



# Teaching and Learning Policy

**January 2022**

# Teaching and Learning Policy

## School Values

The school's approach to teaching and learning is based upon the school's values:

- Love Learning: we want everyone to enjoy learning and to achieve their best
- Inclusive: we want everyone who uses our school to feel involved and included
- Supportive: we want everyone involved with our school to feel supported
- Green: we want our school to look and be a greener place
- Healthy we want our school to be a healthy place for our minds and our bodies

## School Vision

It also draws on the principles established in the 2015 School Vision:

At Highgate Primary School we are successful because:

- We value flexibility, collaboration and effective communication
- We pay attention to detail in everything we do
- We know that consistently great teaching leads to outstanding achievement
- We are ambitious for every child
- We know that children learn best through positive messages
- We know that child-centred learning works
- We are there for our community from birth to secondary
- We care for our school buildings and grounds
- We have talented staff who inspire
- We listen to what children say and allow them to dream
- We know that strong pastoral support can make all the difference

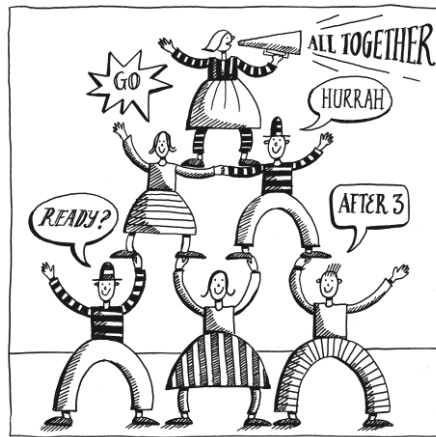
Each aspect of teaching and learning is based upon a set of key principles regarding the conditions under which children learn best. Each key principle sets out the expectations for members of the school community and the implications for the school's leadership team and governing body.

This policy has been designed to be used in different ways in order to keep it active: for induction, performance management, coaching and to review the performance of the school.

## **Key Principles**

Children learn best when:

- the whole team works and collaborates effectively
- their learning is well planned and differentiated, with tasks well matched to abilities, interests and learning style
- they clearly understand the purpose, context and content of what is being taught
- their learning is evaluated and assessed and they are clear about what they need to do to make further progress
- they are happy and secure in school, feel valued for their efforts and their individuality
- they are supported by their peers and work as part of a learning community
- their learning is supported at home and there is strong communication between home and school
- their learning environment is purposeful, well organised, varied and inspiring
- they have a positive and confident attitude towards learning and feel inspired and motivated
- they feel safe, listened to and well supported
- when their physical, spiritual, moral, cultural, social and emotional needs are understood and valued



**Children learn best when the whole team works, collaborates and communicates effectively**

**There will be evidence in the learning environment that:**

- Staff display a high degree of professionalism
- Staff share a high degree of collegiality
- Levels of absenteeism are low
- Interactions between adults are collaborative and positive
- There is a healthy blend of purposeful work, fun and enjoyment
- Staff feel proud to work at Highgate Primary School

**Therefore teaching staff must:**

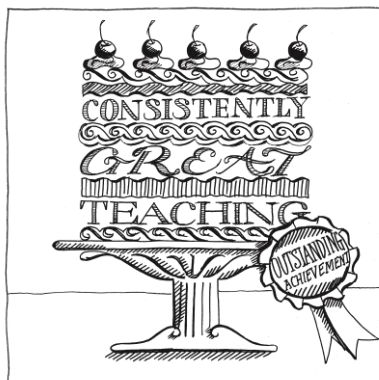
- Recognise and value the different roles, responsibilities, talents and contributions of all members of the team
- Plan time to communicate between all adults involved in the class
- Provide timetables, information, guidelines and minutes of meetings when appropriate
- Plan, review and evaluate together
- Draw upon the expertise and talents of each other and refer to subject leaders for support and advice
- Listen to and value each other's opinions
- Be a critical friend to each other with positive, constructive, support
- Appraise and identify individual needs as well as the needs of the school
- Be willing to share our practice with colleagues and other organisations
- Share key points of CPD with other members of the team
- Provide an exemplar of professional conduct within school including being punctual and respecting confidentiality
- Regard Highgate Primary as a learning community for all

