Hollybrook Infant and Junior Schools

Teaching and Learning Policy

Dream, Believe, Achieve, Care

At the Hollybrook Schools we aim to ensure that learning is meaningful, stimulating and challenging, reflecting the ever-changing world around us. We want to empower children to be independent, resilient, creative, collaborative, responsible and feel valued as members of the community with a passion for learning. We believe in educating the whole child, nurturing every child's talents to realise their potential and achieve their dreams.

Date Policy Written/Reviewed:	November 2024
Reviewed by:	Marcella Dobson
Review Frequency:	Bi-annually
Next Review:	November 2026

Approved by: _____ (Headteacher) **Date:**_____

The Hollybrook Schools – Teaching and Learning Policy

Vision

At Hollybrook we aim to ensure that learning is meaningful, stimulating and challenging, reflecting the ever changing world around us. We want to empower children to be independent, resilient, creative, cooperative/collaborative, responsible and feel valued as members of the community with a passion for learning. We believe in educating the whole child, nurturing every child's talents to realise their potential, achieve their dreams and prepare them for their next steps. We have high expectations of the children following our main rules of; Be respectful, be responsible and be caring.

Aims of Policy

At Hollybrook Infants and Juniors we are committed to providing a high standard of education for all pupils. Teaching and learning are at the heart of the school, and our success is judged against the pupils' learning, progress and attainment.

This policy aims to promote best practice and establish consistency in Teaching and Learning across the Hollybrook Schools. It aims to ensure that all children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and great attitudes towards learning.

The Teaching and Learning Policy works in conjunction with a number of policies; the Home School Agreement, the Home Learning (Homework) Policy, the Behaviour Policy, the Marking and Feedback Policy and the Classroom Environment and Display Policy.

Principles of Teaching and Learning

Learning is the purpose of the whole school and is a shared commitment. At the Hollybrook Schools we recognise that education involves children, parents, staff, governors, the community and the Trust, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- activate prior knowledge and build from there;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- offer a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- promote their self-esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- cultivate enduring values of respect, honesty, equality, integrity, fairness and trust;
- inspire children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;

- encourage children to value the diversity in our society and the environment in which they live;
- urge children to become active and responsible citizens, contributing positively to the community and society;
- set suitable learning challenges, respond and adapt to pupil's diverse learning needs;
- overcome potential barriers to learning and assessment for individuals and groups of pupils;
- address discrimination at all levels;
- promote pupils' own sense of personal and cultural identity

As a school, we are committed to our mission statement – 'Dream, Believe, Achieve, Care'

Inclusion

We believe that all children have the right to be included in the teaching and learning organised for them. We achieve inclusion by:

- Our commitment to our guidelines for promoting positive behaviour;
- Adapting the learning activities according to individual needs;
- Providing for specific needs by detailing them in individual education programmes;
- Organising additional support as required;
- Setting a high priority on quality first teaching and support in class where needed.

Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community (staff, parents, children and governors) 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.
- All staff will endeavour to:
- provide a creative, challenging and stimulating curriculum that promotes enjoyment and high levels of engagement;
- raise and maintain high pupil self-esteem and self confidence in a range of ways;
- recognise and be aware of the needs of each individual child;
- use a range of personal development strategies such as Bubble Time, Zones of Regulation, restorative conversations and VIP to show the value and individuality of every child;
- 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;
- use a range of Behaviour for Learning awards regularly to promote positive learning behaviours across the schools;
- use regular praise for pupils for improved behaviour, good manners as well as for educational improvements and milestones;
- comment on any inappropriate behaviour that they witness throughout the school and take responsibility for speaking with pupils about it.
- value the wider curriculum and hold it in equal esteem to the core subjects.

Parents are encouraged to support their child's learning by:

- ensuring that their child attends school consistently, 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 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;
- supporting the school's Home Learning (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;
- actively supporting the Home-School Agreement.

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

- attending school daily and punctually;
- being organised, bringing necessary equipment, taking letters home promptly, etc;
- conducting themselves in an orderly manner in line with the Behaviour Policy;
- taking increased responsibility for their own learning.

