



# Teaching and Learning Policy

Agreed September 2020

Hove Junior School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## Aims

- **That all teachers have a clear understanding of expectations of teaching and learning at Hove Junior School**
- **That all teachers have a clear understanding of what outstanding teaching and learning looks like**
- **That we have an agreed Teaching for Learning Policy in place**

## Why have a Teaching for Learning policy?

Having a Teaching for Learning Policy will make us all clear about what we need to be doing to ensure that the children are the focus of what we do in class - **we teach so our children can learn**. We believe that all children have an equal right to access the curriculum and make progress in their learning regardless of gender, race, background or ability.

Having a Teaching for Learning Policy will ensure that we have:

- A child centred approach
- A whole school approach underpinned by our LEARN ethos and learning characteristics (see behaviour policy) and personalised to the needs of the class
- Children who acquire and use subject-specific knowledge that builds and deepens over time so that their learning involves a logical progression as they move through the school
- Made connections across the curriculum to provide rich learning experiences
- Clear expectations of each other and of the children
- A collaborative learning culture for all staff.

**Having a Teaching for Learning Policy will ensure consistency and contribute to the children making progress.**

## Why should we plan?

We know that the key to successful learning is successful planning.

We plan:

- To give children the best learning opportunities possible
- To establish a clear learning journey for our children over the course of a lesson, a day, a week, a term, a year
- To identify gaps in key learning in order to consolidate core knowledge and key concepts
- To target teaching so that it fills pupils' specific gaps: teachers can adapt catch-up in light of what they learn about where pupils' gaps are
- To ensure that all children have equal access to learning and learning opportunities
- To make sure that children are building a progression of skills and core knowledge that they will need for later in life
- To ensure that Health and Safety aspects have been considered
- To be consistent, well prepared and professional.

Each year group at Hove Juniors has taken some time to come up with planning formats that are child focused, different but have consistent elements.

Our Teaching and Learning, regardless of the year that we are working in, needs to include:

- **Clear learning objectives-** Learning objectives should relate to the KS2 curriculum, (or where appropriate at a PoS in KS1 curriculum) to Attainment targets or Programmes of Study from the National Curriculum (teachers to use L.O.)
- **Learning** should be shared with the children (in child friendly vocabulary) regularly and where appropriate referred to throughout the lesson, to ensure that the children are clear about the purpose of the lesson and the steps needed to get there
- **Purposeful** and contextual links need to be made across topics/the KS where appropriate
- **Key vocabulary-** this should be shared and explained. Some pupils/groups may be pre taught key words or phrases, particularly for children with EAL/SEN
- **Clear questions** should be asked throughout the lesson and adapted to the needs of the class/pupils
- **Live marking and verbal feedback** should be used throughout each lesson
- **Access for Learning** – consider all children’s needs and ensure resources are appropriate in order to access learning
- In all lessons children should have opportunities to deepen their understanding and work at **mastery level**
- **Clear direction of additional adults** within the lesson
- Opportunities for **previous learning to be reviewed**
- **Non-negotiables for presentation** should be consistently applied (See Presentation Policy)
- **Shared and displayed non-negotiable lists for reading and writing** for each year group

### **Quality First Teaching with Outstanding Features**

At Hove Juniors we have established what ‘Outstanding features’ would look like within a lesson. **This is what we are aiming for.** We understand what we need to do as teachers to plan the best lesson that we can. We need to limit the opportunities for the lesson to go wrong and address misconceptions as quickly as possible.

