

MILL HILL PRIMARY ACADEMY



‘Work Hard, Dream Big and Never Give Up’

TEACHING & LEARNING and ASSESSMENT POLICY

Approved: March 2016
Reviewed: June 2020
Next Review Date: June 2021

At Mill Hill Primary Academy we believe that both adults and children learn new things every day. We encourage everyone to “Work Hard, Dream Big and Never Give Up” We are committed to fostering a love of learning and a commitment to lifelong learning for each and every individual member of our community. We believe that learning should be appropriately challenging, rewarding and enjoyable for every learner. Through our teaching we aim to develop enquiring minds, evoke a passion for new learning experiences and equip our pupils with the learning and subject specific skills, knowledge and understanding necessary to be able to make informed choices and therefore become positive and successful citizens of the future. This policy works in conjunction with our policies for Phonics, Homework, Marking and Feedback, Handwriting, Behaviour for Learning and Life, SEND, SMSC and our Equalities Statement.

Aims

We believe that people learn best in different ways so we aim to provide a positive and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- Enable children to become confident, resilient, resourceful, enquiring and independent learners.
- Develop children’s self-respect and encourage children to respect the ideas, attitudes, values and feelings of others.
- Foster children’s self-esteem and help them build positive relationships with other people.
- Show respect for all cultures and promote positive attitudes towards other people.
- Enable children to understand their community and help them feel valued as part of this community.
- Raise standards of achievement in all aspects of pupil development through the Academy.
- Develop each child’s desire to achieve.
- Develop and communicate an ethos of high expectation throughout the Academy community.
- Provide a rich and varied learning environment, which allows children to develop their skills and abilities, working towards achieving their full potential.
- Develop skills enabling children to deal with challenges and change.
- Provide children with a purpose and context for their learning
- Enable pupils to make connections and see relationships between subject learning. Particular emphasis is placed on planning opportunities for pupils to apply Literacy and Maths skills and concepts across the wider curriculum. For example, Literacy is very easily transferable across foundation subjects, particularly through History, PSHE and RE. Maths skills and concepts can seamlessly be applied within Science and Geography. Monitoring systems review how staff are actively seeking and planning appropriate teaching of core Literacy and Maths across the creative curriculum.
- Promote a caring and considerate attitude towards each other within the community.
- Engender social skills that enable children to work and communicate effectively with others.
- Promote independence.

We believe that Quality Learning:

- Is a result of quality teaching, which is itself informed by regular assessment and effective, focused oral and written feedback.
- Is enhanced by a variety of teaching styles and strategies.
- Happens best when children and teachers value learning, the development of learning skills and the acquisition of knowledge, skills and understanding.
- Involves children being active in their own learning and promotes understanding of what they need to do to improve and how to improve.
- Is dependent upon all staff having high expectations of children in terms of their learning, achievement and attainment.
- Encourages learners to develop enquiring minds and to know more and remember more.
- Is enhanced when children are encouraged by all staff to become increasingly independent learners.
- Is enhanced when children are encouraged to undertake learning challenges, building resilience and

skills for mastery of learning.

- Takes into account the vital role that parents and carers take in contributing to their children’s learning.

Effective teaching:

We offer quality first teaching by incorporating the following:

- Teachers set challenging but achievable expectations.
- Lessons are planned with a journey in mind. Each topic working towards a Dream Big showcase.
- Teachers have high levels of subject knowledge and deliver clear explanations in lessons which have a rigorous pace.
- Clear focus is given through setting of explicit learning objectives, context and success criteria, identifying what learners’ need to understand and be able to do in order to apply and master learning, to achieve highly.
- Positive behaviour management strategies are used, in accordance with the Academy’s Behaviour for Learning and Life policy, to motivate and encourage pupils to respond appropriately and help create a climate for learning
- . Opportunities for self-evaluation and reflection are built in throughout the lesson
- Each and every child is expected to make good progress in their learning.
- Learning is linked to pupils’ prior skills, knowledge and understanding.
- A range of question types, focused on higher order thinking are used to encourage and stimulate thinking.
- Pupils are encouraged to generate their own questions and share their thoughts and strategies.

The City Learning Trust “Trium Perfectum” philosophy of Relentlessly High Expectations, Flexible and Varied Teaching Strategies and Precise, Regular and Effective Feedback underpins all of the Teaching and Learning at the Academy and this has been used to design a learning cycle approach to teaching and learning, as outlined below:

Ignite..... Intent.....ApplyReview



Ignite: Connecting learning from previous session. Posing Relevant questions. Closing Gaps.

