



Hollinsclough C of E Academy

Teaching and Learning Policy: 2016

Mission Statement

To encourage high levels of achievement through the enthusiasm and joy of learning, coupled with a creative curriculum and a holistic approach to education that reflects Christian values and supports our community. We guarantee accessibility and availability to all.'

Developing potential

Aims

To ensure that all our pupils are provided with rich and varied learning experiences which lead to them developing their skills and abilities to their full potential.

This policy guides what teachers and support staff do, how time is managed, the organisation of the classroom and what our school does to create an effective learning environment.

The whole school community is committed to a collective responsibility for the implementation of the values inherent in this statement.

Introduction

Hollinsclough CE (VA) Academy is a small, caring school which is committed to a broad, balanced curriculum and to the continual improvement in outcomes of all pupils who attend our school. We operate a Flexi-Schooling approach, so that children who are disengaged from the mainstream provision, such as those who are home educated, can re-engage with the state system.

We are a Church of England Academy, with a strong commitment to the teaching of Christianity whilst supporting a multi-faith approach to the curriculum. We recognise, value and celebrate the rich cultural diversity that exists in our pupil community. We aim to contribute to the spiritual, moral, cultural, mental and physical needs of every individual.

The Christian ethos of the school is reflected in our positive and calm atmosphere. We believe that effective learning takes place when children work in a purposeful and stimulating environment that supports a wide range of learning styles. Mutual respect between adults and children promotes excellent behaviour and well developed social skills. With this approach we seek to achieve highest possible academic standards.

We aim to cater for each individual, taking particular account of any specific needs or abilities. We endeavour to ensure that all our children fulfil their potential and, within this context, we emphasize health and safety, enjoyment and achievement and the beginnings of responsibility for themselves and others. These skills will be carried forward to the next phase of education and throughout life.

At Hollinsclough CE (VA) Academy we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Planning the Curriculum

A long term plan has been drawn up by staff to cover each teaching base. This plan works alongside the New Primary Framework to provide a full coverage of subjects and has been planned to facilitate a creative curriculum.

Medium term plans are produced by the staff teaching in each base with advice from subject leaders. They show which topics will be taught and when.

Short term plans are produced by class teachers to enable them to deliver what is in the medium term plan. Short term plans will include differentiation, showing how the less able children will be developed and how the more able will be challenged. Short term planning will include consideration of how other adults in the room are to be utilised.

Different resources, learning objectives, levels of support or expected outcomes are means of providing differentiation, as are enabling questions, individual target setting and giving prior knowledge or help about topics to be covered.

Curriculum coverage

We have implemented a curriculum that is topic-based, offering a cross-curricular approach to learning, with a focus on skills for the 21st century, promoting discussion at home and creating opportunities for learning 24/7 in an interesting, personalised way, which is inspiring for children. To further support this approach we have also adopted the Global Learning programme and we aim to become a hub for the Global Learning project for other local schools.

'School leaders who are both imaginative and systematic are able to create a climate of 'disciplined innovation'. This means that they are open-minded about exploring new approaches while being disciplined about taking baselines against which the impact on learners can be evaluated. One of the most important things was to find ways to show impact on learning that went beyond the limitations of standardised tests.'

Mills

To accommodate flexi-schoolers, we ensure that most of our academic teaching takes place on what we term the 'Three Core Days' – (Tuesday, Wednesday and Thursday – also see our Flexi-schooling policy and MoU for Flexi-schooling) when they are required to attend. Phonics, Mathematics, English (all aspects), Science, topic, MFL, Computing, and opportunities for creativity take place on these days, with opportunities for music, swimming, PE and Sport offered after school.

Monday is a consolidation day, where teachers can ensure that pupils have remembered the learning that took place the week before. For this consolidation we use 'WorkaBooks', which the flexi-schoolers take home every Thursday and return for marking every Tuesday. Our WorkaBooks follow the new National Curriculum.

As parents have the right to withdraw their children from Worship and RE lessons, we have developed an SMSC booklet which is taken home by flexi-schoolers and those who withdraw from RE and Worship, along with reading books and homework relevant to their topic. Pupils who access a full timetable are able to access these booklets to use in class.

Fridays are used for project development and PE. Both Monday and Friday are optional for Flexi-schoolers.

All of our pupils benefit from flexi-swimming. We introduced this approach due to our rural location and the time taken out of the school day to achieve a 30 minute swimming session. Flexi-swimming provides every child with the opportunity to partake in higher quality swimming lessons wherever they live especially given the very broad distribution of pupils who attend Hollinsclough.

In addition to the curriculum focus we have a range of after school sports activities and after school choir, along with dinner time chess and Soroban clubs. We have a week dedicated to Creative Arts (music, design, craft, dance and drama), that involve a religious, Christian dimension. We have an Activity week which involves the whole school. This incorporates problem solving and team building skills through activities should as raft building, canoeing, camping (for the older pupils) climbing, working with the Peak Park Rangers, and 'Away Days'.

