



HIGHGATE
PRIMARY SCHOOL

Teaching and Learning Policy

September 2020

Teaching and Learning Policy

School Values

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

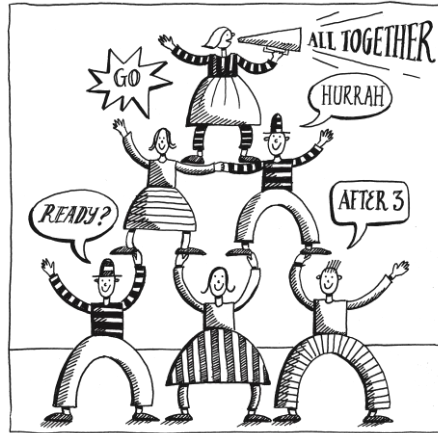
Each aspect of teaching and learning is based upon a set of key principles regarding the conditions under which children learn best. Each key principle sets out the expectations for members of the school community and the implications for the school's leadership team and governing body.

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, collaborates and communicates effectively
- their learning is well planned and prepared with tasks well matched to their abilities and interests
- 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 involved, 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 healthy blend of purposeful work, fun and enjoyment
- Staff feel proud to work at Highgate Primary School

Therefore teaching staff must:

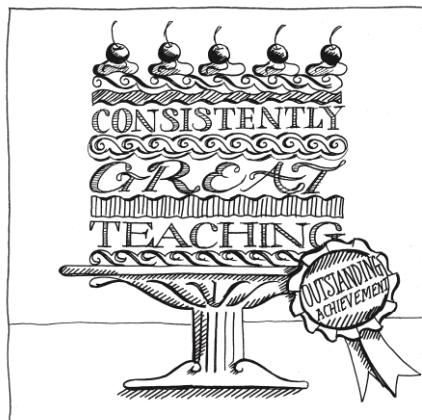
- Recognise and value the different roles, responsibilities, talents and contributions of all members of the team
- Plan time to communicate between all adults involved in the class
- Provide timetables, information, guidelines, minutes of meetings when appropriate
- Plan, review and evaluate together
- 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 advice and 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 and support 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**

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 and provides appropriate challenge
- High quality resources are available to support learning
- Children are motivated to do well and are actively engaged in learning.
- Children's work in books shows progress over time for children of all abilities
- A range of strategies, teaching techniques and resources are used to deepen understanding
- Adults are clear about their role in the lesson and are impacting positively on children's learning
- Guided groups are addressing children's next steps or gaps in learning

Therefore teaching staff must:

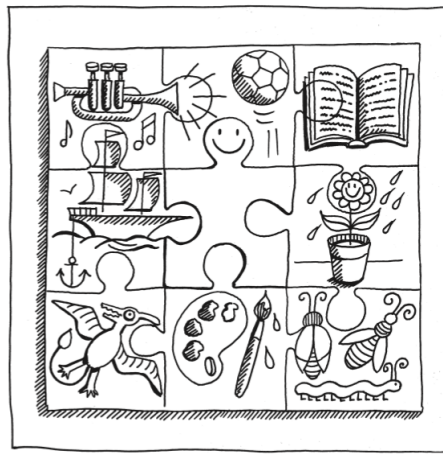
- Be clear that the focus of planning is to secure progress of all pupils
- Ensure all activities are planned to support children to achieve the desired learning outcomes
- Ensure that plans address issues of differentiation such as pace, groupings, extension, support, resources and the role of all adults 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 application, practice, consolidation and revision
- Structure lessons to support the engagement of all pupils
- 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 a broad, balanced and inspiring school curriculum, comprising units of work which are regularly evaluated and updated to meet the needs of all 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
- Support teachers to plan effectively
- Regularly evaluate and review the quality of curriculum resources
- Provide adequate budgets to ensure high quality resources are available to support learning.

Related policies and documents:

- Curriculum Policy
- Special Educational Needs Policy
- English 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 are expected to achieve
- Children can talk confidently about prior learning
- Children can talk about the purpose of they are learning
- Pupil outcomes reflect the learning objectives and expectations

Therefore teaching staff must:

- Be clear in our 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 encouraging, clarifying, focussing, redirecting, informing, reviewing, probing, assisting
- Explain clearly using and eliciting appropriate vocabulary
- Encourage children to say whether or not they understand
- Where there are misconceptions, or a need for consolidation, explain, model and present concepts in alternative ways
- Communicate success criteria and 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, to collaborate with others and to talk about what they know
- Encourage children to ask questions, make predictions, elaborations, and generalisations
- Allow children sufficient thinking time before they are expected to respond
- Use plenaries as an opportunity to draw conclusions, summarise, make links with previous learning and reflect on learning

Implications for school leadership will be:

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

Related policies and documents:

- Curriculum Policy
- Topic Overviews



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:

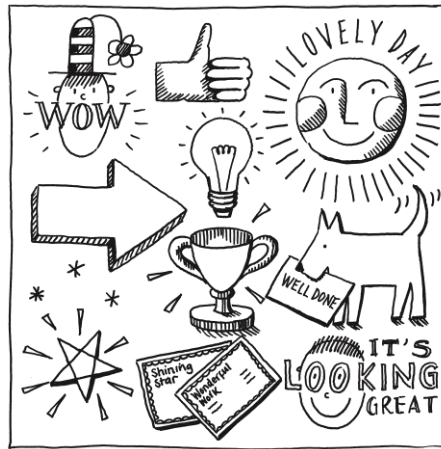
- Continually assess children's learning using a range of strategies including listening, observing, questioning, focused marking
- Ensure our marking provides clear guidance for the next steps in learning
- Have strong pedagogical knowledge to be able to identify the next steps in learning
- Use assessment data to identify patterns 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
- 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:

