

**Happy Learning Partnership**

**TEACHING AND LEARNING POLICY 2020**

**Successful Learners Confident Individuals Responsible Citizens Effective Contributors**

***Healthy and Active Safe and Nurtured Included and Respected Reaching their Full Potential***

**La Houguette vision:**

"La Houguette Primary School aims to be a school where staff, parents and the community work in partnership to inspire and empower their children to explore, learn and understand the value of hard work and effort in order to challenge themselves to be the best they can be. They focus on exciting, creative teaching and learning and strive to develop happy, motivated children who show consideration, are inclusive, respect and understand others and their environment. Our La Houguette values underpin all that we do. They can help pupils understand right from wrong and they can also help to shape the mindsets and behaviour of future adults."

**Relevant Rights**

As a silver award holder, La Houguette is working hard to embed the [UN Convention on the Rights of the Child](https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/introducing-the-crc/) in its policy, practice and culture by promoting knowledge and understanding of the Convention throughout our school community. Our children are beginning to see themselves as Rights Respecting global citizens and advocates for fairness and children’s rights, both locally and globally. At all times La Houguette considers Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children. This underpins our Teaching and Learning Policy. Further relevant rights can be found in this linked document.

<https://docs.google.com/document/d/1JzWiUXdSmYQQ0tzyUSY30sZKX2kfhBYnJOT9YD_jfYY/edit?usp=sharing>

### Introduction and aims:

The aims of this policy are to ensure consistency of high expectations of teaching and learning across La Houguette.

At La Houguette, the heart of every teacher’s practice and drive is the child. We all have that moral purpose where every decision made is with the children’s interests in mind, where children come first. We are committed to giving all children every opportunity to learn, grow and develop and to achieve the highest possible standards.

Learning is a purpose of the whole school and is a shared commitment. At La Houguette, we recognise that education involves children, parents and carers, staff, the school committee, the community, the Education Department and the Committee for Education Sports and Culture, and, that for optimum benefit, all should work closely together to support the process of learning and development. Working in partnership we aim to:

* Make learning engaging and inspiring, purposeful and challenging.
* Value the skills, attitudes and attributes that children need to become successful and lifelong learners, confident individuals, responsible citizens and effective contributors.
* Empower children to embrace learning through positive partnerships and attitudes, in a safe and secure environment where our differences and heritage are celebrated.
* Develop Digital Competency, Communication and Numeracy in a wide range of meaningful contexts.
* Value and respect all members of our school community where tolerance and inclusion are central to the child’s wellbeing.
* Work together to provide a safe, supportive, inspiring environment that ignites curiosity and enthusiasm for learning.
* Build positive partnerships with children, colleagues, parents and carers, and the wider community which is at the heart of our school and one where their voice is valued.
* Promote and equip the children to make informed choices to live a healthy, active, social and emotionally fulfilling life.

**Roles and Responsibilities**

Learning and teaching is a shared responsibility and all members of the school community have an important part to play.

All members of the school community should work towards the school’s aims and values by:

* esteeming children as individuals and respecting their rights, values and beliefs
* promoting an understanding of diversity and heritage, valuing it, and challenging discrimination
* fostering and promoting good relationships and a sense of belonging to the school community
* providing a well ordered environment in which all are fully aware of the school values and expectations
* working as a team, supporting and encouraging one another
* promoting highest standards of achievement
* recognising, being aware of and supporting the needs of each individual child according to ability and aptitude
* ensuring that learning is progressive and continuous
* assessing and reporting on pupil progress
* being good role models of the school values, being punctual, organised and well prepared
* keeping up to date with educational issues
* providing clear information on school procedures
* having a positive attitude to change and the development of their own expertise
* establish links with the community to prepare pupils for the opportunities, responsibilities and experiences of life
* working collaboratively with all involved in education to develop a shared philosophy and commonality of practice

Parents are encouraged to support their child’s learning by:

* ensuring that their child attends school regularly, punctually and in good health
* ensuring their child has the correct uniform and resources
* providing support for the school values and implementation of policies
* supporting their child’s educational targets and becoming actively involved in the implementation of any support programme
* participating in discussions concerning their child’s progress and attainment
* engaging and responding where necessary with school communication e.g. Dojo and Groupcall messages
* ensuring early contact with school to discuss matters which affect a child’s happiness, wellbeing, progress and behaviour
* support with homework
* ensure all contact data is up to date and correct
* develop their child’s independent skills
* informing school of reasons for any absence

Pupils are encouraged to support the school’s values and aims by:

* following and exhibiting the school values at all times
* attending school regularly, punctually and in good health
* being organised as far as possible with the correct resources and taking letters or messages home promptly
* taking ownership of their own learning and responding to their teacher’s feedback
* looking after their own and other’s well-being

The community is invited to support the school by:

* contributing to activities, such as assemblies, school trips, clubs etc
* presenting themselves as positive role models as duty bearers of rights of a child and of their own and the school’s values
* voluntarily helping in classrooms

**Differentiation and Support:-**

At La Houguette, we ensure every individual child’s needs are provided for whether it is Learning and cognition, SEBD, physical or well-being and mental health. In class, support is provided by class teachers appropriate to their needs via class groups, differentiated activities, interventions, challenges, targeted L.S.A support. If the child’s individual needs are above and beyond those of their peers, discussion with the school’s SENDCo/Inclusion lead takes place and advice from support agencies is sought as appropriate. Parents and children are involved in this process as appropriate. See [SEND](https://drive.google.com/a/lhps.sch.gg/open?id=16m5J0_gwGEL_vA1g0feQzh-drmCQd-rMkqPmhQ5F7rg) and [Inclusion](https://drive.google.com/a/lhps.sch.gg/open?id=1kChdHSXASF8dBvI976DrWP8xsFU3poe_Yko3ikyEdro) policies.

The Headteacher works with the SENDCO to create a climate of inclusion and achievement for all. All teachers are teachers of SEND children

We follow the Bailiwicks SEN code of practice <https://www.gov.gg/sen> and strive to provide appropriate provision, support and challenge for all pupils and our more vulnerable learners.

We have our own La Houguette [‘**Guidance and procedures**](https://docs.google.com/document/d/1mN_PA-Kk4TeEemKMt5-_mEkiGBay-dHzTNl3JRHlJhY/edit?usp=sharing)’ document which sets out clear and transparent step by step procedures which show the procedures and expectations of staff, pupils and agencies at each level of the code of practice within our school.

**What is effective teaching?**

Effective teaching strives to motivate and engage all the children in their learning. It is centred around the belief that every child is capable of achieving and ensures every child is empowered, inspired and supported to be the best they can be. Effective teaching has high expectations of all children both in terms of their learning and their behaviour. It helps and supports children to meet those expectations and in turn enables them to have high expectations of themselves and their own learning. Effective teaching strives to equip children with the skills, knowledge and attitudes for lifelong learning.

Effective teaching recognises that children develop at different rates and that in every classroom there will be a range of abilities. To accommodate the differing needs of the children in a classroom, an effective teacher will use a variety of strategies to differentiate tasks, yet ensure they remain both engaging and challenging for the children, as well as help them to achieve their personal best. They understand that children learn best when they are motivated, challenged and have ownership of their own learning. Effective teaching takes account of what the child can already do and understands and strives to move their learning forward. Through effective teaching children are encouraged to take greater responsibility for their own learning.

Effective teaching helps children learn on their own as well as with and from others. Children learn best if they are provided with opportunities to learn not only from the teacher but also from their peers and from sources outside the school that are now more readily accessible through various forms of technology.

Effective teaching closely monitors each child’s achievements. It sets achievable targets for each child which are shared and reviewed regularly. Effective teaching provides every child with regular feedback on their learning and gives valuable information to the teacher to assess the impact of their teaching.

**What is effective learning?**

Learning is a reflective activity which enables the learner to draw upon previous experience, to understand and evaluate the present, so as to shape future action.

Effective learning happens when:

children take responsibility for their own learning,

children are actively engaged in their learning,

activities are interactive, challenging and motivating,

children see themselves as successful learners.

Effective learning happens when tasks are set at the appropriate level for the individual. For effective learning to happen, prior knowledge and understanding of a topic needs to be considered.

An effective learner will seek and reflect on feedback, using it to manage their own learning. Effective learning is active, not passive and takes place in collaboration with others. It comes from a thirst for understanding and knowledge and equips learners with skills needed for lifelong learning. For learning to be effective the learner needs to be motivated and feel valued and safe in the environment in which the learning is happening.

Effective learning happens when a learner recognises that making mistakes is positive and uses the experience gained to shape future responses.

**Organisation and Learning Environments**

Our Learning Environments aim to be welcoming places, where learners feel supported and challenged. Systems are in place to facilitate this, within policies and classroom practice.