Quality of Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and intrapersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

We offer opportunities for children to learn in different ways. These include:

- Investigation and problem solving
- Research and finding out
- Group work
- Pair work
- Independent work
- Whole class work
- Asking and answering questions
- Use of the computer
- Fieldwork and visits to places of educational interest
- Creative activities
- Watching educational programmes and responding to musical material
- Debates, role plays and oral presentations
- Designing and making things
- Participation in athletic or physical activity
- Digital media

Assessment for Learning

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success.

Assessment for Learning:

- Focuses on how children learn
- Is central to classroom practice
- Is a key professional skill
- Promotes self esteem
- Affects learner motivation
- Helps learners know how to improve
- Encourages self-assessment Quality of Teaching

Teachers should:

- Seek to inspire pupils
- Challenge pupils and have high expectations
- Plan to use a variety of teaching methods which take into account different learning styles
- Plan the use of resources including additional adults
- Give clear and specific instructions and explanations
- Follow the school policy with regard to discipline and classroom management
- Praise pupils for effort, achievement, good behaviour, and by so doing help build a positive attitude towards school and learning
- Assess pupils for both summative purposes (to measure how well they have achieved) and on a formative basis to inform future planning

Structure of Lessons:

- Lessons should start promptly
- Resources should have been planned and prepared before the lesson
- The lesson will normally be linked to previous learning or teaching
- The teacher will use enabling questions to motivate, stimulate, assess and keep pupils on track
- The lesson should have a good pace and structure to it, activities will vary to respond to children's different ways of learning
- Usually each lesson will have a plenary which will reinforce the learning objective
- Where possible, children's work will be marked with them. Pupil's work will be assessed regularly to inform short term planning and pupil progress

Classroom Environment

Our classrooms are attractive learning environments. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. We ensure that the children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as working walls relating to Literacy and Maths.

We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes the independent use of resources and high quality work from the children.

We ensure that all tasks and activities that the children do are safe. When we plan to take the children out of school we obtain permission from parents and complete a range of risk assessments.

Distinctive Christian values are embedded into the classroom environment, and every classroom has a 'Reflection Area'.

We conduct all our teaching in an atmosphere of trust and respect for all.

The Evaluation of Practice

All our teachers reflect on their strengths and weaknesses and plan their professional needs accordingly. We do all we can to support our teachers in developing their skills so that they can continually improve their practice.

Subject leaders are responsible for the monitoring and evaluation of their subject. This involves various activities such as discussions with teachers or pupils, shared teaching, monitoring books and/or planning, and informal observations. They will also check that long and medium term plans are providing the coherence, progression, continuity and depth necessary.

More formal observations are carried out by our Principal on a regular basis.

Performance Management

Our Multi Academy Trust through their Performance Management Policy set out how teaching standards and targets are judged – our Principal is responsible for the implementation, interpretation and application of this policy locally. The performance management of the Principal is part of this policy approach which utilises the services of an independent third party, along with a nominated member of the Local Governing Body and a Trustee. **(Please the Trust Performance Management Policy)**

Annual reviews for teachers take place when targets will be reviewed and new ones set. Three targets (one based on pupil performance, one on a common school issue and one for individual professional development) are set each year for all teachers out of their NQT year.

Parents' Evenings are held at least twice a year, 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 in for informal discussions at any convenient time.

The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding parents evenings to explain our school strategies for teaching phonics, literacy and maths
- Sending information to parents at the start of each term in which we outline the topic that the children will be studying during that term at school
- Sending regular reports to parents in which we explain the progress of each child and indicate how the child can improve further
- Explaining to parents how they can support children with their homework
- We suggest, for example, regular shared reading with very young children, and support for older children with their topics and investigative work.
- Promoting healthy lifestyles
- We believe that parents have a responsibility to support their children and the school in implementing school policies

We would like parents to:

- Ensure that their child has the best attendance record possible
- Ensure that pupils who flexi-school consolidate the learning that takes place in school at home
- 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

The Role of Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are best used to support successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of the school's teaching and learning policy through the school self-review processes. These include reports from the subject leaders and the annual Principal's report to governors as well as a review of the in-service training sessions attended by our staff.

Monitoring and review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in curriculum, developments in technology or changes in the physical environment of the school.

Equality Duty

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

British Values

Pupils who attend our academy experience an enabling environment in which they will develop self-knowledge, self-esteem and self-confidence. Coupled with this they will develop the ability to distinguish right from wrong and to respect the civil and criminal law of England.

Within this enabling environment pupils can develop the ability over time to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.

Whilst with us, our parents can expect their children to acquire a broad general knowledge of and respect for public institutions and services in England, and to develop a personal character that is tolerant and can foster harmony between different cultural traditions, along with a respect for their own and other cultures.

We firmly believe and encourage our pupils to show respect for other people; and for democracy and the support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

To be part of our academy it is unacceptable on the part of any stakeholder to promote discrimination against people or groups on the basis of their belief, opinion or background.

Implementation of this policy

Our academy will manage implementation of this policy with the support and guidance of the appropriate body / bodies as defined at the time of writing.

General

This policy and its guidance will always reflect the present and future needs of all stakeholders and to support this we are always open to suggestions for changes and alterations of and to any specific individual provision / requirement to ensure full access to all.

Signed...

Designation: Chair of Governors

Date... March 2016

Signed...

Designation: Principal

Date... March 2016

This policy is to be reviewed by Governors during Autumn term 2018