The John Hampden School Wendover

Teaching and Learning Policy:

Principles and Implementation
Agreed by governors: September 2019
Implementation date: September 2019
Review date: July 2022

School Aims and Implementation

The John Hampden School Wendover aims to provide pupils with the opportunity to develop towards their full potential; academically, emotionally and socially by:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.

Ethos, Vision & Values

Our Ethos

Our school ethos of 'Loving to Learn' is encapsulated in the following verse:

We aim to make our school the best,

A place of discovery and success.

Caring, sharing, taking turns

We learn to love, we love to learn.

We believe that children who are happy and who feel valued are in the best position to learn effectively.

Curriculum Aims

- To engender a love of learning
- To make the most of learners' potential
- To develop independent learning

- To develop skills
- To learn to value
- To learn to question
- To open up to possibility
- To provide security
- To prepare for life

Our Values

Our school has identified seven key values which are explicitly reinforced in all areas of school life. Each term the whole school focuses on each of the values for an agreed length of time. All members of our school community look for opportunities to further our values by the example they set.

• Perseverance
• Independence
• Belonging
• Collaboration
• Reflection
• Good Manners
• Respect

Learning and Teaching Policy Introduction

Learning and teaching are the key functions of our school.

a) At The John Hampden School Wendover, we work towards the aims of the school by providing high quality learning experiences and opportunities within all we do; in the discreet and hidden curriculum, in the school environment and the interactions between all members of the school community. We believe that we teach the children through all that we do: through the implementation of the policies, systems and practice that determines the curriculum and school day; learning and teaching should not just be seen as isolated activities that happen in a classroom.
b) We believe that:
    1. Learning should be a rewarding and enjoyable experience for everyone i.e. learning should be fun and enable children to make expected or accelerated progress;
    2. Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future;
    3. High quality teaching and learning experiences support children to be able to lead happy and rewarding lives, now and in the future;
    4. High expectations of learning behaviours should be evident through explicit teacher modelling.

Aims

General

To ensure all staff, children, parents/carers and Governors are aware of the aims for Learning and Teaching at The John Hampden School Wendover, and that these are consistently applied in order to:

- Promote high quality teaching and learning across the school;
- Raise standards by ensuring consistency and continuity of teaching and learning;
- Ensure all children are included, motivated and engaged by their learning;
- Promote high quality learning experiences that focus on the development of skills, knowledge and understanding;
- Promote the idea of lifelong learning for all members of the school community: children, parents/carers, staff and Governors.

School Staff

To support the aims of the school through:

- Promoting positive relationships between all members of the school community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Providing a secure, stimulating environment where all children are supported in responding to the challenges involved in moving towards their full potential;
- Providing a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of the children;
- Addressing issues of entitlement to ensure equality of opportunity for all children;
- Rewarding children for all the good things they do both in school and in the wider community;
- Promoting a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others;
- Providing the skills which encourage children to become confident, independent learners.

Pupils

To support the aims of the school through:

- Promoting positive relationships between all members of the school community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Attending school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn;
- Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts;
- Persevering with their learning and knowing that when they find it difficult they can ask for help;
- Taking pride in their work, always trying their best and aiming to get better all the time.

Parents and Carers

To support the aims of the school through:

- Promoting positive relationships between all members of the school community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- To be understanding and supportive of our aims in learning and teaching and sign the school's Home-School Agreement;
- To attend and contribute to meetings for parents;
- To support their children with their homework activities including reading and spelling and KS1 homework tasks
- To praise their children for the good things that they do in school;
- To communicate and work with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding.

Governors

To support the aims of the school through:

- Promoting positive relationships between the Governing Body and all other members of the school community including; children, their parents/carers and staff;
- To appoint designated linked curriculum governors who will:
  - meet with the curriculum co-ordinator at least once a year to find out about;
    - the school's systems for planning work, supporting staff and monitoring progress;
    - the allocation, use and appropriateness of resources;
    - how the standards of achievement are changing over time.
    - Visit School and talk to children about their learning experiences;
  - Promote and support the positive involvement of parents within the school
  - Attend training and other related events;
  - Report to the governing body with recommendations, if appropriate, annually;
  - Work with Senior Leaders to review the school's Learning and Teaching Policy annually.

