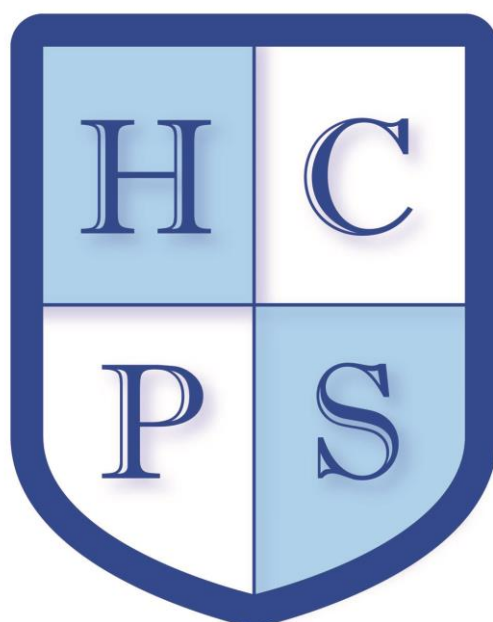


# Hunslet Carr Primary School



## Learning and Teaching Policy

**High expectations**  
**Caring**  
**Positive attitude**  
**Successful**

Policy reviewed: March 2016

Next review: March 2018

*High Expectations, Caring, Positive Attitudes & Successful*

## **STRENGTHS OF OUR SCHOOL**



### **The Children**

- Are well behaved, calm and polite
- Are engaged, positive and resilient
- Are supportive and helpful towards others
- Have an input on important decisions
- Have a sense of belonging

### **The Community**

- School supports the whole family not just the child
- Recognises the importance of attendance
- Spreads our growing reputation as a good school
- Helps celebrate the children's achievements
- Supports the school on improving behaviour

### **The Curriculum**

- Is a fun curriculum that is engaging
- Maintains a strong focus on the basic skills
- Is enriched through extra-curricular activities
- Supports our most vulnerable children
- Provides a rich variety of experiences & opportunities

### **The Staff**

- Develop nurturing relationships with children
- Provide good quality teaching and learning
- Support one another to help the children
- Are consistent in how they treat children
- Identify children's SEN needs early

## THE CURRICULUM WE HOPE TO PROVIDE



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### **Skills**

Fluent and confident in Reading, Writing and Maths  
Communicate with confidence  
ICT skills fit for the future  
Life skills – money, time, cooking  
Safety skills – Swimming, healthy choices  
Problem solving skills – Patience & Resilience

### **Attitudes**

Confident and independent  
The belief they can reach for the stars  
Celebrate a range of cultures  
Take responsibility for the environment  
Be honest and learn from their mistakes  
Children who are caring and helpful

### **Experiences**

To have 1<sup>st</sup> hand experiences of...  
Going away on a residential trip  
Visiting a range of places of worship  
A chance to look after an animal  
Relevant trips to theatres/farms/beaches  
Taking part in public performances  
Work experiences & further education

### **Knowledge**

High school ready English & maths  
To know about local places of interest  
To know where we are in the world  
Life skills – money, time, cooking  
Information about possible careers  
To know major historical facts  
To know their own strengths

### **Purpose of the policy**

For all people connected with the school to understand what **outstanding learning and teaching** looks like, and what criteria these will be measured on.

### **An outstanding learner:**

- has high expectations
- participates fully and is engaged in their learning and shows enjoyment
- is a problem solver, resilient and confident when faced with challenges
- uses '3 before me' when stuck, then asks for help if needed
- listens to and respects what others think and say
- has a mutual respect and tolerance for people with different beliefs
- is kind and cooperates with others effectively
- shares ideas with adults and peers
- can work independently and as part of a team
- checks they have understood the task in hand
- acts on feedback in order to improve
- knows their targets and understands how to achieve them
- is inquisitive and asks questions and can explain their thinking
- understands the need for school rules and allows others to learn.

### **An outstanding teacher:**

- bases all learning on the following essential criteria; independence and resilience, engagement and enjoyment, challenge and feedback
- demonstrates an outstanding use of teaching assistants and resources in order to support the children's learning
- encourages pupils to generate their own questions
- creates a classroom where there is a mutual respect and tolerance for people with different beliefs
- follows the interest of learners through carrying out pre-learning tasks to find out what the children want to learn.
- provides opportunities for the children to be challenged and develop their resilience through striving to succeed.
- ensures children have access to resources to enable them to work independently
- has high expectations which are challenging but achievable
- provides clear explanations to all children
- carries out lessons at an appropriate pace
- uses varied and flexible teaching styles, depending on the task and individual needs of the learner
- shows secure subject knowledge within all areas of the curriculum
- has an exciting, enthusiastic approach to learning, which will help inspire, motivate and engage our children
- demonstrates a clear focus through learning intentions and success criteria
- uses positive behaviour management strategies in order to motivate and encourage pupils to take ownership of their learning. Follows the schools behaviour policy

- creates a relaxed, yet purposeful and safe learning environment which provides fun and active learning
- has high expectations for children's punctuality and attendance and ensures that both children and parents are aware of this. Follows the school's attendance policy
- uses appropriate language to interact with all children
- differentiates tasks appropriately to enable learners to identify what they need to do in order to understand and achieve to their full potential
- ensures that each and every child make progress in their learning, in every lesson, regardless of their ability
- links pupils' prior skills, knowledge and understanding to their learning
- uses a range of question types, e.g. open and closed questions, to challenge and extend children's learning
- assesses the children's understanding and progress throughout lessons, giving them the opportunity to evaluate and reflect upon their learning
- ensures all pupils maintain their concentration and engagement through using mini plenaries to break down the lesson into manageable sections
- gives effective and timely feedback to enable children to reach their full potential.

**Governors will:**

- look for the above criteria of outstanding learning and teaching when conducting 'Learning walks' and use it to comment on good practice and offer feedback on areas for development.
- create a school where there is a mutual respect and tolerance for people with different beliefs.

**Parents will:**

- bring children to school every day and on time
- contact school to report reasons for absences
- attend parents evening and other informative events held within school to support their child's learning
- ensure that their child is equipped for school with appropriate uniform and P.E. kit
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour
- support their child in completing their homework and reading their home reading book
- promote a positive attitude toward school and learning in general
- support school in promoting a mutual respect and tolerance for people with different beliefs
- approach staff (e.g. teachers or parent support workers) if they have an concerns regarding their child.

# The Big 4

