

HCPS Learning and Teaching Policy and Practice 2016



Hoyland Common Primary school is committed to achieving the highest possible outcomes for its pupils. This policy details how our vision of: *developing confident, happy, self-motivated learners who enjoy learning and see it as a life-long adventure*, is achieved through learning and teaching.

Rationale

Hoyland Common has continued to refine its pedagogical approach to teaching and learning. The school has built upon an *Accelerated Learning* model to create a bespoke and personalised approach which we firmly believe creates the best conditions for our learners to thrive and achieve. Indeed, this approach to teaching and learning, in combination with our curriculum development, are the two strands that have been embedded throughout all aspects of school to ensure that all our learners fulfil their potential. The school is aware that there is no one method or simple approach that holds the key to successful learning; children need to be equipped with a range of strategies to tackle the challenges they face. The school believes that children should be given responsibility for their own learning, and aims to create independent, resilient and self-motivated pupils, who are well equipped with the skills to meet the challenges of an ever-changing society.

The absolute key to improving learning and teaching in school is through an effective and strategic programme of CPD, which is linked to the School Improvement Plan. At Hoyland Common, staff see themselves as learners and contribute fully to an environment and ethos of continual improvement and professional development. Through activities such as; staff CPD meetings, research and development challenges, *teach meets* and coaching and mentoring, staff at Hoyland Common are supported to ensure that practice is at the *cutting edge* of teaching and learning pedagogy. Hoyland Common aspires to deliver a world class education that prepares all pupils for the lifelong adventure of learning.

In practice

Learning and progress:

- Allowing pupils to build on prior learning and make new **connections**.
- Ensuring that pupils have time to **demonstrate** and **consolidate** their learning outcomes.
- Teaching staff will ensure that, whenever possible, **active** and **collaborative** approaches to learning are considered.

- Through the implementation of a broad and balanced **skills based curriculum**, pupils' learning is **personalised, relevant** and **meaningful**. (see Curriculum Policy)
- Ensuring that **Learning Objectives** are understood by pupils and **Success Criteria (*Achieve, Challenge, Aspire*)** are developed **with** learners to ensure they play an active part in lessons.
- Pupils have opportunities to discuss and **reflect** on new learning throughout the lesson.
- Pupils have a clear idea of expected **outcomes**, and *all* learners are challenged and able to achieve.
- Pupils' learning is **structured** to facilitate a **pupil led** approach, which allows children to develop and improve their skills.
- Recognising that pupils learn in **different ways** and develop strategies that allow all children to learn in a variety of ways.
- **Differentiation** and a **personalised approach** to learning ensure that all pupils are **challenged**.
- Skills are applied in a variety of contexts to ensure **deepening, mastery** and **breadth** of learning.

Behaviours for Learning:

- The delivery of a **creative** and **inspiring** skills based curriculum that can be **directed** by the views of pupils
- Ensuring lessons are **fun, engaging** and have a **meaningful context** to motivate all pupils.
- Promoting **independent** and **collaborative** learning to ensure that pupils take on **responsibility** within the learning environment.
- Setting **challenging** objectives and targets so that children develop **resilience** and a **positive** attitude to work.
- Staff and pupils having **high expectations** for standards of behaviour (see behaviour policy).

Pupil Progress:

We endeavour to make sure that pupils, groups of pupils and cohorts make good progress during their time at Hoyland Common Primary School.

We aim to deliver this by:

- Using the **HCAT assessment system and INCERTS** to ensure that pupils are aware of the learning sequence, set targets and are aware of **next steps** in learning.
- Incorporating **Assessment for Learning (AFL)** strategies to: establish prior knowledge and skills, ensuring that learning is **challenging** for all pupils.
- Using termly and annual assessment data to **monitor** the progress of individuals groups and cohorts.
- **Analysing** assessment data to identify **progress trends** and modify teaching and learning to meet the needs of cohorts, groups and individual pupils.

Expectations & Engagement

We aim to ensure that teaching is highly effective in inspiring pupils and allows them to learn effectively. At Hoyland Common teachers are expected to:

- Have the **highest expectations** of all pupils and actively promote the values of **challenge, aspiration** and **expectation**.
- Support all pupils to ensure that they fulfil their **potential**.
- Deliver a wide variety of **meaningful** and exciting experiences and opportunities to **stimulate** learning.
- Provide opportunities for a **personalised approach** to learning for **all** groups including SEND and more able pupils.
- Ensure that, within the **learning sequence**, there are opportunities for pupils to work **actively** and in **collaboration** with others.
- Show a strong understanding of **Subject Knowledge** which is applied consistently to **challenge** and **inspire** pupils.
- Use **agreed** planning formats for literacy, numeracy and skills based planning to prepare learning opportunities.

Pupils engaged in own learning:

At HCPS we aim to ensure that pupils understand in detail how to improve their work and are consistently supported in doing so.

This will be done by:

- Using a range of **questioning techniques** that allow pupils to **reflect** on their own learning
- Provide opportunities for wider learning, though **homework**, educational **visits**, residential visits and out of hours learning clubs, **family learning** events and activities.
- Provide opportunities for pupils to assess their **own work** and that of their **peers**.
- Ensure that **planning, marking** and **feedback** are of a high quality and identify next steps for learning (See marking and feedback policy)

Resources:

Resources, including new technology, make a marked contribution to the quality of learning and at HCPS we aim to:

- Use ICT and new and **emerging technology** to enhance learning
- Provide an **engaging environment** that **inspires**, promotes and supports the learning environment. (See environment policy).
- Provide **high quality** and **relevant** resources that stimulate learning
- Use **other adults** (TA, HLTAs and parents) to target support, ensuring that there is high **quality partnership** which facilitates learning.

Through the delivery of this policy, Hoyland Common aims to deliver a *world class* education to all pupils and prepare them for the life-long adventure of learning.