Implementation of the Learning and Teaching Policy

A. What is 'good learning'?

At The John Hampden School Wendover we believe that children learn best when;

- They are encouraged to form positive relationships with their teacher, peers and other members of the school community;
- They have clear direction and are praised for all the good things that they do;
- They are actively involved in their learning at an appropriate level to match their learning needs;
- They are encouraged to become increasingly autonomous, independent learners;
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
- They are working in an environment which is safe, caring, supportive and stimulating;
- Their learning is well structured and delivered;
- Their learning is effectively differentiated;
- Their learning addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision;
- Their learning encompasses the values and skills of the school in aiding the development as future effective citizens;
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.

B. At The John Hampden School Wendover we believe that children learn best when they are encouraged to form positive relationships with their teacher, peers and other members of the school community;

- Children and adults demonstrate mutual respect;
- Children and adults developing a good rapport with one another;
- Children demonstrate respect and consideration for themselves and others modelling the values and skills of the school at all times;
- Children reflect on how their behaviour affects themselves and others;
- Children work with adults to establish and meet expectations and targets for both learning and behaviour;
- Children support, encourage and praise each other;
- Children are intelligently critical of their own work and that of others;
- Children take pride in shared and personal successes;
- Children work independently and in collaboration with others;
- Children reflect and evaluate their own progress and learning through using and developing effective communication skills from explicit modelling;
- Children are keen, able and confident to tell their parents/carers about their school-day in an honest way.

C. At The John Hampden School Wendover we believe that children learn best when they have clear direction and are praised for all the good things that they do;

- Children use the clear success criteria in order to support them to achieve the lesson's learning objective;
- Children are able to carry out tasks and activities successfully following clear instructions from their teacher;
- Children are rewarded with stickers, certificates, their work being placed on the 'Loving to Learn' board, their names being written on the Recognition Board etc. when they have shown good learning behaviours, good social behaviours, have made good progress or arising from a good completed piece of work;
- Children know exactly what is expected of their social and learning behaviours through high expectations from their teacher and other adults with particular reference to the school's behaviour expectations and Values.

D. At The John Hampden School Wendover we believe that children learn best when they are actively involved in their learning at an appropriate level to match their learning needs;

- Children enjoy their learning and allow others to do so as well;
- Children are eager to ask questions using whole sentences, at a variety of levels;
- Children make informed contributions to class discussions and shared learning experiences;
- Children learn from 'hands on' experiences; practical and appropriate activities;
- Children work on task for increasingly extended periods of time;
- Children are engaged in a range of independent and collaborative tasks;
- Children are keen to talk about what they have been doing and what they have learned;
- Children gain an appreciation of learning that continues to flourish as they become older.

E. At The John Hampden School Wendover we believe that children learn best when they are encouraged to become increasingly autonomous, independent learners;

- Children show initiative and take responsibility for their own learning including;
    i. Independently organising their own learning resources and quickly being able to begin their work;
    ii. Using their individual learning targets to assess their own work, and those of other children, against the lesson's success criteria; thinking of ways to improve their work;
    iii. Having the opportunity to plan and direct their own learning;
    iv. Having access to clearly labelled resources and being able to select and use them with increasing independence;
    v. Developing their research skills using a variety of resources;
    vi. Children are increasingly able to manage their own emotions and relationships.

F. At The John Hampden School Wendover we believe that children learn best when they are appropriately challenged with learning experiences which are relevant to their lives and interests and are motivating and engaging

- Children engage in activities which match their ability, and which challenge and extend their thinking, develop their knowledge, skills and imagination and increase their use of appropriate vocabulary;
- Children take pride in their work and wanting to succeed in it;
- Children are involved in investigations and problem solving tasks;
- Children have the opportunity to work both within the school environment and also in alternative environments, when appropriate, during educational visits;
- Children are keen to finish and improve their work and persevere with tasks which they think are difficult or challenging;
- Children are aware of their learning and social targets and know how to work towards achieving them;
- Children are able to use oral and written feedback effectively (at the age appropriate level) in order to see gaps in their learning and what they need to do in order to make further progress.