Intent: Modelling for the lesson. What is the outcome?

Apply: Children to demonstrate their understanding. Differentiation.

Review: AFL for the lesson. Next Steps. Reasoning and Problem Solving Questions to check understanding.

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

- investigation and problem solving;
- finding out and exploration
- learning through play
- group work;
- paired work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT to enhance learning;
- fieldwork and visits to places of educational interest;
- visitors into the Academy;
- debates, hot seating, role-plays and oral presentations;
- Planning and Assessment:

Consistency of practice and approach across the Academy is key. All teachers plan, as appropriate to key stage, in line with the Academy guidelines.

We base our teaching on our knowledge of the children's level of attainment. We strive to ensure that all learning activities set are differentiated according to ability and next steps targets, including effective planning to support More Able children. When planning work for children with special educational needs we use their Pupil Passports to structure their learning activities appropriately. We have high expectations of all children and all groups and individuals are challenged to achieve at a level commensurate with their ability and next step targets.

We set ambitious end of year targets for the children in each academic year which we track rigorously as part of our Academy improvement and assessment processes. In addition, following each assessment week, each child is set new next step learning targets in Reading, Writing and Maths, and these are shared with the children. Parents are kept informed through progress meetings, progress reports and full reports. Opportunities are also afforded to parents to attend learning sessions and activities across the year, where they can work alongside their child in the classroom.

Use of Classroom Support:

We use Higher Level Teaching Assistants, Learning Support Assistants, Teaching Assistants and other adult helpers both in and out of the classroom in a variety of effective ways. Education support staff are appraised by classroom teachers and have been trained to deliver a number of strategic interventions. Where possible we match volunteer helper strengths and skills to pupil needs. The Class Teachers are fully responsible for planning effective learning activities and ensuring classroom support adults are effectively directed to have maximum impact on the quality of learning. The Inclusion Team and SENCO are jointly responsible for ensuring that intervention work to support children is effectively targeted to result in good or above progress across all curriculum areas.

Ethos:

We create a positive context for learning by:

- Fostering a caring and considerate environment where all children feel safe.
- Providing good role models through the way that we interact with all adults and children, at all times, and in all places.
- Developing classroom environments in which children feel valued, respected and safe.
- Creating an environment where it is acceptable for learners to make mistakes and be challenged by their learning.
- Involving all pupils in the way the Academy is run, through school council and undertaking of pupil voice, in order to make them feel that their opinion is valued.

- Providing exciting opportunities for learning, which enrich the curriculum and include lunch time and after-school activities, visits and input from the wider community, including religious speakers, arts performers and representatives from the sporting bodies, business and industry.
- Environment:
- We strive to provide a stimulating environment conducive to learning. Our classrooms are attractive learning environments, designed to scaffold learning. We change displays regularly, to ensure that the classroom and Academy environment reflects the topics studied by the children. All classrooms have a wide range of resources appropriate to the age range and are set out to promote independent learning. The environment the children work in plays a crucial role in the way they learn.

This is achieved by:

- Creating defined areas in classrooms and keeping the classrooms tidy.
- Organising environments which set an example for children.
- Creating classroom environments that embody a range of displays that are bright, stimulating and celebrate children's work, as well as promoting learning.
- Providing drinking water in all classrooms, promoting nutritious Academy dinners and encouraging healthy snacks at playtime in order to contribute towards good physical and mental health.

Classroom Management:

- All staff at Mill Hill are committed to establishing good working relationships with all children in the class. We treat the children with kindness, courtesy, consideration and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our staff follow the Academy policy with regard to behaviour for learning and life.
- We acknowledge that very well managed classrooms are characterised by a range of other features, which we strive to achieve:
- There are established daily routines and ways of working e.g. register, lining up, tidying away and wet playtimes.
- Children are given a sense of responsibility.
- Resources are well
- Teachers are prepared for lessons, including the organisation and preparation of teaching aids / resources that are maintained and well presented.

