Hazel Slade Primary Academy

Teaching and Learning Policy & Guidance

Intent

Outstanding teaching leads to outstanding learning. It stems from effective lesson design whatever the age of the learner, their level of ability, or the subject, skill or concept being learned.

Our values and beliefs are shown through making sure:

- Learning, achievement, personal fulfilment and good citizenship are at the heart of all that we do
- We promote spiritual, moral, social and cultural developments
- We promote Fundamental British Values

We aspire to the following in all our educational work:

- That every person matters and we value everyone
- We have a passion for learning and we want everyone to achieve their full potential

At Hazel Slade we offer pupils the opportunity to learn and to undertake experiences in a wide variety of activities and to do so with an assurance of success. The curriculum is based on pupils having the confidence to achieve at a pace and level that meets their needs, which is suitably challenging, engages them in the learning process.

Pupils will receive and develop:

- A range of basic skills through the teaching of the National Curriculum

- The stimulus of a broad and balanced curriculum that introduces new ideas and experience to all
- Respect and consideration for theirs and others' individuality, particular backgrounds, cultures and religions
- The confidence that comes when achievement is recognized

- The benefits of learning and growing in a calm, friendly, stable and structured environment
- An education which gives them high expectations for their future
- A curriculum that supports the physical, emotional, moral and spiritual development of the pupil

Implimentation

The pupils need to be provided with a safe, caring and supportive atmosphere where learning is challenging. Pupils are encouraged to reach their potential, become independent in their learning and develop a positive attitude towards lifelong learning.

Vision for Mathematics

At Hazel Slade mathematics is a subject which has its own unique place within our curriculum. It provides learners with powerful ways to describe and investigate an ever changing world. Children can experience a sense of awe and wonder as they solve a problem for the first time, have a means of looking at the patterns that make up our world, discover more sophisticated solutions and make links between different areas of mathematics.

Vision for Modern Foreign Languages

At Hazel Slade our vision is to develop positive attitudes and respect towards alternative languages and cultures. Children will learn to reflect on similarities and differences between the modern foreign language being learnt and their own language background.
Children will gain opportunities to acquire and develop language skills, using these skills with increasing competence and confidence in a range of contexts.

Vision for Religious Education

At Hazel Slade we aim to develop successful learners through Religious Education by asking life's largest questions and presenting interesting, important conceptual challenges to pupils. Learning about religion and learning from religion has the capacity to motivate and empower pupils, enabling them to enjoy and value learning.

RE helps prepare pupils to become responsible citizens by raising issues of local, national and global concern and placing them in spiritual and moral contexts. Understanding the right to hold different beliefs enables pupils to see diverse religions and beliefs as a significant part of the local, national and global community and of human experience.

Vision for Reading

At Hazel Slade our vision is that children will develop a lifelong love for reading and an appreciation of a range of books. We intend that our pupils will be both independent and reflective readers who can read fluently and for meaning. We aim that children use a variety of reading skills to enable them to access all other areas of learning.

Vision for Writing

At Hazel Slade our vision for writing is that children will become confident, capable, enthusiastic writers who develop a genuine love for writing. They will use writing to express themselves and communicate to others and will write independently for a range of purposes. They will be able to reflect on their own and others writing.

Vision for Speaking and listening

At Hazel Slade our vision is that children can articulate their thoughts, feelings and opinions, in order to express themselves and communicate effectively with others. That they listen to the views of others with respect and integrity, valuing each other's thoughts, opinions and ideas.

Vision for Computing

As computing is continually developing and new technologies emerging, we as a school will strive to give all pupils the skills to prepare them for their future. Computing is an essential part of everyday life and will continue to evolve in as yet unforeseen ways, so our children will need confidence and ability to move with the changes as they arrive.

Vision for PE and Sport

At Hazel Slade our vision is that the teaching and learning of PE and Sport become an embedded culture where the child can progress and develop in all personal, social, cognitive and physical aspects and fundamentally, enjoy being active.

- Competent pupils able to excel in a broad range of physical activities.
- Pupils have the ability to be physically active for sustained periods of time.
- Pupils to be able to engage in competitive sports and activities.
- Pupils to be supported to lead healthy and active lifestyles.