**Implications for school leadership will be to:**

- Ensure that all adults and children are aware of the aims, values and expectations of the school
- Ensure that the staff team is aware of all policies and decisions and that these are applied consistently
- Facilitate time for effective communication
- Provide appropriate time and resources for effective CPD
- Facilitate effective coaching /mentoring for all staff
- Provide appropriate spaces within school for professional meetings
- Provide a high quality induction to new staff
- Invest in staff wellbeing

**Related policies and documents:**

- Staff Induction handbook
- Communications Policy



**Children learn best when their work is consistently well planned and prepared, with learning tasks well matched to their abilities, interests and learning styles**

**There will be evidence in the learning environment that:**

- Learning objectives are routinely shared with the children
- Children are clear as to the success criteria and outcomes which are expected
- Work is well matched to children's abilities
- High quality resources are used, including ICT
- Children are motivated to do well and are actively engaged in learning activities
- Children's work in books has been clearly differentiated
- A range of strategies, teaching techniques and resources are used, including provision for auditory, visual and kinaesthetic learning
- Adults are clear about their role and are impacting positively on children's learning
- Guided groups are addressing children's next steps or gaps in learning

**Therefore teaching staff must:**

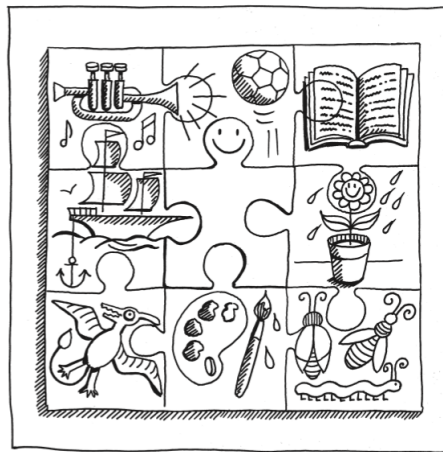
- Be clear that the focus of planning is to raise children's achievements and secure progress
- Ensure all activities are based on achieving the desired learning outcomes
- Ensure that plans address the issues of differentiation such as pace, groupings, extension, support, resources and the role of all adults within the class
- Ensure that plans reflect assessment of previous learning and provide for guided group work
- Ensure that planning is comprehensive but flexible enough to respond to the unexpected
- Provide opportunities for practice, revision, re-visiting, application and consolidation
- Structure the learning in a way that supports engagement and understanding
- Plan for quality rather than number of experiences
- Consider the individual needs, interests, abilities and learning styles of each child
- Have high expectations of all children and plan achievable, realistic, challenges and goals
- Ensure that what is planned is achievable within the time provided
- Consider carefully when to withdraw or integrate children requiring additional support
- Ensure that plans are accessible and available to all members of the teaching team

**Implications for school leadership will be to:**

- Create broad, balanced and inspiring school curriculum, comprising units of work which are continually evaluated and updated to meet the needs of our children
- Produce schemes of work which ensure continuity and progression and fulfil statutory requirements
- Provide a programme to monitor the quality of planning across the school and provide support  
Continue to review and develop all aspects of our planning
- Regularly evaluate and review availability of high quality resources to support learning
- Provide adequate budgets to ensure availability of high quality teaching and learning resources

**Related policies and documents:**

- |                                    |                  |
|------------------------------------|------------------|
| • Curriculum Policy                | • English Policy |
| • Special Educational Needs policy | • Maths Policy   |
| • EYFS Policy                      |                  |



**Children learn best when they clearly understand  
the purpose, context and content of what is being taught**

**There will be evidence in the learning environment that:**

- Learning objectives and expectations are communicated with the class
- Children have a clear understanding of what they expected to achieve
- Children can talk confidently about prior learning
- Children can talk about the purpose of their learning
- Learning outcomes reflect the learning objectives and expectations

