

## **Spring Hill Community Primary School**

### **Policy for Teaching and Learning- Including Covid-19 Interim Policy**

#### **Introduction**

At Spring Hill, learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to enable them to maximise their potential and build within them an attitude to be the best they can be. This policy should be read in conjunction with our **curriculum intent statement**.

#### **Aims and objectives**

Through our teaching and learning activities we aim to:

- Enable children to become confident learners;
- Foster children's self-confidence and therefore their self-esteem;
- Develop self-respect;
- Develop and show respect for all cultures;
- Enable children to understand and contribute to their community;
- Help children grow into reliable, independent and positive citizens;
- Take pride in all that they do.

#### **Curriculum Intent Statement:**

At Spring Hill, our curriculum intent is to make our children feel that they belong, that knowledge is theirs for the taking; allowing our children to not only feel rooted in their community, but to serve it and shape its future whilst enabling them to achieve and compete, compassionately, within a national and international context.

#### **Effective learning takes place when work is planned effectively**

- The teacher sets challenging teaching tasks for children which are relevant for all children in their class, based upon secure knowledge of the child's past and present achievement and the expected standards for the child's age;
- Teachers plan sequences of learning challenges clearly showing how they will assess children's learning. They take account of children's varying interests and varying needs so that all children make at least good progress.
- Teachers select and prepare resources and plan for their safe and effective organisation with the help of teaching assistants where appropriate.
- Teacher's plan for the effective deployment of teaching assistants who will support pupils' learning.
- Teachers plan collaboratively with colleagues, sharing ideas and good practice freely.
- Teachers plan opportunities for pupils to learn outdoors and in out-of school contexts, such as school visits and visitors.

#### **Children learn best when:**

- Classrooms are calm, well organised and tidy;
- They feel confident;

- They are not afraid to make mistakes and learn from them;
- They have work that challenges them;
- They are praised for doing something well;

***At Spring Hill we have devised a set of essential criteria for the learning environment we want children to experience.***

### **An effective environment for learning**

**At Spring Hill we believe that the environment for effective learning to take place must include:**

- An exciting and relevant curriculum that includes challenging and bespoke activities for all children;
- The promotion of self-confidence, self-esteem and engagement;
- Collaborative learning (Kagan Structures);
- Displays that celebrate children's work and achievements;
- Displays that help children learn – working walls, WAGOLLS
- A well organised, well-resourced clean and tidy learning space that promotes independence;
- Expectations of the highest standards of behaviour and attitudes to learning for all;
- A calm, fun, happy and safe atmosphere;
- Looking for the best in every person.

**We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that suit them best. We therefore offer opportunities for children to learn in different ways, including:**

- Investigations and problem solving
- Research and finding out
- Collaborative learning
- Use of technology
- Fieldwork and learning outside the classroom
- Creative activities
- Sporting and physical activities
- Music and drama
- Before and after school extra-curricular clubs
- Being given positions of responsibility
- Visits and visitors

### **Effective learning takes place when a good partnership is set up between home and school**

- Pupil journals are used effectively as a communication tool between home and school
- Reading books are changed as often as possible and the class teacher is fully aware of the level and suitability of books being read.
- Learning Logs are designed to encourage children and parents to work together at home and will always support the learning that is taking place within the classroom at any given time.
- Teachers respond promptly to requests from parents to resolve any issues.

- Teachers contact parents promptly if there are any issues with the child's learning or behaviour. (This may also involve the school SENDCO and a member of the school's senior leadership team.)
- Teachers ensure homework is always marked.
- Teachers convey their expectations clearly to parents through termly curriculum newsletters, 'Meet the Teacher' and Parents' Evenings in the autumn and spring terms.

### **Effective teaching takes place where:**

- Teachers have high expectations of pupils and build successful relationships, centred on teaching and learning. They establish a purposeful learning environment where diversity is valued and where pupils feel secure and confident.
- Teachers teach clearly-structured lessons or sequences of work which interest and motivate pupils and which:
  - start with a clear learning challenge that is understood by all pupils
  - Employ interactive teaching methods and collaborative group work (Kagan Structures).
- Teachers differentiate their teaching to meet the needs of pupils, including the more able and those with additional educational needs. They take account of the varying interests, experiences and achievements of all pupils.
- Teachers explain work in a way that children can understand.
- Teachers ensure that children are given long enough to complete work, and have opportunities to work for sustained periods of time, appropriate to their age.
- Teachers set high expectations for pupils' behaviour and establish a clear framework for classroom discipline to anticipate and manage pupils' behaviour constructively, and promote self-control and independence.
- Teachers organise and manage teaching and learning time effectively ensuring lessons start promptly and resources needed for lessons are prepared in advance of the start of the lesson.
- Teachers use ICT and other technologies effectively in their teaching.
- Teachers accurately monitor and assess pupil progress using a range of formative and summative assessment information.
- Teachers ensure learning environments are stimulating, imaginative and informative.

### **The Curriculum at Spring Hill**

Our curriculum has been developed in consultation with children, staff, parents and governors. Its fundamental aim is to ensure that all children who attend Spring Hill experience the highest quality teaching and learning and achieve in a wide variety of contexts

The passionate beliefs of school leaders are manifest in all school does- In this way, our curriculum aims to:

- 1) Enable children to see links between subjects- this is achieved through careful planning.
- 2) Provide opportunities for children to actively explore the issues associated with growing up in twenty-first century Britain.
- 3) Create learning opportunities within humanities and the arts that can be used to raise standards in English and Maths.