Vision for Geography

At Hazel Slade our vision is that the teaching and learning in geography gives the pupils an understanding of the human and physical processes that shape the places of study and the people who live in them. It helps give children a sense of belonging both to their immediate environment and to the wider world

Vision for D&T

At Hazel Slade our vision is that all the children are provided with a wealth of opportunities to develop and show off their design skills. Whether it's building a rocket out of mobilo, or designing and making a photograph frame, sewing together a hand puppet or baking a gingerbread man. You name it they probably could do it!

Vision for Art & Design

At Hazel Slade our vision is that Art and Design has the capacity to allow children of all ages and abilities to communicate and experiment in a creative and varied manner. Art and Design is also a vehicle through which children can make connection with others, both within the school itself but also beyond the schools walls and into the community. Art and Design is also a medium for the celebration of culture and diversity and as such offers a rich platform from which children can learn about a range of perspectives

Where can we find evidence in curriculum subjects?

(With thanks to Norwich Diocese)

Subject	We promote *spiritual* development	We promote *moral* development	We promote *social* development	We promote *cultural* development
Maths and Numeracy	By making connections between pupils' numeracy skills and real life; for example, pie charts could compare how a child in Africa spends her day with how children in the UK spend their time. By considering pattern, order, symmetry and scale both man made and in the natural world	By learning about the value of money and financial responsibility By reflecting on data that has moral and ethical implications; for example pupils might consider the difference in amounts of money spent on non-essentials compared with food aid/water aid	By the sharing of resources within the classroom, the negotiating of responses and group problem solving	By asking questions about the history of maths: for example, 'What do the Egyptians, Greeks and Indians discover that we still use in maths today?'
English and Literacy	We promote *spiritual* development	We promote *moral* development	We promote *social* development	We promote *cultural* development

	In responding to a poem, story or text; pupils can be asked 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' By appreciating the beauty of language	By exploring stimulus for thinking about the consequences of right and wrong behavior; pupils can speculate and apply their learning to their own lives. By considering different perspectives.	By sharing ideas and co-operating with others By providing opportunities for talk in a range of settings	By providing opportunities for pupils to engage with texts from different cultures
Science	We promote *spiritual* development	We promote *moral* development	We promote *social* development	We promote *cultural* development
	By demonstrating openness to the fact that some answers cannot be provided by Science. By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment. By appreciating the beauty of the word around us	By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place. By considering that not all developments have been good because they have caused harm to the environment and to people. By encouraging pupils to	By using opportunities during Science lessons to explain how to keep other people safe and how they might protect a younger or vulnerable young person. By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes	By asking questions about the ways in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions

		can be used both for good and evil.		
MFL (Modern Languages)	We promote *spiritual* development	We promote *moral* development	We promote *social* development	We promote *cultural* development
	By exploring the beauty of languages from around the world By exploring the way language is constructed	By encouraging respect for others, their language and their culture By helping pupils to have an accurate and truthful understanding of another culture	By learning the skill of communicating in different ways By exploring different social conventions e.g. forms of address	By appreciating the language and customs of others By exploring the literature and culture of other countries By taking part in exchange visits or cultural occasions
History	We promote *spiritual* development	We promote *moral* development	We promote *social* development	We promote *cultural* development
	By fostering curiosity about people and events in the past By looking at local history and investigating the reasons why there is a landmark, building or museum.	By exploring the results of right and wrong behaviour in the past By helping children to empathise with the decisions made by people in the past based on their historical situation	By giving the trigger for discussions about how groups and communities organised themselves in the past. By considering questions about social structure in the	By exploring local history and history around us By investigating how culture is shaped by history, exploring the 'cultural heritage'