G. At The John Hampden School Wendover we believe that children learn best when they are working in an environment which is safe, caring, supportive and stimulating

- Children are secure and happy in a safe, purposeful environment;
- Children feel they are able to explore their own ideas and feelings and to respect the views of others;
- Children observe the class and school expectations;
- Children respond well to encouragement, praise and rewards;
- Children show care and respect for each other and their own and others' property;
- Children's learning is displayed, celebrated and valued;
- Children are aware of how to keep themselves and others safe around the school and in the wider community;
- Children model the Values and Behaviour Expectations independently.

H. At The John Hampden School Wendover we believe that children learn best when their learning is well structured and delivered

- Children are aware of the learning objective and success criteria for the lesson and the pace at which they are expected to work at in order to achieve these.

- Children make good progress, building upon what they have already learnt, developing new skills, knowledge and understanding and being able to apply them in different contexts;
- Children know what to do, both socially and in their learning, and what is expected of them.

I. At The John Hampden School Wendover we believe that children learn best when their learning is effectively differentiated

- Children are engaged in activities which are differentiated effectively by either prescribed outcome, the support given, resources or task; or a combination of any of these, to match their needs and extend their learning

J. At The John Hampden School Wendover we believe that children learn best when their learning enables appropriate and pertinent aspects of personal, social, moral and emotional development within both overarching and explicit provision;

- Children's personal, social, moral and emotional development is supported through the school's provision; both within the discreet and hidden curriculum, in order that they achieve well academically and can become active, responsible and caring members of the school and wider community.
- Children develop an increasing awareness of their own spiritual, moral, social and cultural development through actively participating in learning and applying this in their decision making and actions.
- Children develop an increasing awareness of the School's Values and Behaviour Expectations in their learning and actively participate in demonstrating these effectively.

K.What is 'good teaching'?

At The John Hampden School Wendover we believe that good teaching is when teachers (and other school staff when applicable);

- Form positive relationships with the children in their class and other members of the school community;
- Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children;
- Insist on high expectations of learning and social behaviours;
- Ensure that effective direction and support is given in order that the children make good progress;
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;
- Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning;
- Develop and maintain safe, secure and inspiring classroom and learning environments;
- Demonstrate effective lesson organisation;
- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time;
- Use resources effectively, including other adults, to support children's learning;
- Use technology effectively in order to support children's learning;
- Develop the range of reading skills required to access all the curriculum effectively;
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding;
- Are reflective regarding their professional practice and the overall provision the School offers.
- Are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions.

L. At The John Hampden School Wendover we believe that good teaching is when teachers (and other school staff when applicable);

- form positive relationships with the children in their class and other members of the school community;

- Demonstrate mutual respect;
- Develop a good rapport with one another;
- Demonstrate respect and consideration for themselves and others;
- Understand that their behaviour is a model for the children in the school and therefore ensure that their behaviour is exemplary;
- Work with children to establish and meet rules and targets for both learning and behaviour;
- Demonstrate support, encouragement and praise to children and other adults and encouraging this to be reciprocal within the school community;
- Take pride in shared and personal successes;
- Take an active part in the life of the school by acting professionally and with sensitivity;
- Work and communicate effectively with children, colleagues at all levels and parents/carers in order to maximise children's learning;
- Are keen, able and confident to tell their colleagues about their school day in an honest way.

M. At The John Hampden School Wendover we believe that good teaching is when teachers plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children;

- Senior leaders develop clear and consistent structures and systems for all aspects of curriculum planning;
- Teachers and School leaders, at all levels, have an understanding of and are able to effectively utilise the complete planning process; including the use of long, medium and short term plans, to inform both the construction of the curriculum and its delivery;
- All planning is suitably differentiated for all learners with clear learning objectives and success criteria in language the children will understand;
- Planning identifies a range of engaging activities to develop children's skills, knowledge and understanding;
- Planning explicitly notes appropriate subject specific language;
- Planning details resources to be used which support learning, including the strategic deployment of any other adults;
- Planning shows that the teacher has been reflective and assessed the children's work, annotating this to indicate potential next steps in the children's learning which will directly move the learning on;
- Teachers have the opportunity to plan together with their year group team at least weekly.