- 4) Develop our outside learning space, so that the best learning takes place through the creation of high quality experiences (and resources) outside the classroom.
- 5) Actively create a sense of awe and wonder in our pupils through creative and purposeful learning environments.
- 6) Teach children about their locality.
- 7) Help our children to become socially responsible.
- 8) Place a high importance on helping children think for themselves- Children should play a key role in planning learning opportunities alongside their teacher.
- 9) Teach children to be enterprising.
- 10) Develop emotional intelligence and aspirations in all our children.
- 11) Enable children to develop empathy for others and be aware of their own health needs.
- 12) Ensure that ICT, sport, music and mental health and well-being are weaved into the curriculum.
- 13) Careful analysis of assessment data ensures every child is provided with the right support at the right time.

Our curriculum is essential in supporting our school's aim:

***'To be the best we can be.'***

**Please also refer to our Curriculum Intent Statement.**

### **Role of the Head Teacher, senior leadership and the Governing Body**

- Support the use of appropriate teaching strategies by ensuring effective allocation and use of resources.
- Ensure that the school building and premises are best used to support successful teaching and learning.
- Monitor how effective teaching strategies are in raising pupil progress and attainment.
- Ensure that staff development and appraisal promote high quality teaching.

### **Role of Parents/Carers**

**At Spring Hill we believe that parents have a fundamental role to play in helping children to learn. We believe that parents have the responsibility to support their children and the school in implementing school policies.**

- Ensure that their child is punctual for school and has the best attendance record possible.
- Keep their child fit and healthy to attend school.
- Ensure their child is equipped for all school activities.
- 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.
- Attend parents' meetings to discuss children's progress.
- Fulfil the requirements set out in the home-school agreement contained in the pupil journals

## **Race Equality and Equal Opportunities**

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial harassment in order to maximise their potential.

Please refer to the Equality Policy for further detail regarding learning and teaching at Spring Hill.

Helen Jones

Created: November 2020

Review: September 2022

## **Covid-19 Interim Teaching and Learning Policy:**

The pandemic has presented a number of challenges to teaching and learning over the past few months and all staff working in educational settings have needed to adapt quickly to ever-changing circumstances. The pandemic has also provided new opportunities for teaching and learning and there is a collective aim at Spring Hill that everyone seeks to promote new opportunities as they arise.

### **Remote Education:**

Throughout the first National Lockdown in the spring term of 2020, school remained open for our most vulnerable children and those children of key workers. Teachers worked on a rota system and planned and prepared a range of activities for children. For the majority of children, learning at home, and teachers produced fortnightly videos which included a range of tasks across the curriculum- these were available on our school website. Parents were able to email teachers completed work and teachers commented on the work children had produced at home.

Planning for Remote Learning from September will support children and parents and ensure that school complies with DFE statutory guidance on providing remote education for children who need to self-isolate. Spring Hill will provide children with a bundle of CPG books covering RWM. Please refer to our 'Plan for Remote Education Checklist Methods' below for further information of how remote ed. Will be structured and organised.

<https://www.gov.uk/government/publications/remote-education-temporary-continuity-direction-explanatory-note>

#### **Method 1: If a whole class bubble is self-isolating**

- Teachers will send home a CPG bundle with every child. The bundle will include a range of 'catch-up' activities which are linked to current learning where appropriate. The CPG books are to be used for catch-up work and therefore teachers should also provide children with an activity in their learning log for each week of self-isolation. Instructions for the learning logs can be delivered via a video which should be uploaded to the website each week.
- Please also provide appropriate website links such as BBC Bitesize or phonics play that parents and children can easily follow.
- Plan on the basis of the educational needs of individual pupils- CPG books can be ordered on a need basis.
- Teachers will liaise with Teaching Assistants as to how best to support specific learning needs of individuals or groups of children. This can be done with the support of the SENCO
- PE Coordinator can also support you in appropriate links to Jo Wicks etc. for PE
- Please encourage your children to email their completed work (i.e. parents can take a photograph of it or submit it as a document) to your Covid-19 teacher email addresses.
- Teachers MUST ensure that they provide feedback to pupils on their completed work
- Teachers MUST ensure that they chase up children that do not appear to be completing work. This can be done via your well-being phone calls. It is our responsibility to ensure that children are participating in their remote education. The situation is now different to how it was in lockdown. Please do not ask the office staff to do this. However, Liz will support teachers with particular serious cases.
- We can support in delivering learning packs and support for parents- these will be monitored via your call logs and email responses.

- The record grid below is to be used to record pupil completion of remote learning.

Method 2: If an individual is self –isolating due to another family member testing positive OR in quarantine following return from a foreign country OR refusing to get a test after displaying Covid symptoms

The situation is slightly different if you are providing remote learning for a child that is self-isolating or in quarantine when you are still in school teaching your class. We appreciate that this means you will be both planning for your class and also planning/communicating work remotely too. To make this more manageable the following procedure has been put in place.

- The child's personal CGP bundle pack should be sent home with a cover sheet of work to complete. Ideally, this should be ready to go home with the child, but if this is not possible, the pack should be given to the office by the next morning. Liz can arrange for the pack to be delivered where necessary.
- The class's weekly Learning Log should be emailed to parents on the day it is given to the class. This can be checked via well-being phone calls.
- Plan on the basis of the educational needs of pupil.
- Encourage children to return the work to your Covid-19 class email address. Feedback must be provided if work is returned.
- Teachers MUST ensure that they chase up children that do not appear to be completing work. This may be through email or, if there is no response, through a telephone call home. It is our responsibility to ensure that children are participating in their remote education. The situation is now different to how it was in lockdown. Please do not ask the office staff to do this. However, Liz can offer support with this.