

Hillside Academy



Policy for Teaching and Learning

- non-negotiables linked to the National Teaching Standards

September 2016

At Hillside Academy the policy for Teaching and Learning is at the heart of all of the work that we do. It is generic and non subject specific. There are links through other policies to all other aspects of school life. In order to be effective this policy must be a dynamic element of our school ethos and part of continuing professional development and school improvement.

Vision Statement

Together Everyone Achieves More

HILLSIDE ACADEMY is a small, friendly, family orientated community school, committed to delivering an excellent creative primary education in a nurturing, safe, inclusive environment, where staff, children and their families can realise their **potential**.

Our Aim is to develop

Curious

Confident

Creative

Collaborative

Caring learners within the heart of the Community and to Celebrate attainment and achievement.

We will:

- Put children at the heart of all we do and say in school; valuing the individuality of each child, acknowledging the worth of all that they bring with them and its impact on the life of the whole school
- Actively promote our values which are defined, e.g., mutual respect, trust, fair, open, honest, approachable, moral, supportive emotionally and physically
- Enable children to meet their full potential academically and socially.
- Deliver a broad and balanced curriculum.
- Help our children develop lively, enquiring minds, in order to acquire the skills and knowledge relevant to adult life in a fast and changing world.
- Plan lessons which provide a range of teaching and learning styles, catering for a broad range of intelligences
- Help children develop a sense of respect, by firstly respecting themselves and then respecting and being respected within both the school and the wider community.
- Enable children to communicate clearly and confidently.
- Establish and maintain a caring and nurturing, environment where children feel safe and valued.
- Promote a healthy lifestyle (physically, mentally and spiritually).
- Celebrate our differences, and promoting the benefits of living and growing up in a culture rich in multicultural flavour
- Encourage children to have a *voice* and an active involvement in the running of the school.

- Develop in all children the ability to control and be responsible for their own actions.

The learning environment

The physical environment has a significant influence on learning. It gives our children a clear message about how we value them and how we value learning.

In addition to the requirements outlined in appendix 1 and 3, all classrooms will have:

- WALT (We Are Learning To) and WILF (What I am Looking For) clearly displayed in child speak.
- Working walls which support children's learning. These are displays for literacy and numeracy which support children's learning. Working walls make use of a visible display outcomes, modelled examples and success criteria. This enables children to know what they are learning and how this learning process develops over a period of time. This includes the piece of work displayed every fortnight showing the best.
- Curricular targets are in the independent maths/literacy books reviewed regularly.
- Key questions are displayed and used in lesson starts and plenaries
- Curriculum displays include statements and questions to highlight key learning points.
- Layout of classroom supports inclusive, interactive teaching approach
- Seating and tables used flexibly to support working in different contexts and for different purposes
- Display reflects the learning process in different curriculum areas, not just finished work.
- Positive affirmations displayed in the classroom and referred to regularly, e.g. Posters, successes boards. Diversity in all its forms visibly celebrated.
- Resources are well organised, clearly labelled and accessible
- Resources, including equipment and visual images, reflect their family lives and a range of learners and their communities in an inclusive manner.
- ICT-based resources are organised in a way that promotes appropriate use by both teacher and children.
- Presentation must be of the highest standard in all areas of the curriculum. Writing should be as high quality in history as it is in literacy.

See list of non negotiables for all classrooms

These clearly state the expectations of all teachers in their classrooms with indicators on current progress towards meeting all the expectations.

Effective Learning

Effective learning takes place at Hillside Academy when children and staff are clear about the learning intention and expected outcome. In exceptional lessons we are able to see the enjoyment and progress of the learners.

We address this by having the following:

- A broad and balanced curriculum - creativity
- Assessment for learning/tracking/positive feedback
- Focused teaching
- Structured learning – differentiation, SEN, EAL, cultural context
- Provide challenge
- Provide for diverse learning styles
- Engagement and motivation – pace
- Extra-curricular activities

Behaviour for Learning

- All adults in lessons have high expectations in the way children talk, sit and behave in their learning.
- Children should sit still and listen when being taught or when someone is saying something.
- There should be no talking over people and no fussing, including points of transition.
- Noise levels – appropriate for the task – calm and quiet classrooms and ‘appropriate’ noise levels for collaborative learning.
- ‘Face the Speaker’-child or adult .
- Learners know their next learning steps.
- The classroom is the ‘Silent Teacher’ and conforms to the school’s policy. High quality learning at all times.
- TAs contribute effectively to learning at all times. In the main teaching session, TAs will not be sitting and listening.
- There is an expectation that Children in EYFS / KS1 remain on the carpet for no more than 20 minutes at a time – teacher talk no longer than 20 minutes.