N. At The John Hampden School Wendover we believe that good teaching is when teachers (and other adults when applicable) insist on high expectations of learning and social behaviours;

- Senior leaders develop clear and consistent structures and systems for all members of the school community that identify expectations for both learning and social behaviours;
- Teachers and other adults maintain positive relationships with the children without underestimating the need for good behaviour;
- Lessons are well paced, interesting and match the children's learning needs so that all children are encouraged to display good learning behaviours;
- Teachers and other adults consistently but sensitively use the School's Behaviour Policy in order that all children know what is expected of them, can learn and socialise appropriately and understand the difference between right and wrong and that there are consequences to their actions;
- Children are praised and rewarded for the good things that they do and consequences are applied if they do not do the right thing.

O. At The John Hampden School Wendover we believe that good teaching is when teachers (and other adults when applicable) ensure that effective direction and support is given in order that the children make good progress;

- Senior leaders develop clear and consistent structures and systems for all members of the school community that identify expectations for both learning and social behaviours;

- Children are given clear consistent direction about their expected conduct both in lessons and around the school;
- Children's work is regularly, diagnostically assessed; verbally or in written form, clearly stating what the children have done well and what their next steps in their learning are;
- Teachers and children; and teachers and senior leaders, have regular discussions about the children's work which affect provision and support arising from this within the accountability process;
- Children and teachers use a variety of accurate, timely and regular assessment strategies in order to assess children's work in relation to the lesson's learning;
- Teachers and children to develop accurate and timely use of the assessment performance descriptors for Reading, Writing and Mathematics in line with the 2014 Primary Curriculum;
- Teachers have a secure understanding of what each child is capable of in their class and will only accept appropriate outcomes for each individual, relative to their ability and moderate work within year groups, phases and across the school in order to support accuracy and consistency;
- Teachers have a secure understanding of progression within each core subject (English, Mathematics, Science); including what skills, knowledge and understanding need to be demonstrated for a child to aim to achieve at National Standard and what the next steps for that child are in order that they make progress in their learning, or where to find this information for all curriculum subjects.

P. At The John Hampden School Wendover we believe that good teaching is when teachers demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;

- Teachers have a good knowledge of each subject that they are teaching and an understanding of progression of learning in that subject;
- Teachers engage children throughout the lesson by providing clear and concise explanations and expectations, a good balance of challenging and appropriate activities, questions and discussion points and opportunities to assess what has been learnt and develop considered accurate responses to the next steps in their study or learning;
- Teachers are instrumental in their own Professional Development; actively taking part in Continuing Professional Development (CPD) sessions both within school and elsewhere;
- Subject Leaders and other designated staff within the school leading CPD sessions for colleagues on areas of specific need in order to support and develop staff knowledge as required;
- Undertaking reciprocal peer observations in order to support colleagues, further enhance their own practice and develop a learning ethos across the school.

Q. At The John Hampden School Wendover we believe that good teaching is when teachers apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;

- Teachers have a clear understanding of the variety of teaching styles, which ones they instinctively use and plan to utilise the other teaching styles accordingly;
- Teachers have a clear understanding of the variety of learning styles of the children in their class and match their teaching styles accordingly;
- Teachers use this knowledge in order to develop children's learning and sustain the concentration and motivation of the children in their class.