**Therefore teaching staff must:**

- Be clear in their understanding of the knowledge or skills to be taught
- Explain clearly the purpose of the task and its links to previous learning
- Provide a context to the learning by linking it to children's experience and the real world
- Draw from a range of teaching techniques that include telling, explaining, demonstrating, illustrating, modelling, questioning, challenging, intervening, interacting, discussing
- Ensure that the chosen technique is appropriate to the task and the age of the children
- Use a range of teaching strategies such as encouragement, clarification, focussing, redirecting, informing, reviewing, probing, assisting
- Explain clearly, using and eliciting appropriate vocabulary
- Encourage children to say whether or not they have understood what has been taught
- Where there are misconceptions, or a need for consolidation, explain, model and present concepts in alternative ways
- Communicate success criteria to outline the expectations, outcomes and deadlines for tasks
- Provide children with sufficient time for practical, hands on experience
- Encourage children to explain their own work, to teach others and to talk about what they know
- Encourage children to ask questions, make predictions, elaborations and generalisations
- Allow children sufficient thinking time

**Implications for school leadership will be to provide:**

- High quality CPD
- Opportunities for peer observation and sharing of good practice
- Sufficient time to allow for high quality teacher planning
- A whole school approach to monitoring and evaluation

**Related policies and documents:**

- Curriculum Policy
- Topic Overviews
- EYFS Policy



**Children learn best when their learning is evaluated and assessed and they are clear about what they need to do to make progress**

**There will be evidence in the learning environment that:**

- Children's learning is continually assessed
- Books are regularly marked
- Feedback clearly shows suggestions as to how work could be improved
- Children are clear about what they need to do to improve their work
- Children routinely respond to feedback

**Therefore teaching staff must:**

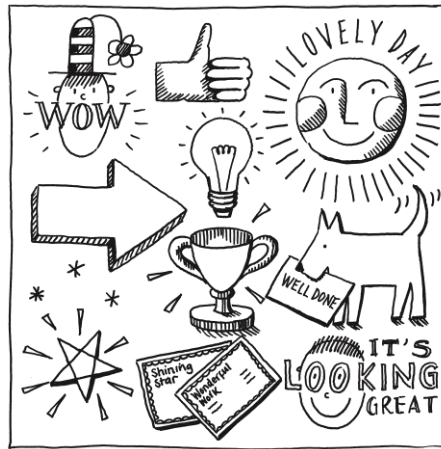
- Continually assess children's learning using a range of strategies including listening, observing, questioning and focused marking
- Ensure their marking provides clear guidance for the next steps in learning
- Have strong pedagogical knowledge to be able to identify the next steps in learning
- Develop children's ability to critically assess and review their own work and that of their peers
- Maintain accurate records of children's progress and attainment
- Be clear that the purpose of all assessment is to inform planning and accelerate pupil progress

**Implications for school leadership will be to:**

- Ensure expectations detailed in the school's Assessment Policy are purposeful and manageable
- Monitor assessment practice to ensure consistency and impact
- Facilitate moderation meetings to ensure accuracy of judgements
- Facilitate termly Pupil Progress Meetings to identify underachievement and target provision
- Use assessment data to identify patterns in learning
- Provide high quality CPD to support high quality assessment practise

**Related policies and documents:**

- Assessment Policy
- Monitoring Schedule
- Special Educational Needs Policy
- EYFS Policy



**Children learn best when they are happy and secure in school and feel valued for their efforts and their individuality**

**There will be evidence in the learning environment that:**

- Children have positive attitudes to learning
- Children feel valued by their teachers
- Children feel valued by their peers
- Children are willing to take risks and learn from their mistakes
- Children are confident, friendly and polite
- Children are happy to be at school
- There is high degree of mutual respect between adults and children
- Creativity and individuality are valued and celebrated