	By speculating about how we mark important events from history and the people who shaped them.	By going beyond the facts and asking pupils to make hypotheses and pose questions such as 'what if…?' 'what would have turned a tragedy into a triumph?'	might pupils say about the rights of children in earlier times? Is it important that society looks after young children? Are there people who still don't get a fair deal? By encouraging pupils to talk to their parents and grandparents; for example, when learning about World War	By taking pupils on visits to heritage sites
Geography	We promote *spiritual* development	We promote *moral* development	We promote *social* development	We promote *cultural* development
	Through awe and wonder at the natural world By making links with history when exploring the environment and speculating on why the landscape is as it is. By comparing their lives with pupils living in other countries or other part of the UK,	By considering how people treat the environment; posing questions such as, 'How are we changing our surroundings – are some things for the better and others for the worse?' Who benefits and who suffers? Who should look after our environment?	By providing positive and effective links with the wider community, both locally and through linking with other schools with different demographics both in the UK and globally By considering social responsibility e.g care for the environment, impact of traffic on the local area,	By making links with other countries through schools linking and cultural theme days. By exploring links through the British Council and European Union. By exploring cultures that have had, and still have an impact on the local area.

RE	We promote *spiritual* development	We promote *moral* development	We promote *social* development	We promote *cultural* development
	By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews By asking and responding to questions of meaning and purpose By exploring spiritual practices such as worship and payer, and considering the impact of these on believers and any relevance to their own life	By exploring morality including rules, teachings and commands By investigating the importance of service and belonging to others in different faiths	By exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence By asking questions about the social impact of religion	By exploring similarities and differences between faiths and cultures By learning about religious festivals such as Easter, Diwali, Chinese New Year By engaging with text, artefacts and other sources from different cultures and religious backgrounds

		We promote *spiritual* development	We promote *moral* development	We promote *social* development	We promote *cultural* development
PSHE		By developing awareness of and responding to others' needs and wants By exploring meaning and purpose for individuals and society By developing resilience and inner strength	By exploring what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives. By making links to the school's ethos and behaviour policy	By helping pupils to engage in a democratic process for agreeing the rules for community life. School Council, Play Leaders, House Captains By creating opportunities for pupils to exercise leadership and responsibility; pupils might be asked 'Why do we think this important?' 'What could we do about it?'	By exploring how different cultures can offer great insights into how we lead our lives By ensuring that fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs underpin the curriculum
Art and Design	We promote *spiritual* development	We promote *moral* development	We promote *social* development	We promote *cultural* development	
	By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena e.g. Northern Lights. By exploring different artists' interpretations of a key figure or event and asking what the	By exploring how emotions and inner feelings are expressed though painting, sculpture and architecture. By responses to and use of visual images to evoke a range of emotions	By sharing of resources. By exploring social conflict and resolution. By exploring art as a powerful social tool e.g. in advertising, in representing particular groups By celebrating children's art	By experiencing a wide range of creative media from around the world. By developing aesthetic and critical awareness	

	By allowing pupils to show what they know through their own expression of big ideas about life e.g. morality, ethical issues. By promoting the process of 'reviewing and evaluating'			
Music	We promote *spiritual* development	We promote *moral* development	We promote *social* development	We promote *cultural* development
	By allowing pupils to show their delight and curiosity in creating their own sounds. By considering how music makes one feel and can 'move us' deeply Through listening to a range of music to develop a sense of awe and wonder	By exploring how music can convey human emotions such as sadness, joy, anger… By appreciating the self-discipline required to learn a musical instrument By respecting other people's choice of music	By exploring how an orchestra works together By working together to create music and perform to others By appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax	By giving all pupils an opportunity to learn a musical instrument and to take part regularly in singing. By encouraging pupils to listen and respond to traditions from around the world. By appreciating musical expression from different times and places

