

# **Kents Hill School & Nursery**



## **Teaching & Learning Policy**

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### Teaching and Learning Policy

#### 'Tomorrows success begins today'

The Teaching and Learning policy is the core policy at our school as it sets out how we will achieve high standards in achievement and puts children and their learning at the centre of all that we do. The policy ensures that everyone is committed to achieving a high quality consistent approach to learning. We are committed to providing an excellent educational experience for all our children.

- Expectations are always challenging and creative
- Children are active and have a voice in their learning and development
- Teachers enjoy teaching and always strive for excellence
- We promote independence and resilience through our teaching

#### **Aims for the highest standard of educating**

Kents Hill seeks to create a caring and quality learning environment by:

- ✿ promoting values and emotional intelligence through our day to day actions and teaching;
- ✿ promoting self -esteem by encouraging pupils to value and respect themselves and others;
- ✿ provision of a safe, happy and stimulating environment in which to learn;
- ✿ providing an engaging, broad and balanced curriculum;
- ✿ preparing planning which incorporates both challenge and support in and beyond the classroom;
- ✿ promoting a growth mindset, encouraging children to take risks and learn through making mistakes;
- ✿ providing consistent and continuous quality first teaching.
- ✿ having high expectations of learning behaviours.
- ✿ promoting critical thinking skills and self- reflection.
- ✿ working in partnership with parents, governors and the community.

## Learning at Kents Hill

### Learning Behaviour

- ✿ Children are actively engaged and encouraged to lead their own learning.
- ✿ Children and adults demonstrate mutual respect and positivity.
- ✿ Children take pride in their work, and how they present it.
- ✿ Children are able to say what they are learning.
- ✿ Children are aware of the learning outcome and the steps to success for each lesson.
- ✿ Children are encouraged to take risks and develop a growth mindset.
- ✿ Children are rewarded for effort and resilience when they are faced with a challenge.
- ✿ As confidence builds and concepts are mastered children are able to apply their learning independently.
- ✿ Questions encourage critical thinking skills and metacognitive thinking.
- ✿ Children initiate questions, lead discussions and respond to questions from the teacher and each other.
- ✿ Children assess each other's work and feedback their observations.
- ✿ Children reflect on their learning through self/ peer evaluation, what they did well and next steps (even better if).
- ✿ Children respond with written comments, or scribed by the teacher, to verbal and written dialogue with their teacher to move their learning on.
- ✿ Once learning is embedded, children apply what they have learnt to different contexts.
- ✿ Children also take up opportunities to learn through a wealth of extra-curricular activities on offer before, and after school.
- ✿ Pupil voice is evident.

### Our Learning Environment

- ✿ The classrooms are attractive, well -resourced and organised.
- ✿ Displays effectively support, inspire and celebrate learning.
- ✿ Children are taught to take responsibility for the equipment in their classrooms.
- ✿ They are expected to tidy up and look after property.
- ✿ Resources appropriate to the task, including technological ones, are used to support and scaffold, ensuring all children can access the learning and make progress.
- ✿ Talk partners are changed regularly
- ✿ Seating is flexible often of mixed ability or based on daily in-school formative assessment.

- \* All support staff are clear on their role and expectations within each lesson.
- \* Adults are assigned to work with individuals and small groups.

### **Our Curriculum**

- \* The Primary National Curriculum 2014 is firmly embedded across the school and is the basis of all teaching and learning and used to quality assure all other school documents.
- \* Our Curriculum, using Cornerstones, is designed to engage the children's interest and is bespoke to our School and in tune with our location and our community.
- \* Each year groups' curriculum map is based on quality core texts and exciting cross - curricular topics that inspire. This is reviewed and revised annually.
- \* Planning has sharp objectives, based on pupils' prior knowledge.
- \* Planning is informed by formative and summative assessment and sequential steps in learning linked to evaluation of pupil's current understanding.

### **Teaching at Kents Hill School**

- \* Teachers have a secure subject knowledge of the curriculum that they teach.
- \* Kents Hill School has specialist teachers in P.E. and dance. Our Assistant Headteacher is subject lead for Maths Mastery.
- \* All pupils are extended through challenges in every lesson. Digging Deeper enables the children to broaden their use of that knowledge.
- \* Collaborative learning is consistently implemented through learning partners and effective questioning.
- \* Teachers know their children well.
- \* Pupils who have English as an Additional Language, Pupil Premium, Special Educational Needs and Disabilities and More Able children, are known to the class teacher and LSA.
- \* Reasonable adjustments and Pupil Voice are recorded on the Pupil Passport.
- \* Reasonable adjustments are made and outside agency advice is sought and implemented as required for SEND pupils.
- \* Questioning is differentiated to ensure the right level of challenge.
- \* Learning is scaffolded through planning with support from adults, where appropriate, equipment and/or resources to help the pupils access the learning. It is our aim to promote greater independence and resilience.