**Therefore teaching staff must:**

- Encourage children in their learning and praise their efforts
- Be positive, enthusiastic, reassuring and supportive
- Be consistent and fair
- Be aware of individual needs, interests and abilities
- Listen and respond appropriately to children's views
- Support children to feel unafraid, to have a go, take risks and ask for help - and enable them to realise that mistakes are a positive learning experience
- Establish and maintain clear guidelines, boundaries and expectations of behaviour
- Establish and standardise organisational routines and procedures
- Foster a sense of belonging and pride in the class and the school

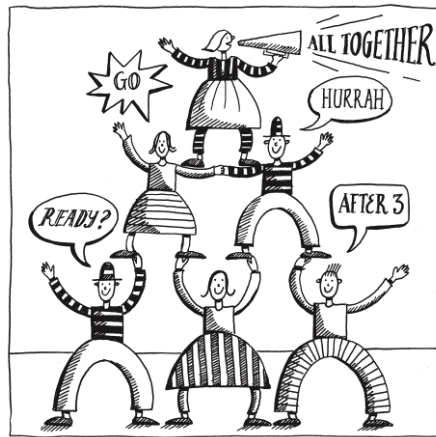
**Implications for school leadership will be to:**

- Ensure a positive school ethos
- Continually monitor children's behaviour and wellbeing
- Regularly review the school approach and systems for managing behaviour
- Provide opportunities for children's achievements to be shared and celebrated with others
- Provide a rich curriculum with opportunities for all children to succeed
- Provide opportunities for children to speak to adults

**Related policies and documents:**

- Behaviour Policy
- Anti Bullying Policy
- Safeguarding Policy





**Children learn best when they are supported by their peers  
and work as part of a learning community**

**There will be evidence in the learning environment that:**

- Children feel valued by their peers and celebrate the achievements of others
- Children actively listen to one another and respond appropriately to their contributions
- Children comment constructively on the contributions of peers
- Children work collaboratively within lessons
- There is flexibility in the groups in which children work

**Therefore teaching staff must:**

- Support the development of children's listening skills
- Promote the notion of the class as a learning community where we all learn from one another
- Provide opportunities for children to work collaboratively in groups towards a common outcome
- Provide a balance of grouping strategies including whole class, large and small groups, pairs and individuals
- Use a range of groupings including ability, mixed-ability, gender, mixed-gender, age, interest, friendship, social
- Provide opportunities for peer assessment and develop children's skills at providing constructive feedback

**Implications for school leadership will be to:**

- Promote the school's aims and values in a range of ways
- Develop a curriculum that provides opportunities for children to collaborate effectively, both inside and outside the classroom, including Forest Schools and school trips
- Monitor and evaluate the quality of collaboration throughout the school

**Related policies and documents:**

- Behaviour Policy



**Children learn best when their learning is supported at home and there is strong communication between home and school**

**There will be evidence in the learning environment that:**

- There are strong relationships between parents and staff
- Parents feel welcome and comfortable in school
- Parents feel well informed about what is going on at school
- Parents feel able to ask staff for advice and support
- Parent volunteers are utilised to support activities including classroom activities and trips
- Parents' expertise is used to support specific curriculum areas
- Parents engage with homework tasks including home/school reading
- There is an active and inclusive PSA, with a strong network of class reps

**Therefore teaching staff must:**

- Be welcoming and approachable to all our visitors
- Be available to exchange important pastoral information in the playground before and after school
- Be willing to make appointments at mutually convenient times to discuss concerns
- Hold an open class meeting at the start of each school year at which expectations for the year, routines and the approach to teaching and learning are shared
- Keep parents informed about the school through high quality communication including letters, newsletters, noticeboards and the school website
- Inform parents of the intended learning through a class newsletter at the start of each half term
- Encourage parents to support homework tasks including home/school reading and home learning projects
- Empower parents to support their children in their learning, both at home and at school
- Ensure all parents are aware of the ways in which they can become involved in school
- Hold 'Inspire' events at least once each year, to which all parents or family members are invited
- Ensure parents are regularly made aware of their child's attainment and progress
- Inform parents when there are particular concerns or reason for celebration
- Listen to and respond to the views of parents
- Encourage active parental support in the classroom
- Encourage parents to share their expertise and skills
- Invite parents and members of the community to events, celebrations and performances
- Support the work and activities of the PSA