R. At The John Hampden School Wendover we believe that good teaching is when teachers develop and sustain good links with parents/carers in order to support the children's learning;

- Senior leaders, at all levels, teachers and other staff use informal and formal opportunities to develop positive relationships with parents/carers that enable clear, honest and relevant information to be shared which is aimed at supporting learning and the development of good learning and social behaviours;
- Teachers use the following opportunities to work towards the aim stated above;
    i. Formal opportunities such as parents/carers consultations, annual reports and meetings organised at the request of either School or parents/carers;

ii. Informal opportunities such as at the beginning and end of each school day, on educational visits and through extended schools opportunities;
iii. Inviting parents into school so that they can share their expertise in order to support children with their learning;
iv. Liaising regularly with parents and carers in a variety of ways including; home/school diaries
v. Parents/carers, children and a member of school staff all sign a Home/School agreement in order to establish the roles, rights and responsibilities of all members of the School community.

S. At The John Hampden School Wendover we believe that good teaching is when teachers develop and maintain safe, secure and inspiring classroom and learning environments;

- Senior leaders, at all levels, and all staff take time to consider both the classroom and learning environments in terms of their safety and are continually looking for ways to improve them;
- The classroom and learning environments will be managed in a way that supports the development of learning; academic, social and emotional. Features of this will include:
    i. Furniture being arranged to facilitate different types of learning; through whole class teaching, group work, one to one and also to ensure inclusion;
    ii. High quality classroom and corridor display with good balance between the celebration of children's work with an explanation of the work and displays that develop children's learning by providing expectation and/or support;
    iii. Age and ability appropriate learning resources which are clearly labelled and accessible for all children as appropriate;
    iv. High quality reading areas which encourage children to have an interest in books and reading, researching and investigating a broad and balanced curriculum;
    v. All classroom and corridor displays will, as far as is practicable, reflect cultural diversity of the including annotations and titles in other languages represented and spoken by the children in the school;
    vi. The acknowledgement by school leaders, at all levels, and all staff that communal areas within the school environment such as the playgrounds, School Hall etc. contribute to the academic, social and emotional development of children and therefore receive due consideration and are developed accordingly;
    vii. Teachers ensuring that children have the opportunity to work both within the school environment and also in alternative environments, when appropriate, during educational visits.

T. At The John Hampden School Wendover we believe that good teaching is when teachers demonstrate effective lesson organisation;

- Lessons are well structured to include appropriate time for an introduction, independent or collaborative tasks and for a plenary or series of mini-plenaries with ample opportunity for teacher/child interaction, in order to discuss, enhance, reflect and further develop the children's learning;
- Teachers provide clear direction to ensure children know what they are doing and how to do it including the modelling and demonstration of key elements within lessons, working with a guided focus group when appropriate using the day-to-day assessment of the children's progress.
- Teachers apply the most appropriate classroom organisation, both in terms of the physical environment and also how the children are organised, in order to match and contextualise the children's learning;
- Opportunities are available for children to engage in practical activities, investigations and problem solving;
- Teachers provide opportunities for children to practice and reinforce skills learnt and appropriate extension and challenge activities;
- Teachers use appropriate resources, including the use of ICT to support and extend children's learning;
- Resources are clearly labelled, the children can access them and use them with increasing independence;
- Teaching Assistants are well deployed, optimising all learning opportunities and throughout their conduct in school set high expectations of themselves and the children.

U. At The John Hampden School Wendover we believe that good teaching is when teachers effectively assess and monitor children's progress in order that they can affect children's learning both within individual lessons and over time;

- Senior leaders, at all levels, and all teachers maximise the opportunities to impact on children's learning through self-evaluation structures, and on-going classroom assessment and feedback. This will involve senior leaders, at all levels, and teachers engaging in the following activities and affecting practice accordingly;
    i. The analysis of statutory assessment data to evaluate individual, group and cohort standards and achievement;
    ii. The regular assessment and tracking of children's standards and achievement in Reading, Writing and Mathematics in relation to individual targets set;
    iii. The regular evaluation of progress shown by all children through discussion between senior leaders, including the SENDCo;
    iv. The regular monitoring of progress in Foundation Stage, establishing provision targets for individual, group and cohorts of children against assessment criteria within the Foundation Stage Profile;
    v. Class teachers regularly assessing children's understanding and progress both within lessons, at the end of lessons and over time in order to quickly recognise children's barriers to learning and moving swiftly to overcome them and using these assessments to inform the next stage of learning and the planning process;
    vi. Teachers providing encouragement, praise and rewards for the effort, outcomes and progress children make;
    vii. Teachers use diagnostic feedback to children; either verbally or in written form, which can be used by the child to improve their learning with the child becoming increasingly active within this process;
    viii. Children becoming increasingly involved in assessing their own and others learning and taking appropriate actions to develop this e.g. self-assessment against the lessons learning steps to success.
    ix. Teachers liaising with the School's SENCO in the formulation and implementation of any intervention programme including children's Individual Education Plans (IEPs) and evaluating the impact of these on the children's learning.