- \* For certain children who are working below their age they follow a personalised curriculum with learning objectives taken from a different year group or a specialist intervention programme based on prior assessment.

#### **In the Classroom we would expect to see:**

- \* Lessons that are creative, purposeful and contextual.
- \* Objectives are shared and referred to throughout the lesson.
- \* Pace that enhances the learning and maintains positive engagement.
- \* Dialogic talk
- \* High level questioning
- \* Use of high quality resources/ texts.
- \* Teacher modelling
- \* Achievement and effort consistently recognised and rewarded.
- \* High expectations of behaviour and attitude to learning.
- \* Verbal feedback.
- \* Time for the children to reflect on their learning and identify their next steps

#### **Continuing Professional Development**

- \* Teachers are instrumental in their own Professional Development; actively taking part in CPD sessions within school and elsewhere.
- \* Teaching and learning is monitored by the Senior Leadership Team, Phase Leaders, NQT Mentors, subject leaders through work scrutiny and lesson observations.
- \* Verbal and written feedback is given to individuals and at times generic feedback to staff in Phase Leader meetings.
- \* Best practice is shared through a variety of channels e.g. Phase Leader meetings, lesson observations, coaching.
- \* The National Teaching Standards are used for both monitoring and appraisal purposes. Teachers evaluate themselves against these standards for self- appraisal.

#### **Assessment – See Assessment policy**

## What must staff at Kents Hill do to teach well and support learning?

### Teachers must

- \* Know their children and differentiate teaching to meet each individual learning needs
- \* Plan and assess what is taught and identify next steps in learning
- \* Provide interesting and challenging lessons; make learning opportunities relevant to the needs and interests of learners and plan opportunities for deeper learning and understanding
- \* Motivate, inspire curiosity and promote a good attitude to encourage positive learning behaviours
- \* Use effective marking and feedback to engage and extend learning -to include ways forward/now try this etc
- \* Have high expectations for all learners and celebrate achievement with the child
- \* Address underachievement and intervene promptly and robustly
- \* Have strong subject knowledge and follow the school's policies at all times
- \* Create a safe, secure and stimulating learning environment
- \* Actively engage parents and carers in their children's learning in school and at home
- \* Adapt questioning to test and challenge children's understanding and promote deeper thinking
- \* Moderate children's work regularly with colleagues to ensure accuracy of making judgements
- \* Engage in high quality CPD through a range of opportunities including staff meetings, twilights, courses at and beyond Kents Hill and observing and sharing good practice










### \* Support staff will effectively promote learning by


- \* Know the children and differentiate support to meet their individual learning needs
- \* Support teaching and learning with flexibility and resourcefulness
- \* Use agreed assessment for learning strategies
- \* Use effective marking and feedback as required
- \* Engage in planning and providing inspiring lessons
- \* Communicate and feedback observations of children to teachers
- \* Ask questions to ensure clarity of expectation
- \* Support the teacher with preparing resources to support learning
- \* Have high expectations for all learners and celebrate achievement
- \* Demonstrate and model self as a learner












### \* Leaders will support learning by

- \* Model respect, consideration and kindness to all
- \* Inspire all members of the learning community to achieve personal excellence
- \* Celebrate achievement at all levels
- \* Have high expectations for all staff and children
- \* Provide support and guidance through coaching and mentoring
- \* Hold staff and children to account for their behaviour and actions
- \* Plan and evaluate policies and strategies to secure high quality learning
- \* Manage resources to support high quality learning
- \* Promote team working at all levels
- \* Address underachievement and intervene promptly

 **Learners will support learning by**







-  Take responsibility for their own learning
-  Be able to work alone with confidence and independence
-  Be able to work co-operatively and support other learners
-  Respect the rights of others to learn
-  Put maximum effort into all work, staying focused at all times
-  Know their targets and how to improve
-  Complete home learning activities regularly
-  Follow the school rules and behave responsibly towards self and others
-  Show enthusiasm and curiosity for ideas

 **Governors will support learning by**

-  Know the school well and understand the strategic overview of the school
-  Be known to and familiar to all staff and pupils
-  Attend meetings, monitor activities and special events
-  Monitor progress and standards of teaching and learning throughout the school
-  Observe and monitor the life of the school according to agreed protocols
-  Promote the school in the wider school community
-  Represent the school to outside agencies
-  Feedback observations in the appropriate forum
-  Provide positive role model as volunteers
-  Respect confidentiality
-  Support staff in providing a range of curricula and extra curricular activities

**Jane Mackie**  
**Headteacher**  
**January 2021**

**Supporting documents for this policy**

-  School Development Plan
-  Display policy
-  Assessment policy
-  Behaviour policy
-  Home School Agreement
-  Special Education Needs and Disabilities Policy