**Implications for school leadership will be to:**

- Provide an inclusive and welcoming school environment
- Provide high quality communication with parents using a range of platforms
- Maintain an effective website
- Maintain a register of parents who have particular skills and expertise that can benefit children's learning
- Provide workshops to support parents in key areas of learning
- Provide opportunities for family learning
- Carry out an annual parents survey and respond to its findings
- Provide formal opportunities to discuss children's progress and achievement

**Related policies and documents:**

- Communications Policy
- Parental Involvement Policy
- Home-School Agreement
- Homework Policy



**Children learn best when their learning environment is purposeful, well organised, inspiring and fit for purpose**

**There will be evidence in the learning environment that:**

- Classroom are bright, well-organised, and inspiring spaces, free from clutter
- Children are familiar with the classroom rules and routines, and expectations for organising resources
- Displays are of a high quality, celebrate children's work and inform learning
- Artefacts and books are displayed for children to use and handle
- Children feel involved and interested in their classroom environment
- Classrooms reflect the half termly topic which is being studied

**Therefore teaching staff must:**

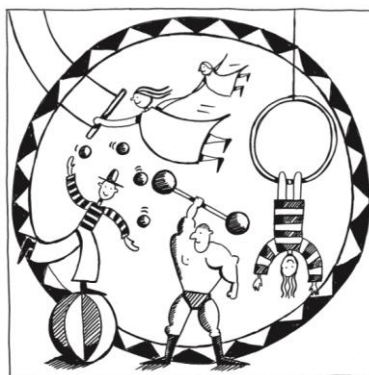
- Be flexible in the organisation of furniture to respond to varied teaching strategies
- Ensure children are aware of the appropriate resources and can use them independently
- Support children to take responsibility for the care of their environment
- Create designated areas for specific types of activities and ensure they are resourced accordingly
- Expect children to take responsibility for resources, their work space and the classroom
- Ensure resources have a specific place and that they are labelled, available and accessible to the children
- Communicate clear routines and organisational procedures and allow time for classroom organisation
- Create displays of a consistently high standard that support children's learning and reflect the half termly topic

**Implications for school leadership will be to:**

- Ensure that the school building looks attractive, welcoming and is well maintained
- Ensure the school grounds are well cared for
- Ensure the physical comfort and safety of each room in terms of heat, light, ventilation, hygiene, appropriate size of furniture and adequate work surfaces
- Provide central areas for the storage of resources which are available for teachers' use
- Provide adequate classroom storage
- Ensure that best practice is shared

**Related policies and documents:**

- Premises Development Plan
- Display Guidance



**Children learn best when they have a positive and confident attitude towards learning and feel involved, inspired and motivated**

**There will be evidence in the learning environment that:**

- Children take a pride in their work, conduct and school
- Children are fully engaged in lessons and are focussed on achieving high quality outcomes
- Children are enthusiastic to share what they are learning
- There is a rich curriculum comprising trips, visits and visitors to school
- Teaching takes place in a range of environments including the school grounds, allotment and local area
- Tasks set have a real purpose
- Children are choosing to extend their learning outside of school