**Therefore, before a lesson we need to have:**

- Researched the area we are going to teach
- Identified what you want the children to learn
- Assessed previous learning and looked for gaps in knowledge/AFL
- Pre-taught key vocabulary and definitions to enable the children to access the learning
- Identified a ‘hook’ to engage children
- Clear objectives taken from the PoS
- Made cross curricular links wherever possible
- Thought about how to use computing skills – where appropriate
- Anticipated misconceptions
- Consider access/challenge for SEN, EAL and more able children
- Resourced in advance of the lesson

## **During a lesson we will:**

- Scaffold enough support so that pupils can successfully complete tasks that they could not do independently
- Differentiated through AfL within the lesson
- Share learning
- Have high expectations - of behaviour, engagement, interaction and feedback
- Model the way that we want the children to react and respond
- Make cross curricular links/connections from feedback
- Ask open questions and sharing in different ways
- Be mindful with timings and pace
- Provide constant feedback, reviewing and checking their understanding
- Effectively use/adapt resources
- Provide challenge

## **Classroom Organisation**

Before starting any reorganisation of our classrooms, we will remove as much clutter as possible. Please adhere to the environment checklist and new Covid appendix. Put resources back that aren't used very often into the central resource areas. Sit down at various angles in the classroom and consider the room from individual children's perspective – can they see the board/ access resources independently/read the display boards etc?

## **Each child should have:**

- A named tray
- Targets in learning easily accessible to them
- Personal equipment on their table
- Access to the individual resources they need
- Appropriately labelled books
- A reading book for pleasure and a reading journal.

## **Noticeboard/clipboard**

Every class should have a central location with:

- Weekly timetable
- Groupings and a seating plan of who sits where and when they sit there (learning partners)
- Relevant English and Maths planning or overviews
- Any other planning (foundation subjects) relevant for the week

## **Displays**

- Class rules and reminders
- A 'Welcome to Class xxx' on class door board with names of class teacher and staff who work in this classroom
- Class board- with any relevant information

- Learning characteristics and skills the class are working on
- A visual timetable
- **The long and the short date** (e.g. 4/ 9/ 17 and 4<sup>th</sup> September 2017)

### **Every class should have:**

- A well maintained 'book' area
- Behaviour Hand /Learn Board on display/ laminated Marble Jar
- Named water bottles for each child (the children should bring in these from home)
- Clearly labelled and defined resource areas

### **Learning Environment:**

Classrooms should be areas that we're proud of, that are stimulating, attractive, comfortable environments for learning to take place.

### **General guidance:**

- All boards should be backed (backing paper should be changed regularly)
- Displays should have a title (e.g. 'The Olympics')
- Include some **key questions/ facts** to generate interest/interaction
- Children's work should be celebrated and **mounted** neatly and named (name on the mount/on a notice next to the work like you'd find in a gallery etc.)
- Displays should be changed every term at least, but then could be recycled and put up in communal areas for another term

### **All classrooms need to include:**

- The Learning Journey linked to the topic, with key questions/ interesting facts
- Children's work (to celebrate their achievements)
- A science board with key vocabulary and questions
- Current French vocabulary
- History and geography vocabulary for that year group
- A history timeline
- Maths resource area, clearly labelled and accessible to the children

*We should have a variety of **different types of display** in our classrooms; they should be **visually rich environments**.*

### **Here are some other ideas for displays you may wish to consider:**

- A working wall- everything that the children will need in one place (word walls, key spelling and grammar focus areas, phonics sounds, key questions for this week's learning or current focus)
- Have a 'Take Home Task' board or area in your room (where children can bring in things that they have done at home to share including homework)- give outside life credence (during current Covid restrictions pictures of teke home tasks will be posted on the online learning platforms)

## **Assessment and Target setting**

*Every class must have a class Assessment File. These will be used termly to inform pupil progress/moderation. (Please see Assessment Policy). **This policy document will be used as the basis for observation and monitoring, support and target setting.***

## **Appendix 1**

### **Whole School Topic Planning Process**

1. Whole school context for learning agreed/number of weeks etc (e.g. "The Olympics – The Road to Tokyo").
2. Use pupil voice to mind map key questions about the topic (school council)
3. Share/discuss mind maps with whole staff. Is there repetition/sense of progression etc?
4. Year groups refine ideas and discuss. "What is actually possible/ feasible? What subjects will be covered? What time will be allocated to different curriculum areas?"
5. Subject leaders to use core knowledge files to support teacher subject knowledge for planning.
6. Year groups produce '**learning journey**' (weeks or "units" of learning), How will the project start, progress, end etc? What key skills will be developed? What will the outcomes be?
7. Agree who will be planning which subjects. Agree resources/core texts needed and order.
8. Subject teams to draw up overviews.
9. Year Group 'Curriculum' Learning Journey and Take Home Tasks shared with parents and carers.