V At The John Hampden School Wendover we believe that good teaching is when teachers use resources effectively, including other adults, to support children's learning;

- Teachers ensure that each classroom has a basic set of age and ability appropriate resources;
- Subject or aspect leaders ensure that specialist resources are stored, maintained and audited in designated areas;
- Children are taught how to use resources correctly and safely and also to respect and maintain equipment;
- Care is taken that resources reflect the cultural and linguistic diversity of the school and that all children have equal opportunities to use these resources;
- Resources used are appropriate to the task and age of children in supporting and engaging them with their learning;
- Other adults are deployed effectively to work with individual children or small groups of children both within the classroom and in intervention activities to maximise learning opportunities.

W At The John Hampden School Wendover we believe that good teaching is when teachers use technology effectively in order to support children's learning;

- Senior leaders, at all levels, and teachers use the school's Excel Spreadsheet assessment system to record and monitor children's progress against the targets set at the beginning of the year and affect provision accordingly;
- Teachers increasingly use a wide range of technology to support, enhance and engage children in their learning and encourage and support children to use these resources increasingly independently.

X At The John Hampden School Wendover we believe that good teaching is when teachers use questioning effectively to gauge and extend children's skills, knowledge and understanding;

- Teachers ask a range of questions (comprehension, knowledge, application, analysis, synthesis and evaluation) to children in order to check understanding and move their learning forward; and increasingly expect the children to ask such questions themselves using the appropriate language.

Y At The John Hampden School Wendover we believe that good teaching is when teachers are reflective regarding their professional practice and the overall provision the School offers.

- Senior leaders, at all levels, and all staff are aware of the need to be both reflective and proactive in developing both the school and themselves in order to develop and sustain effective provision and practice. This is exemplified through consistent, effective and robust school systems and structures within the accountability process including:
    a. School self-evaluation practices;
    b. The Performance Management Cycle;
    c. Bespoke whole, group or individual staff Continuing Professional Development
    d. The school's meetings cycle; including Governors, Senior Leaders, teaching staff, year group, and teaching assistants.
    e. Informal support from colleagues at a variety of levels.

Z What is a good lesson?

At The John Hampden School Wendover we believe that a good lesson should comprise of the following elements;

- Planning – Before the lesson
- Introduction to the lesson
- Main teaching
- Group teaching and independent activities
- End of the lesson; plenaries and/or mini plenaries within the lesson
- Use of assessment and evaluation – before, during and after the lesson.

Planning - Before the lesson teachers will:

- Use formal and on-going assessments in order to determine where the children are in their learning and their next steps;
- Establish a clear learning objective ' I will be able to ….in 'child friendly' language arising from this assessment, the success criteria that will enable the children to achieve the learning and opportunities for both children and the teacher to assess progress against these;
- Establish an initial 'hook' that will motivate and engage the children;
- Contextualise the learning either by making it relevant to the lives and/or interests of the children, and where appropriate making cross curricular links
- Plan an appropriate structure of differentiated activities that will enable the children to engage in their learning and meet the learning; including the use of other adults and the timings of the lesson; ensuring maximum learning opportunities and catering for all learning styles.