	We promote *spiritual* development	We promote *moral* development	We promote *social* development	We promote *cultural* development
Design and Technology	By enjoying and celebrating personal creativity By reviewing and evaluating created things	By raising questions about the effect of technological change on human life and the world around them	By exploring dilemmas that individuals may face and developing practical solutions to these problems By respecting the work of others	By considering cultural influences on design By exploring materials and equipment used by different cultures
ICT	We promote *spiritual* development	We promote *moral* development	We promote *social* development	We promote *cultural* development
	By wondering at the power of the digital age e.g. use of the internet By understanding the advantages and limitations of ICT By using the internet as a	By exploring the moral issues surrounding the use of data By considering the benefits and potential dangers of the internet – eg campaigns for charities and injustice as a force for good. Cyber bullying	By links through digital media services with other schools and communities By highlighting ways to stay safe when using on line services and social media By being prepared to work with technology to forge new	By exploring human achievements and creativity in relation to worldwide communications By developing a sense of awe and wonder at human ingenuity

	gateway to big life issues	as a danger.	relationships By discussing the impact of ICT on the ways people communicate	
PE	We promote *spiritual* development	We promote *moral* development	We promote *social* development	We promote *cultural* development
	By delighting in movement, By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected, imaginative and creative. By being aware of one's own strengths and limitations	By discussing fair play, rules and the value of team work. By developing qualities of self-discipline, commitment and perseverance By developing positive sporting behaviour	By developing a sense of belonging and self esteem through team work By developing a sense of community identity through taking part in inter school events By developing resilience and the ability to keep trying	By learning about the history of sport, and where they originate from By making links with national and global sporting events such as the World Cup and the Olympics Through dance from other countries and cultures

Fundamental British Values

There is a duty on schools **"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."**
.At Hazel Slade Primary School these values are part of our whole school ethos and vision. They are reinforced and developed regularly in the following ways:

Democracy:

Democracy is central to life within the school. Pupils have the opportunity to have their voices heard through our School Council, Play Leaders, House Captains and Pupil questionnaires and interviews. Governors participate in pupil voice activities which are fed in to the schools development plans. The elections for House Captain, and School Council are based solely on pupil votes. The curriculum promotes opportunities for learning about democracy in a number of different contexts. Our school behaviour policy involves rewards and consequences which the pupils understand. In our weekly Spotlight reward assembly pupils are able to nominate themselves for the "Self Choice " award and classmates for the "Pupil choice " award. Pupils are encouraged to approach the headteacher to share their views and opinions and this has led to changes within the school. Each class has opportunities to lead whole school and community events such as coffee mornings or fundraising events.

The Rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. They are actively involved in defining rules for the classroom and other aspects of school life. Visits from authorities such as the Police; Fire Service etc are regular parts of our calendar and help reinforce this message. During sporting activities and opportunities to work together the importance of rules and laws is reinforced to enable them to work together effectively and safely. News articles and events in the news are shared and discussed with pupils in assemblies.

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and to do this safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of challenge, of participation in our extra-curricular clubs and opportunities, pupils are given the freedom to make choices. They are also encouraged to reflect on their choices and consider the impact they have on others.

Mutual Respect:

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Part of our school ethos and behaviour policy has revolved around core values such as 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown. The school promotes respect for others and this is reiterated through our school rules as well as our behaviour policy. Key 2 support pupils in other year groups with their reading and at playtimes.

Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Children have opportunity to learn about other cultures and faiths. Assemblies and discussions involving prejudices and prejudice-based bullying are planned and supported by learning in RE and PSHE. We follow the Staffordshire Agreed Syllabus for R.E. which we teach in six theme weeks each year. Our curriculum prepares pupils to live in a diverse world with a focus on British Values.

Impact:

Outstanding teaching occurs when teachers…

- Have high expectations of the effort that pupils should make and what they can achieve.
- Enthuse, engage and motivate all pupils so that they learn and make progress.

- Demonstrate expert and versatile subject knowledge.
- Use data efficiently to inform their planning to accelerate progress and narrow gaps for vulnerable groups
- Actively engage pupils in their learning so that they make their own meaning from it.
- Make the learning challenging and well-paced by using stimulating activities.
- Match the learning experience to a range of learning styles.
- Develop pupils learning skills so that their learning becomes increasingly independent.
- Focus and structure teaching so that pupils are clear about what is to be learned, why and how it connects with what they know already.
- Differentiate effectively to all pupils, especially those with disabilities or special educational needs.
- Are mindful of the need for developing good literacy skills, especially reading, in different contexts and for different audiences and purposes.
- Use assessment for learning techniques in order to maximise the quality of all learning experiences.
- Create an environment that promotes learning in a settled and purposeful atmosphere.