## Appendix 2

### Classroom Planning Protocols

- Planning structure is the same for all year groups
- All planning to be saved **electronically** in the year group folders on the network and shared by both sites
- Current daily and weekly plans to be visual and accessible
- Maths and English planned and shared together as a year group, outlining the teaching and learning for the week ahead. Teachers need to keep in mind that plans need to be adapted for their individual classes using AfL
- Use AFL, formative and summative assessment to feed into planning and guide next day teaching
- Guided reading and/or whole class reading plans to be kept in shared drive or in class/reading folder
- *Curriculum overview to be regularly reviewed with year leaders at the end of the topic and reviewed annually.*

## **Appendix 3**

### **PPA Planning and Meeting Protocols**

#### **Year Group Meeting**

A year group meeting will take place once a week. The meetings will have a clear year group focus which will be set and shared by year leaders and should include:

- feedback from Year Leader meetings
- reviewing curriculum recovery/gaps in learning to feed into year group planning
- book sharing, moderation (in line with Covid Monitoring Protocol)
- half termly discussions on data and assessment
- year group issues and ways forward

The meeting will also be a chance for the whole team to share good practise, review the previous week, share AfL notes, brainstorm ideas for the following weeks English and Maths planning. Team meetings can take place during PPA but this needs to be agreed with each individual year group as PPA cannot be directed.

#### **PPA**

Where possible, year groups will have PPA at the same time (site specific) but not be expected to meet cross-site. Due to current Covid restrictions, PPA will need to be taken individually. Plans for English and maths can be shared across both sites and are based on agreed subject overviews. Each class teacher is then expected to personalise their planning to reflect the needs of their class with:

- Differentiation
- Challenge
- Specific SEND access to learning and resources (refer to EHCP/Edukey provision mapping)
- Focus for other adults (TAs)

## **Non-Contact / PPA Policy**



### **Aims**

- To clarify the expectations of non-contact time
- To ensure continuity of teaching and learning for our pupils
- To ensure that all staff are treated equally regardless of age, gender, religion or ethnic background

It is very important for the well-being of teachers that the home life balance is addressed in the context of schools. Therefore, an allocation of ½ day non-contact time per week is timetabled for each teacher. It is important that we set clear and realistic expectations for what can be achieved during this time.

Where possible, year groups will have PPA at the same time (site specific) but not be expected to meet cross-site.

PPA time can be taken offsite if this has been previously arranged in advance with your Year Leader/SLT link, as per our Teaching and Learning Policy.

### **Expectations:**

- Planning/ lesson preparation
- Marking
- Assessment
- Performance Management portfolios and informal monitoring of objectives
- Subject leader role
- Addressing liaison with SENCO/ EMAS/ LSAs/ CAs/ Learning Mentor
- Observing other teachers for your own professional development (CPD) in school or in other schools

A staff PPA room is available for those teachers wishing to work in school during their non-contact time.

### **Preparation for PPA**

- Any relevant planning/resources to be shared with cover teacher/HLTA in advance.
- Any relevant groups/pupils identified.
- Checklist for supply teachers.

### **Courses**

Please refer to appendix “Booking Courses/ Occasional Days Procedure”

If a teacher attends a course on the day of their PPA, they will not receive any further PPA time for that week. If a teacher attends a course on a day other than their PPA time they will keep the PPA time.