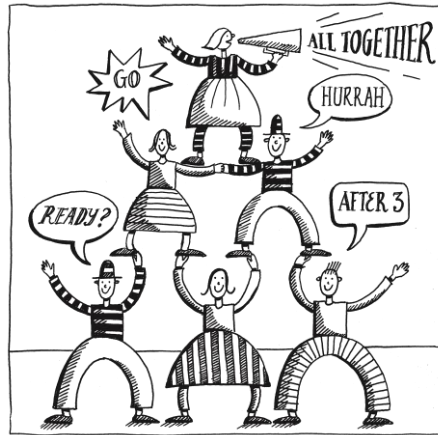
- Encourage children in their learning and praise their efforts in specific and meaningful ways
- Be positive, enthusiastic, reassuring and supportive
- Be consistent and fair
- Be aware of individual needs, interests and abilities
- Listen and respond appropriately to children's views
- Support children 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

Related policies and documents:

- Behaviour Policy
- Anti Bullying 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
- Children actively listen to one another and responding appropriately to their contributions
- Children comment constructively on the contributions of others
- 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 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 children's learning including reading volunteers, class projects, forest school and educational visits
- 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
- Each term, ensure parents are 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 school in a range of ways
- Encourage parents to share their expertise and skills with the class or more widely within the school
- Invite parents to community events and performances
- Support the work and activities of the PSA

Implications for school leadership will be to:

- Provide an inclusive and welcoming school environment for parents
- Provide high quality communication with parents using a range of platforms including 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 parent 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:

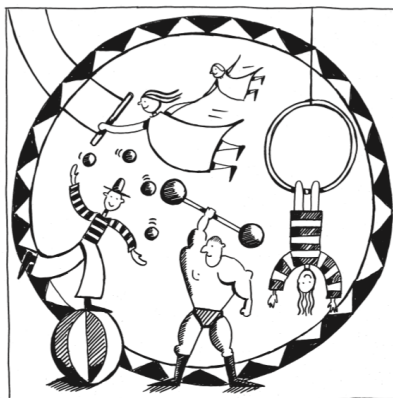
- Be flexible in the organisation of furniture to respond to varied teaching strategies
- Ensure children are aware of the appropriate resources and can use them independently
- Make best use of designated areas for specialist activities
- Support children to take responsibility for resources, their 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 looks attractive, welcoming and well maintained
- 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 teacher's use
- Consider creation and development of specialist subject areas
- 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 and diverse 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:

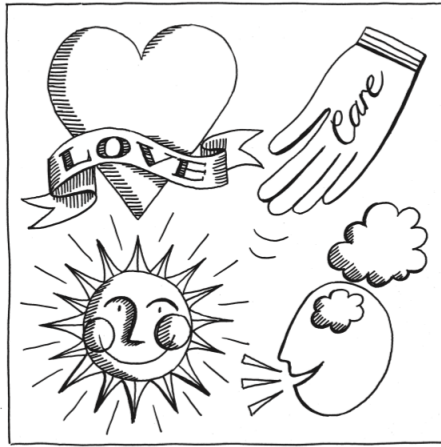
- Show their own enthusiasm and excitement for learning
- Provide memorable experiences rich in opportunities for high quality learning
- Provide stimulating starting points to topics
- Ensure a broad and diverse programme of trips, visits and visitors into school
- Draw upon a wide range of environments 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 and cultural backgrounds 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 and diverse 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 is diverse and 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
- Diversity and Inclusion



**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 and with their peers
- 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
- Wellbeing is prioritised and promoted throughout the school community

Therefore teaching staff must:

- Develop trusting relationships with the children in our class
- Encourage the children in our class to share concerns with adults they trust
- Treat children's concerns with respect
- Share any concerns we have with the schools Pastoral Support Officer
- Support parents to inform the school about significant changes that may affect their child
- Be confident in our 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
- Monitor and review the impact 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
- Anti-bullying Policy
- PDSR 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:

- The diversity with the school is reflected in resources, children's work and displays
- Children feel a strong sense of identity and pride in their heritage
- The school provides a highly inclusive environment, with strong and meaningful interactions between members of different groups
- Members of the school community are aware of, interested in and respectful of other cultures
- There is a strong moral code underpinning the school, with high levels of trust.
- Children have a clear sense of right and wrong and are encouraged to make their own choices accordingly
- Time is provided for quiet reflection

Therefore teaching staff must:

- Develop their understanding of children's identity, including their ethnicity, cultural heritage and faith.
- Ensure that children's social and cultural backgrounds are promoted and valued
- Provide opportunities for children to share positive stories about themselves and their family
- 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 (including reading books) and artefacts depict positive images of the major groups within the school and community it serves.

Implications for school leadership will be to:

- Actively promote an inclusive ethos, where individuals' culture, views and beliefs are valued and respected by all
- Ensure the school curriculum is wholly inclusive, balanced and reflects the diversity within the school community
- Ensure Black History is embedded within the school curriculum
- Ensure a multi-faith RE curriculum is in place
- Plan a rolling programme of celebrations of religious and cultural festivals for example Black History Month and Divali
- Ensure school assemblies promote positive attitudes towards minority groups
- Recognise the influence of unconscious bias and challenge decisions where appropriate to do so
- Regularly monitor all aspects of school life with regard to inclusion

Related policies and documents:

- Behaviour Policy
- Anti-Bullying Policy
- PDSR Policy