Introduction to the lesson – A good introduction to a lesson will include:

- Recapping on prior learning, allowing time for the children to look at their feedback from the previous lesson;
- Sharing the learning with the children and referring to at different stages throughout the lesson to keep learning focussed; (There may be circumstances when the 'I am learning to/about' is developed later in the lesson e.g. arising from an investigative activity.)
- Sharing the learning objective and lesson's success criteria with the children so that they know exactly what they need to do in order to achieve the learning and where appropriate enabling the children to develop own steps to success through clear modelling;
- Introducing subject specific language which is modelled by the teacher during the session with an expectation that the children will use the vocabulary in their verbal and written responses;
- Putting the learning into context; explaining to the children why they are learning what they are learning;
- Using appropriate resources, including ICT and other adults, in order to support children's learning;

- Ensuring there is a good balance between teacher and child talk and that all children are actively involved, engaged and challenged in meaningful activities;
- A wide range of assessment strategies are used by both the children and the teacher in order to ascertain progress made and assessed in line with the National standard from the assessment performance descriptors for Reading, Writing and Mathematics;
- Evidence of positive relationships between children, their teacher and the other adults in the room; everyone displaying good social and learning behaviours.

Main teaching - The main teaching part of the lesson will include:

- Informing the children of the learning, steps to success and specific language to be used;
- Teacher modelling the process and task which is expected of the children;
- Using resources which stimulate, sustain and support children's learning;
- Appropriately differentiated questioning;
- Good pace to the lesson; ensuring that it is not too quick that children are not understanding their work and are being left behind; but pacey enough that children remain engaged;
- Secure subject knowledge demonstrated by the class teacher;
- All children actively involved and engaged in their learning;
- High expectations of children both in terms of their work and their learning and social behaviours;
- Praise for the children when they do the right thing, achieve well and make progress;
- A wide range of assessment strategies which are used by both the children and the teacher;
- Evidence of positive relationships between children, their teacher and the other adults in the room; everyone displaying good social and learning behaviours.

Group teaching and independent activities – This part of the lesson will include:

- Differentiated activities through prescribed outcome, support, resources, etc. which match the learning and success criteria;
- Opportunities provided for the children to talk about learning, experimenting with concepts, asking questions and learning in preferred learning style;
- The teacher normally teaching a focus group; moving that group's learning forward and maximising all opportunities for learning;
- Effective use of other adults both class based TAs and Learning Support, in order to support learning and/or move it forward;
- Mini plenaries, where appropriate, to either move learning on, consolidate learning or address misconceptions;
- Children receiving positive and diagnostic feedback about their effort and their learning;
- Time reminders to indicate to the children how long they have left to complete activities;
- A purposeful learning atmosphere dependent on the task the children are completing.

End of the lesson – A good plenary or series of mini plenaries will include:

- Reference to the learning that has taken place and success criteria;
- Teachers and increasingly children making assessments which will inform future learning;
- The use of a range of assessment strategies; allowing children time to reflect on their learning, checking to see if they have met the lesson's learning using the lesson's steps to success;
- Children receiving positive and diagnostic feedback about their effort and work;
- Consolidation on the lesson's learning, reflecting on whether the steps to success have been achieved, moving learning forward, addressing misconceptions, further peer or teacher modelling of work, making links to future learning.

Assessment and evaluation – after the lesson good assessments made by the teacher will include:

- Evaluating whether all the children or groups of children achieved the learning and met the lesson's success criteria, and whether the children's learning moved on and if it didn't, why not?

- Reflecting on which parts of the lesson went well, which parts were the children most engaged in; and which parts of the lesson did not go so well and why;
- Reflecting on whether the work needs to be revisited at the start of the next lesson or does the learning objective need to be completely revisited again;
- Diagnostically marking the children's work, clearly stating what they have done well and what the next stages in their learning are (using the School's marking symbols);
- Using assessment to inform future planning and next steps in learning and the assessment performances descriptors for Reading, Writing and Mathematics to regularly moderate and ascertain whether the child is at national standard and what is needed in order for them to achieve this.