### **Changes to PPA**

If for any reason changes need to be made, please arrange swaps yourself but endeavour to keep the same PPA teacher. Inform SLT immediately. Please keep changes to a minimum.

In all classrooms:	Date:
	Class:
<ul style="list-style-type: none"> <li>the environment is <b>free of clutter, tidy and organised</b> and <b>pegs are labelled</b>. <b>Cushions/rugs etc. removed for Covid</b></li> </ul>	
<ul style="list-style-type: none"> <li>a visual timetable is evident and consistent across the year group</li> </ul>	
<ul style="list-style-type: none"> <li>wet play games are <b>tidily stored</b> and are easily accessible and cleaned after use</li> </ul>	
<ul style="list-style-type: none"> <li>there is a visible working clock</li> </ul>	
<ul style="list-style-type: none"> <li>the teacher's and Support Staff's name(s) are displayed on the classroom door</li> </ul>	
<ul style="list-style-type: none"> <li>resources and trays are <b>clearly labelled</b> and easily accessible</li> </ul>	
<ul style="list-style-type: none"> <li>all trays are blue with no gaps</li> </ul>	
<ul style="list-style-type: none"> <li>water bottles are placed on pupil tables (not stored in a blue tray(s) in a designated area to maintain social distancing)</li> </ul>	
<ul style="list-style-type: none"> <li>there is an up to date '<b>Supply Teacher Checklist</b>' available on the clipboard</li> </ul>	
<ul style="list-style-type: none"> <li>there is an <b>attractive</b>, appropriate and well cared <b>book corner</b>- all classes have monitors to keep it tidy and a <b>decontamination book box</b></li> </ul>	
<ul style="list-style-type: none"> <li>there is an up-to-date <b>class information board</b> with groupings; talk partners, C.O.W, newsletters, timetables etc.</li> </ul>	
<ul style="list-style-type: none"> <li><b>English</b> and <b>Maths</b> areas/ displays are clearly labelled with the current week's focus for learning and key vocabulary</li> </ul>	
<p><b>In all classrooms:</b></p>	
<ul style="list-style-type: none"> <li>Children's exercise books are stored tidily, centrally and are accessible. Core work books/core texts should remain on the pupil tables to reduce movement around the classroom</li> </ul>	
<ul style="list-style-type: none"> <li>Routines/systems of the classroom are clear (e.g. toilet etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>whiteboards/smartboards can be seen by <b>all</b> pupils</li> </ul>	
<ul style="list-style-type: none"> <li>Resources for lessons should be accessible, appropriately stored and of <b>good quality</b> (sharpened pencils, working pens etc...)</li> </ul>	
<ul style="list-style-type: none"> <li>lidded bin for tissues/wipes</li> </ul>	
<ul style="list-style-type: none"> <li>Hand sanitiser/blue roll of paper and anti-bacterial spray/wipes available for cleaning in each classroom.</li> </ul>	
<p><b>Displays:</b></p>	
<ul style="list-style-type: none"> <li>are of a <b>high quality</b>, boards are neatly covered, all work is <b>mounted</b> and promotes high standards of excellence</li> </ul>	
<ul style="list-style-type: none"> <li>are clearly labelled with a <b>title</b> and an <b>explanation</b> of the learning involved (for <b>all displays</b> including work in progress)</li> </ul>	
<ul style="list-style-type: none"> <li>reflect current topics/themes and the learning journey is <b>consistent</b> across year groups</li> </ul>	
<ul style="list-style-type: none"> <li>are interactive and <b>varied</b>, they include the <b>LO/ skills and key questions</b></li> </ul>	
<ul style="list-style-type: none"> <li>include a range of stimulus, informative, celebratory</li> </ul>	
<ul style="list-style-type: none"> <li>include <b>Protocols</b>: class code for behaviour (hand), LEARN statement, marking codes, presentation of work</li> </ul>	