

‘Together we Learn and Grow’

GritRiskOptimismWork

AIMS

Our Teaching for Learning policy is at the centre of all our teaching and learning expectations. It sets out clear guidelines and a common ethos which can be easily monitored and ensures equal opportunity for all our pupils.

We are committed to providing excellent teaching and learning experiences, putting our children at the centre of their own learning with a clear emphasis on growth and self-development. We recognise the importance of making learning stimulating, meaningful and memorable.

For this reason, we teach through a themed, experience based approach to enable children to make connections and link ideas through areas of learning.

Our Teaching for Learning policy coupled with our ‘in house’ curriculum model, aims to ensure that the children at our school are provided with quality learning experiences that helps to prepare young people to be meaningful members of society.

We have developed this policy with the support and input from our pupils, teachers and Governor’s.

Purpose & Ethos

Great children, Great teachers, Great resources are all key to help each child fulfil their potential, alongside the support from parents, support staff, Governor’s and the local community. **Learning together to be the best that we can in as many different ways as possible.**

Teachers

- Strong role models – well prepared, organised, enthusiastic and respectful
- Challenging and stimulating – clear learning objectives and outcomes
- Recognition and praise – verbal, written and public
- Discipline and consistency – fair, effective and equitable
- Personal ongoing learning and development – continuous development by all those in the School because we are all lifelong learners

Pupils

- Respect – one another and respect teaching staff. To always remember they represent the School no matter where they are.
- Timeliness – they are responsible for being punctual and attending regularly
- Effort – pupils should understand that their achievement and enjoyment in school is directly linked to the effort they put in
- Responsibility – take an increased role in their own learning and being happy to participate and engage in the classroom
- GROW- demonstrate a GROW attitude to learning

Parents

- Ensure each child is on time and prepared to start the day (ready, rested and fit to attend school)
- Support each child in terms of targets, help and engagement, behaviour and dealing with any issues
- Helping to ensure each child becomes increasingly independent as they proceed through the school as learners and individuals
- Encouraging a love for reading by listening and sharing stories with your child/children.
- Ensuring any absences are promptly reported and keeping the school updated on contact numbers, addresses etc and any medical conditions
- Consistently support with any home learning or extra-curricular activities – volunteering is always welcome!

Governors & wider community

- Presenting themselves as positive role models
- Supporting school events
- Volunteering
- Making use of the school in a positive way to enhance the value of the school to the community

Lessons

- Assess – regular feedback verbal or written so pupils know where they are, where they are going and how they can grow
- Reflect – critically evaluate learning
- Plan – quality first approach to meet the needs of all pupils
- Teach – thoughtful, clear instructions and success criteria to allow pupil progression and challenge
- Support- given by teachers, ESO's or volunteers to work on interventions, individual targets and to facilitate learning
- Home learning- age appropriate and used to extend and engage children in purposeful and relevant learning and also allow children to pursue personal interests.

Learning environment

- reflect and celebrate the learning
- provide visual learning cues
- show the process of learning (working walls)
- to promote Growth Mindset

Non-negotiables

At HBN our teachers have the freedom to creatively design and deliver the school's curriculum model to ensure it fit the needs of their individual class and pupils and is a balanced broad curriculum which not only focuses on English and Maths but recognises the value of all subjects and experiences.

We are the island's first Jigsaw Flagship school! We follow the Jigsaw scheme to help with student wellbeing and to teach about relationships and age appropriate sex education. This is taught one hour a week and is celebrated with Jigsaw awards. For information on content. [https://](https://www.jigsawpshe.com/information-for-parents-and-carers/)

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Teachers must be aware that there are certain elements of the curriculum that are non-negotiable and that time must be allocated to accommodate these elements. The following list establishes which elements of the curriculum must be included within timetables and planned for.

Timetables should identify

- weekly maths using White Rose (Maths Mastery)
- weekly Literacy
- weekly or blocked science lessons that follow the in house scheme of work
- a minimum of 1.5 - 2 hrs (age appropriate) of PE per week. This time should include swimming as timetabled
- one hour of PSHE. PSHE will follow the Jigsaw scheme
- 30 minutes of RE, can be blocked
- visits/visitors to stimulate learning
- weekly guided reading sessions
- phonics/spelling support sessions - level appropriate

When planning the curriculum the following must be taken into consideration:

- objectives should be identified and drawn from the school's curriculum document
- the HBN skills document provides skills progression (Year 1 – 6) and should be used for planning and follows the class through the school.
- differentiation should be clearly identified
- opportunities for ICT, communication and mathematics should be identified
- skills progression to ensure balance and continuity
- sequence in which the learning will be delivered
- promotes their spiritual, moral, social, cultural, mental and physical development;
- allows for opportunities for independent learning
- cross curricular links
- assessment opportunities
- activities that engage the learner