Curriculum Planning

1) The John Hampden School Wendover's planning is based on the following requirements:
   - The new Primary National Curriculum 2014;
   - the Early Years Foundation Stage Framework ;
   - the Bucks Agreed Syllabus for Religious Education;

   and most importantly;
   - the needs of the children we are teaching.
2) Long Term Planning
   - Our 'Whole School Year Group Curriculum Plans' plot the content covered each year in each curriculum area;
   - It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.
3) Medium Term Planning.
   - For all National Curriculum subjects we use the planning provided by the National Curriculum Programme of Study for each subject, although we alter sections in order to meet the needs of our own children.
4) In the Foundation Stage, our medium term plans are based on guidance within the Development Matters Framework.
5) Short Term Planning
   - Detailed short term plans are drawn up by year groups for all subjects each week, unless a unit of work is being taught as a block when it will be planned accordingly. The plans identify the learning objective, success criteria, key vocabulary, assessment opportunities, direct teaching input, key questions, differentiated activities at different levels and resources for learning.
   - Planning is monitored by the SLT/subject leaders on a half-termly basis according to school improvement priorities each term.

B. The Role of Teaching Assistants

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- To support the teaching; either through direct delivery or by enabling access for identified children;
- Supporting or teaching a small group within the classroom or in the outside learning environment;
- Delivering intervention groups;
- Carrying out assessments;
- Preparing resources;
- Supporting children on SEN Supports / Individual Behaviour Plans (IBPs) or EHCPs.

C. Behaviour Management

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour & Self-Regulation Policy outlines our procedures relating to behaviour both within the class room and in the wider school environment.

D. Assessment, Record Keeping and Reporting (please refer to the School's Assessment Policy)

1. Children's standards and achievements across the curriculum are assessed in line with the school's Assessment Policy. Assessment includes:
   a) On-going assessment practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress.
   b) Marking of children's work; against the shared learning objectives or success criteria and for accuracy of answer (for all written work) and diagnostically (regularly in line with school expectations).
   c) Formal assessments from the assessment performance descriptors for English and Mathematics at the end of every term and further assessments for particular aspects of the curriculum as necessary. These are recorded within the school's assessment system.
2. Children's standards and achievements in the Foundation Stage are assessed in line with the School's Foundation Stage Policy. Assessment in Foundation Stage includes both on-going assessment and marking of children's work as noted above but at an age appropriate level. The Foundation Stage Profile is used to assess children throughout and at the end of the academic year.
3. Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the accountability process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.
4. All children have individual assessment targets both in terms of National Curriculum and within on-going assessment and diagnostic marking practices. Progress against these targets is reviewed regularly by the class teacher, Subject Leaders and other senior Leaders. This information is used by each of these to affect provision and school development.
5. Assessment information across the curriculum; both standards and achievements, are shared with parents/carers at Teacher Consultation Meetings, within Annual Reports and at the end of the academic year; which includes information about the next steps for learning in the core subjects.
6. Summative Assessment
   The school's arrangements for formal assessments throughout the year are outlined in the Assessment Policy. Results from these assessments are used for targeting and tracking purposes to ensure progress and achievement in learning.
7. Formative Assessment
   a) Assessment opportunities are central to the planning and organisation of each lesson. Key elements of this are:
      - Recap of previous knowledge at the start of lessons;
      - Adult observation of children's responses to questions;
      - Adult observation of children on task;
      - Use of success criteria against learning;
      - Continuous feedback throughout the lesson;
      - Self and peer assessment;
      - Plenary activities;
      - Marking linked to learning and steps to success and giving indicators for improvement of work.
   b) It is an important aspect of our assessment that children are encouraged to be honest in their self-assessment. Children indicating they have not understood features of a lesson will be given additional support.
8. Record Keeping
   - Records are kept of all summative assessments undertaken and of other assessments throughout the year. Details of these are contained in the Assessment Policy.

Inclusion

- Inclusion is about every child having educational needs that are special and the school meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.

- Successful inclusive provision at The John Hampden School Wendover is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children. It is in this way that we will turn the rhetoric into reality.
- In accordance with the school's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their EHCP indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age.
- Children who receive additional or extra support, including those with EHCPs, have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.
- Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Monitoring and Review

- The Head teacher, Deputy Head Teacher and subject leaders will monitor the effectiveness of this policy throughout the academic year. The Head teacher and assigned Linked Governors will report to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.