Assessments, Monitoring and Evaluation:

- At Mill Hill Primary Academy we implement a rigorous process of monitoring and evaluation to ensure the highest standards of planning, teaching, pupil work and assessments. A monitoring calendar runs throughout the year and judgements on the quality of teaching and learning are integrated through lesson observations, scrutiny of planning, Deep Dives, assessments, focused learning walks, pupil shadowing and pupil voice. Integrated data provides an overall judgement of the quality of teaching and learning at the Academy, informing CPD provision and Teacher/Staff Appraisal. We also actively engage in external standardisation and moderation training provided by the Local Authority and also through the City Learning Trust Networks.
- For Assessment purposes, we have invested in Insight and we also operate the Tapestry system for Early Years. In addition, we use a range of well recognised published test materials, alongside sample KS1 and KS2 SATS resources and NFER assessments. Teachers assess children's reading, writing and maths frequently against rigorous criteria. Next step targets are then set for each pupil. Teachers' planning is then astutely linked into identified target work. From September the school will also use the No More Marking Scheme to assess writing across the school. This uses comparative judgement to RAG rate the children in school and against a national picture.

- Following each assessment point, assessment data is analysed and evaluated through progress meetings. Individual pupil intervention targets are then set to ensure any children making slow progress are provided with support to enable them to reach or exceed targets. For SEND pupils, following baseline assessments being completed, intervention programmes are initiated and Pupil Passports are written by class teachers, monitored by the SENCO and updated each term to ensure pupils have individual targets, bespoke to their learning needs.

Staff Development and Training:

- We are fully committed to ensuring all our Teachers and support staff have access to high quality, up to date training to ensure that provision is of a high quality. Our CPD Programme includes whole Academy training, training designed to meet the needs of individual teams, individual staff training and programmes of mentoring and coaching.
- Training events are calendared through the Academy Development Plan and Raising Attainment Plan (RAP). Training includes in-Academy training, externally provided training using specialists and expert consultants, visits to outstanding practice providers and accredited training programmes. At Mill Hill, we also have access to training opportunities and specialist consultancy support through the City Learning Trust. Training needs will be reviewed on an annual basis as part of our whole Academy Appraisal system and CPD provision.
- Partnership with Parents:
- Co-operation and support from parents is paramount if a child is to achieve their full potential. At Mill Hill Primary Academy we are fully committed to strong partnership working between home and Academy. It is our policy to encourage parents and carers to contribute to their child's learning development through, for example, supporting with homework activities engaging in family learning sessions, topic celebration events and extra-curricular activities designed to enhance curriculum provision .
- We are also committed to offering parents and family members' opportunities to engage in workshops to enable them to gain a better understanding of what and how we teach at Mill Hill. We strongly believe that this effectively supports parents and family members to build upon work done in Academy, thus further enhancing opportunities for our children to progress, achieve and attain.
- We do all we can to inform parents about what and how their children are learning by:
- Holding Parents' Evenings to explain our Academy strategies for teaching and learning and consultation evenings to report on each child's progress.
- Sending newsletters to parents, weekly, to ensure parents are kept up to date about the life and work of the Academy.
- Explaining to parents how they can support their children e.g. hearing them read
- Workshops and 'help' sessions for curriculum activities such as phonics.
- Sharing websites and other online resources to support learning at home.
- We believe that parents have the responsibility to support their children and the Academy in implementing Academy policies in order for children to learn effectively.
- We would like parents to:
- Ensure that their child has the best attendance record possible.
- Ensure that their child is equipped for Academy with the correct uniform and PE kit.
- Do their best to inform Academy if there are matters outside of Academy that are likely to affect a child's performance or behaviour at the Academy.
- Promote a positive attitude towards the Academy and learning in general.
- Support the Academy's expectations with regard to behaviour and attitude.
- Support their children in attaining their target.
- Attend progress meetings and parents' evenings;

The role of Governors

Our Governors are an integral part of the leadership and management of the Academy. Governors monitor the effectiveness of the Academy's teaching and learning through the Academy self-evaluation processes. These include reports from subject leaders and the termly Head teacher's Report to Governors. Governors undertake visits and through these visits are enabled to spend time in Academy, working with staff to discuss progress against Academy targets, taking part in lessons, interacting with staff and children and discussing data and progress with leaders

Governors also support the use of appropriate teaching strategies by allocating resources effectively; make sure that the Academy buildings and premises are best used to support successful teaching and learning; monitor how effective teaching and learning strategies are in terms of raising pupil attainment; ensure that staff development and Appraisal policies promote good quality teaching; monitor the effectiveness of the Academy's Teaching and Learning Policy through the City Learning Trust self- review processes, including information from the Senior Leadership Team, Curriculum Team leaders, the Head teacher and external advisers as well as a review of the in-service training attended by our staff.

We are aware of the need to review this policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the Academy. We will review this policy annually.

Due for Review: June 2021

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