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- Contribute to the teaching and learning community within and beyond the school, sharing best practice and actively seeking professional development opportunities

Classroom teachers will be expected to:

- Meet all Teacher Standards and expectations for personal and professional conduct
- Plan effectively and deliver lessons appropriate to the teaching group, ensuring they engage the interest of pupils, provide a suitable level of challenge and where relevant effectively deploy support staff to enhance learning.
- Ensure pupils' work is marked, assessed and recorded promptly and provide guidance on how the learner can improve
- Monitor pupils' progress and maintain effective records, using ICT based systems where appropriate
- Create a secure, stimulating classroom climate that will motivate pupils to learn and to perform to the best of their ability.
- Support pupils in their learning and help them become confident independent learners.
- Use ICT appropriately to enhance the teaching process and motivate pupils towards positive attitudes to learning, enabling them to take more responsibility for their own learning.
- Offer pupils opportunities to develop research and independent learning skills by designing engaging and varied home learning activities.
- Take into account views of pupils' views when planning learning.

- Attend moderation/standardisation activities to ensure summative assessment is secure.
- Attend regular pupil progress meetings to review impact of role, identify target pupils and agree specific actions for closing attainment gaps
- Self-review to monitor individual progress towards targets.

Support staff will be expected to:

- Work collaboratively with the class teacher(s) in planning for learning and teaching.
- Adhere to TDA standards in their performance management and have professional development targets set.
- Support pupils in specific aspects of their learning as agreed with class teachers

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- Support pupils who have a statutory entitlement.
- Attend training to improve skills and knowledge
- Where appropriately trained, implement small group or 1:1 interventions in accordance with the school provision map and direction from the SENCo / Deputy Headteacher / Headteacher

Pupils will be expected to:

- Behave in a mindful, appropriate and considerate manner which will be conducive to outstanding progress in learning.
- Aim to achieve challenging goals and meet targets and respect the rights of others to do the same.
- Take responsibility for own learning by asking for help when necessary, being clear about learning outcomes and what they have to do to improve their performance
- Meet deadlines for completing all tasks set and complete any home learning requested
- Endeavour to become lifelong independent learners.

Learning environment:

We believe that..

- A stimulating learning environment engages the learner to make better than expected progress.
- This occurs when the classroom has stimulating displays that promote the learners interest in the subject.

- Displays contain guides as to how learners may make further progress and demonstrate examples of excellent work at different levels
- Pupils learn best where the classroom environment is conducive to learning.
- Teachers should consider the way in which furniture is organised for different activities and ensure that this supports learning.
- A classroom should be an exciting and motivating learning environment where pupils work and achievements are valued.
- The displays in the room should support the creation of a learning environment and act as a learning resource for pupils in the classroom.
- High expectations should be set in the way pupils present themselves within the classroom.

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- Classrooms should be warm, secure and comfortable.

Assessment and Feedback

- Pupils receive regular developmental and motivational feedback in variety of ways to enable them to progress
- Feedback includes quality written comments for age appropriate pupils which recognise the strengths of a piece of work and identify targets for improvement in a constructive, personalised way
- Pupils are encouraged and able to act upon the advice they are given to improve their performance
- Frequent opportunities are taken within lessons to provide immediate feedback – including the use of Bronze, Silver and Gold in maths
- Pupils are encouraged to judge the success of their own work and set themselves targets for their own improvement
- Pupils are encouraged to critically, but supportively, judge the performance of others within their group.
- Levels of work are modelled through display and explanation
- Moderation and standardisation across school and cluster schools is sought to confirm judgments
- Accurate and thorough tracking of progress takes place, with the teacher regularly monitoring each pupils learning against expected outcomes and identifying the barriers to progress

- Feedback is given with the goal of improving future performance
- Feedback is specific and relevant to the work involved
- Feedback is supportive and motivating for improvement
- Feedback is timely and honest
- Feedback concentrates on developmental issues

Links with other policies and documents:

- Assessment, Recording and Reporting Policy
- Special Educational Needs Policy
- Curriculum Policy
- Staff handbook

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