Our environment

Teachers will create an environment:

- That supports the learning and teaching in the class and children and teachers actively refer to the displays in their work;
- That is conducive to learning, is stimulating and inviting;
- That will have a low noise level where appropriate;
- Where pupils should experience low stress and high challenge in their environments;
- That reinforces the learning of the classroom;
- That may pre-empt the learning through key word display;
- That presents a positive image of the pupils, school and their work;
- That explicitly displays the class rules and expectations;
- That reflects the cultures, religions and nationalities of the pupils which make up our school community;
- That provides an atmosphere where the child feels secure, comfortable and confident to take risks;
- Which is resourced effectively so as to maximise pupil's performance;
- That creates opportunities to develop the child's social skills;

- That offers challenge and promotes enjoyment and enthusiasm.

Teachers are responsible for ensuring classrooms are an exciting, stimulating and welcoming place to be by:

- Arranging furniture and space to create a safe, flexible learning environment, including a carpet area for younger classes;
- Creating an environment which stimulates interest in the theme of study, e.g. wall display, themed book corner or role play area
- Making sure the equipment is labelled and accessible to promote independent learning;
- Creating a space for each child, labelling trays and pegs;
- Creating a focus area around the board – look at the room from a child's eye level!
- Teaching, and expecting the children to respect and care for the environment;
- Ensuring classrooms are tidy and free from clutter to promote a calm, productive learning environment;
- Providing an attractive class library.

The Curriculum

Teachers are responsible for maintaining a very good subject and pedagogical knowledge and for ensuring the best possible learning opportunities are planned, delivered and monitored. All adults are expected to be leaders of learning, attending courses, observing good practice, building and disseminating knowledge and best practice.

We use the National Curriculum to underpin the taught curriculum. English, maths and reading is at the heart of our curriculum. Wherever possible, links are made to real life experiences to make the curriculum relevant and to develop cultural capital. Links are also made between areas of the curriculum with non-fiction reading and writing being taught through cross curricular links. We aim to make the curriculum reflective of, and responsive to the cultural background of our pupils.

The start of the Year

- All staff will read, be familiar with and follow the whole school approach to behaviour management (see Behaviour Policy)
- The class will be made aware of the Behaviour Policy
- The Class Charter will be created with the children to promote positive learning behaviours
- Individual photographs will be taken for use throughout the year in events such as VIP.

Teaching Styles/strategies

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies to challenge the children in any one session. These could include:

- challenging discussions and debates;
- questioning;
- previewing and reviewing work;
- conferencing;
- giving precise feedback;
- providing opportunities for reflection by pupils;
- providing opportunities for repetition/reinforcement;
- quizzing;
- clarifying misconceptions;

- planned practise;
- adapting provision for individual pupils;
- using research;
- verbal feedback;
- modelling;
- vocabulary development;
- clear links to previous learning;
- showing clearly where the lesson is within the learning journey;
- a balance of individual, group and whole class work.

Enrichment

At the Hollybrook schools, we feel that the use of visits and visitors to enrich the curriculum is hugely beneficial to the children. Therefore, visits and visitors are valued and these are used throughout the schools to widen children's experiences and support learning across a range of subject areas. Theme days and weeks also enrich our provision.

Subject Leadership

Subject leaders have a variety of roles. These include:

- taking the lead in policy development and the provision of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- ensuring there are clear end points in every year group which are understood by all teachers;
- monitoring progress in their subjects and advising the curriculum leader on action needed; taking responsibility for the audit and organisation of central resources for their subjects;
- using release time to coach/support colleagues effectively;
- keeping up-to-date through reading/research and attending CPD and disseminating this to staff.

Pupil Voice

We encourage and respect pupil voice. We have a School Council and a Learning Council which meet regularly and make recommendations and undertake work to improve our schools. Children's opinions are regularly sought though pupil conferencing, questionnaires and suggestion boxes. Peer mediators, Junior Travel Ambassadors, Reporters, Hollybrook Heroes, Bullying Ambassadors are used to gather pupil voice and disseminate ideas.

Monitoring and Evaluation

Parents' Evenings are held at least twice a year with personal targets shared, and annual reports are written each summer to inform parents of their child's progress. The school has an open door policy, encouraging parents to call the office to arrange a convenient time to meet with the teacher.