in place.
- 5.2.2 The implementation of their curriculum on a regular basis and intervene where necessary. The subject's curriculum should be reviewed annually.

### 5.3 The Special Education Needs and Disabilities (SEND) Co-ordinator and SEND team ensures:

- 5.3.1 Schemes of work and learning activities are suitably differentiated for all students to make outstanding progress.
- 5.3.2 Monitors the progress of SEND students and intervenes appropriately monitors the curriculum for SEND pupils.
- 5.3.3 Provides staff training on differentiation and other aspects of teaching to support the progress of SEND students.
- 5.3.4 Oversees the curricula provision for SEND students and makes recommendations for appropriate changes where appropriate



- 5.3.5 Co-ordinates any curriculum changes for individual students, including working with external agencies, where appropriate.
- 5.3.6 Reports to the governor's Curriculum Monitoring Committee on curriculum provision for SEND students and their progress
- 5.3.7 The needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.
- 5.4 Other staff will ensure that the school curriculum is implemented in accordance with this policy.

## 6. Role of parents

- 6.1 We believe that parents have a fundamental role to play in helping children to learn. We also believe that parents have a responsibility to support their children and the school in implementing school policies.
- 6.2 We do all we can to inform parents about what and how their children are learning by:
- One to one meeting.
  - School reading records.
  - School website/ school app/ twitter.
  - Class newsletters/ curriculum overview.
  - Holding regular consultation evenings in which we explain the progress made by each child and indicate how the child can improve further.
  - Holding class information nights to explain the work covered and the strategies and methods taught to the children, support their children with homework.
  - Sending an annual report to parents explaining the progress made by their child and indicating areas for improvement.
- 6.3 We would like parents to support their child's learning through the following:
- Arriving for school punctually.
  - Ensure that their child has the best attendance record possible.
  - Ensure that their child is equipped for school with the correct uniform and P.E. kit.
  - Do their best to keep their child healthy and fit to attend school.
  - Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
  - Promote a positive attitude towards school and learning in general.
  - Encourage their child to complete homework on time.
  - Fulfil the requirements set out in the home/school agreement.



## 7. Role of Governors

- 7.1 Our governors support, monitor and review the school policies on teaching and learning. In particular they:
- 7.1.1 Support the use of appropriate teaching strategies by allocating resources effectively.
  - 7.1.2 Ensuring the curriculum priorities and aspirational targets are reviewed and set by the Curriculum Committee termly and reported to the Full Board of Governors at the start of each year, ensuring they actively participate in decisions affecting the breadth and balance of the curriculum offered.
  - 7.1.3 Ensure that the school buildings and premises are best used to support successful teaching and learning.
  - 7.1.4 Monitor teaching strategies in the light of health and safety regulations.
  - 7.1.5 Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
  - 7.1.6 Ensure that staff development and performance management policies promote good quality teaching.
  - 7.1.7 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 Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

## 8. Curriculum

- 8.1 The curriculum is everything that happens in our school, which helps pupils learn and develop knowledge, concept understanding, skills, values and attitudes. Learning takes place in the classroom, and also, for example, through assemblies, clubs, productions, educational visits, sports competitions, student leadership opportunities and community work.
- 8.2 We recognise that all pupils have special skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum.
- 8.3 Pupils have the opportunity to develop their own faith, whatever that may be, whilst understanding the different beliefs of others, and distinguishing between right and wrong. There is strong focus on faith, British values, PSHE and extra-curricular provision which enables pupils to become confident, kind, tolerant members of the community.
- 8.4 Each key stage builds on the previous, ensuring that pupils have the opportunity to master key concepts, develop a strong subject knowledge base and prepare for the next stage. Each year we make special, flexible provision to meet the needs of individual pupils.
- 8.5 The curriculum is designed in such a way that simpler concepts are presented before more complex ones, so that pupils have a grasp of the fundamental concepts to enable future mastering of more complex ideas.
- 8.6 Schemes of work provide opportunities for pupils to understand where a topic fits in with the whole learning of the subject and opportunities to build on their prior knowledge. Subject leaders are expected to have curriculum map in place detailing how knowledge, concepts and skills



learning is sequenced to ensure progression and mastery is achieved. This should be differentiated for learnings of differing abilities.

## 9. Assessment strategies

9.1 The National Association of Head Teachers (NAHT) produced the Underpinning Principles of Assessment to guide schools in creating an effective school assessment system which have been used by Hillel Park School to create our school assessment strategies and procedures.

9.2 We believe the following:

9.2.1 Each child is an individual and that our assessment of them should enable them to make progress towards the National Curriculum at an appropriate level. Assessment is most effective when it builds a picture of a child's performance both daily and over time (including strengths and emerging needs) and is used to target subsequent learning to challenge, inspire and motivate all children in their learning.

9.2.2 Assessment supports continual improvement in independent learning, but we must celebrate what children do well as well as identify what they need to do next.

9.2.3 Assessment is an inclusive approach and is suitable for all the children in our school. Where additional assessments are needed, these will be used to inform classroom practice, make additional adaptations and plan for extra provision to support additional needs or Special Educational Needs.

9.2.4 Assessment judgements are reached in a fair and honest way, reflecting the independent ability of children from a range of evidence. These judgements are supported through rigorous moderation across the school and with other professionals from outside of school.

9.2.5 Assessment data is used to track the progress of children across the school, to ensure that they make good progress and achieve their full academic potential. This data is also used to help make further improvements to the school's provision and performance for the benefit of all the children we teach.

9.2.6 Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups.

9.3

## 10. Monitoring strategies for this Teaching and Learning Policy

10.1 **Self-Evaluation** – each staff member reviews their teaching on a regular basis through formal (planning documents) and informal (discussion with peers, KS leaders) evaluations. This self-evaluation contributes to the review and monitoring of the teaching standards.

### 10.2 **Monitoring:**

10.2.1 The Leadership team will review teaching and learning as part of their monitoring role.

10.2.2 Staff acting as critical friends, disseminating good practice through staff meetings, key stage meetings, individual and group feedback and support.

10.2.3 Subject leaders monitoring the implementation of this policy, reviewing curriculum planning and the delivery of their subject.