Appendix One

Learning Environment Non-Negotiables

Year Group:

Class:

Non-Negotiables	Evidence
Literacy Working Wall	
Numeracy Working Wall.	
Reading Robber interactive display.	
Target displayed for Reading, Writing and Maths – clearly labelled with target objectives on.	
Writing area – range of resources to motivate and encourage children to write.	
Talk for Writing photographs up to remind children of actions for key words.	
A WAGOLL board – a display in each classroom to show ‘what a good one looks like’ in terms of writing. (Can be part of working wall)	
All children’s drawers to be labelled in the same font. No stickers on front of drawers.	
Noticeboard for each classroom – letters, information for parents to be displayed (can be on the window facing out of classroom)	
Displays – to be interactive and clearly labelled. Displays to show case good work for the individual. All displays are beautifully presented and have labels that explain the learning, question for further learning and contain pupil reflections.	
All classrooms will contain topic tables which identify class topic areas, key questions, artefacts and resources which provide children with learning stimulus.	

<p>Reading Corner – to be stimulating and inviting for all children. If space permits then to have communication friendly spaces Book corners will include author focus and topic book focus. Drapes, cushions and props will provide additional warmth for areas.</p>	
<p>We will not use generic computerised learning scaffolds we will generate our own, we will ensure these are pre – trimmed so they can be attached neatly into books within the parameters of the book areas.</p>	
<p>Pupil books will be stored neatly in every classroom using box files so that book spines can be seen. These books should be accessible at all times.</p>	
<p>KS1 to have a Birthday Board to celebrate all children’s birthdays.</p>	
<p>Alternative learning spaces in all classrooms – role play and small world. Sand and water in FS and KS1.</p>	
<p>Time Out Area – either in classroom or in designated area outside of classroom.</p>	
<p>KS1 & 2 – use of Good to be Green behaviour systems. FS Smiley Face system.</p>	
<p>KS 1 – alphabet strips to be displayed. Spelling/phonics resources on tables. KS2 e.g. dictionaries, thesaurus.</p>	
<p>FS Number line to 20 KS1 Number line 0-100 & 100 square KS2 Age appropriate maths resources. (100 squares, times tables, clocks –digital analogue etc.) Maths resources on each table.</p>	
<p>An environment that fosters independence – clearly labelled resources.</p>	
<p>No clutter, mess or clothing should be left in classrooms. Everything has its home.</p>	

Appendix Two

Teaching and Learning Check List

In your lesson planning have you...?

set clear learning objectives and shared them with pupils
set out how the lesson fits within the 'big picture'
thought about the level of challenge that will be required
provided appropriate scaffolding for all pupils to meet the challenge
decided on appropriate questioning techniques
incorporated sufficient higher order questions
provided exemplar material or modelled the task
incorporated some time for paired or group discussion
planned an appropriate plenary session
thought about the learning styles your lesson will engage
set homework which reflects the learning objectives

Over a longer period have you...?

included starter activities
linked lessons to pupils' own experiences
provided opportunities for independent and group inquiry
encouraged problem-solving techniques
checked that all learning styles are addressed

During the lesson try to...

ask open questions and allow thinking time
use paired discussion before feeding back on harder questions
operate a 'no hands' rule from time to time
use mistakes as a learning opportunity
use the school rewards system fairly and often
refer back to the learning objectives
set short-term targets within the lesson

Appendix Three

WORKING WALL

A working wall is:

- Situated close to where I most often teach
- A place where children can find key information about their current learning
- Added to over a series of lessons
- A place where anyone can make a contribution
- A storehouse of information and ideas – vocabulary, guidance, images, diagrams
- Frequently changed to be current
- Adapted to suit purpose
- Age related
- A place to display targets
- Explicit acknowledgement of children's contributions
- A place that has visual impact
- Confidence building
- Constantly used and referred to
- A place for planning / structure of children's work
- A teaching aid reinforcing teaching points

A working wall is not:

- A display
- A permanent fixture
- A receptacle for every bit of information relating to a topic/ series of lessons