**Therefore teaching staff must:**

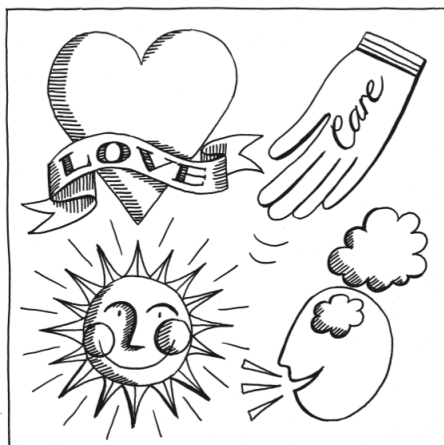
- Show their own enthusiasm and excitement for learning
- Provide memorable experiences rich in opportunities for high quality learning
- Provide stimulating starting points to topics
- Ensure a programme of trips, visits and visitors into school
- Draw upon a wide range of environments within the school and the local area
- Use first hand experiences and concrete resources wherever possible
- Relate the learning to real life experience
- Link key texts and writing tasks to topic work wherever possible
- Wherever appropriate, ensure that writing tasks have a real purpose
- Be secure in their subject knowledge and present information in an interesting and stimulating manner
- Encourage children to pursue activities and interests outside of school and provide opportunities to share this with the class
- Provide opportunities for child-initiated tasks within school
- Incorporate their interests into the learning whenever practical or relevant
- Make explicit links and connections in learning
- Involve and include parents in our curriculum
- Encourage children to bring in artefacts and resources from home and include them in activities
- Plan opportunities for group work, collaborative tasks, practical investigations, drama and role-play
- Engage children in active learning as quickly as possible at the start of each session
- Take up learning opportunities that present themselves, even if they have not been planned for

**Implications for school leadership will be to:**

- Provide a rich curriculum that inspires and motivates all children
- Monitor and evaluate children's levels of engagement and attitudes to learning
- Ensure teaching staff are well supported and highly motivated
- Ensure the school's recruitment practice values teachers' wider experience and skills
- Ensure specialist staff are used to teach specialist subjects

**Related policies and documents:**

- Curriculum Policy
- Monitoring and Evaluation Schedule



**Children learn best when their emotional needs are understood  
and they feel safe, listened to and well supported**

**There will be evidence in the learning environment that:**

- There is culture of listening to children where pupil opinions, views and feelings are valued
- Children feel confident to share concerns with adults
- High quality pastoral support is available
- There is a strong culture of safeguarding
- There is a high degree of trust and mutual respect between staff and children
- Children are represented by class members of the school council

**Therefore teaching staff must:**

- Develop trusting relationships with the children in their class
- Encourage the children in their class to share concerns with adults they trust
- Treat children's concerns with respect
- Share any concerns they have with the schools Pastoral Support Officer
- Support parents to inform the school about significant changes that may affect their child
- Be confident in their knowledge of the school's Safeguarding procedures
- Respect confidentiality

**Implications for school leadership will be to:**

- Provide the highest standards of safeguarding across the school
- Ensure a supportive school ethos where children's voices are heard
- Ensure the effective transfer of information between classes and schools
- Ensure children have access to a strong network of professionals who can provide a range of therapeutic interventions
- Provide welcoming and friendly spaces for children to meet with professionals

**Related policies and documents:**

- Inclusion Folder
- Safeguarding Policy
- Special Educational Needs Policy



**Children learn best when their spiritual, moral, cultural, and social needs are understood and valued in school**

**There will be evidence in the learning environment that:**

- Children feel a strong sense of identity and pride in their heritage
- Children are aware of, are interested in and respect other cultures
- Time is provided for quiet reflection
- There is a strong moral code underpinning the school which is based on fundamental British values
- Children have a clear sense of right and wrong and are encouraged to make their own choices accordingly

**Therefore teaching staff must:**

- Develop our understanding of children's home lives, cultural heritage and faiths
- Ensure that children's social and cultural backgrounds are valued
- Promote positive attitudes about themselves
- Allow children to explore and discuss philosophical and moral issues
- Maintain effective links between home and school
- Support and encourage children to appreciate differences and differing opinions
- Ensure our displays, resources and artefacts reflect the cultural diversity within the school

**Implications for school leadership will be to:**

- Ensure an inclusive ethos where individuals' culture, views and beliefs are valued and respected
- Ensure a multi-faith approach to RE, understanding that many of our families will not have a religion
- Plan a rolling programme of celebrations of religious and cultural festivals
- Regularly monitor the school's Equal Opportunities Policy
- Ensure school policies support the school's values with regard to equalities

**Related policies and documents:**

- Behaviour Policy
- Anti-Bullying Policy
- PSHE Policy
- Equalities Policy
- RE Policy