Our **La Houguette values** are displayed and discussed, enabling children to have ownership of these values. They are built into the ethos of the classroom, they are celebrated in assemblies and staff look for ways in which children exemplify such values. They are an intrinsic part of our school environment.

**Decider skills** are displayed in each classroom, enabling children to have a range of strategies when dealing with emotional responses during their time in school. This ensures a consistent approach when dealing with any conflict, also allowing children to have knowledge and choice about strategies which would be most effective. Decider skills are discussed and demonstrated during whole school assemblies. All children learn about the skills, and talk readily about them.

Our commitment to the **Rights Respecting School** initiative - UNICEF - ensures that children develop a working knowledge of their rights. The fortnightly rights are displayed within the learning environment, supporting children and enabling them to be aware of their rights.

The classroom is an intellectually active place, where children are encouraged to question - and their questions and contributions are valued and respected. There is a team ethos, built into each classroom and the children work in mixed ability groups - enabling all children to succeed. Class teachers build in a repertoire of class games, and team-building activities on a weekly basis. The non-competitive aspect of this encourages all children to have a sense of belonging.

The classroom environment reflects our commitment to well-being, offering children constant and creative opportunities for practicing key skills. They are encouraged to try, and all classrooms offer a growth mind-set, positive approach where risk-taking is encouraged.

A well organised and stimulating environment has a direct impact on the quality of teaching and learning and supports raising standards. It enables children to develop independence as learners, building on good, EYFS practice - through KS1 and into KS2.

We have purposeful environments within shared areas of the school and there are areas - where children have opportunities to develop key skills, team-build, problem solve - and be creative. These areas are also utilised for intervention groups where smaller groups may work on key skills - independently, or with support

The school environment is valued, developed - and supported by external agencies, including our PTA, Floral Guernsey, Arts for Impact, The Pollinator Project. We develop our commitment to the environment through an active PTA supporting learning areas, classroom environments and outdoor provision. We make changes in light of evolving planning, and teaching and learning priorities.

**The Curriculum**

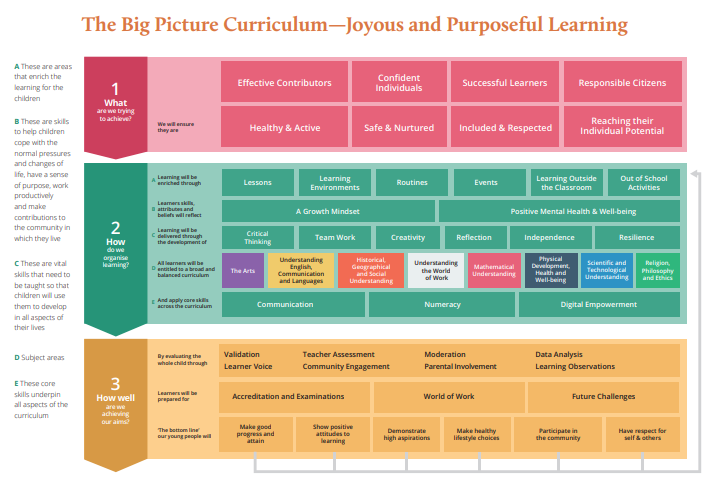
“The curriculum at La Houguette provides joyous, purposeful and experiential learning opportunities which leads to high levels of motivation and engagement. Teachers skillfully tune in and listen to individual learners, resulting in adaptive teaching that provides challenge.

The curriculum enables systematic progress of skills, knowledge and attributes across the 7 years. The core knowledge and skills of literacy, numeracy and digital competency are seamlessly interwoven across the curriculum.

The whole school environment is utilised fully to facilitate the aims of the curriculum. La Houguette’s inclusive ethos and values promotes positive mental health and emotional well-being through a culture of trust and mutual respect where it is safe to take risks.” *SLT 07.01.20*

In Reception, we follow the Early Years Foundation Stage Curriculum for Guernsey (updated in 2017), supported by the ‘Development Matters’ document which follows children from birth to 5 years of age, following on from local pre schools. We strive to ensure that children have the best start at school by promoting independence, forming positive relationships and developing our well-being through the teaching and learning of the prime areas of the EYFS, supported by the specific areas.

At Key Stage 1 (years 1 &2) and Key Stage 2 (Years 3-6) La Houguette Primary School follows the [Guernsey ‘Big Picture Bailiwick Curriculum’](https://sites.google.com/sed.sch.gg/icmbigpicture/home?authuser=0)



The Big Picture Curriculum has been written with a view to preparing all children, of all abilities and needs, with the opportunities and challenges of living in the 21st century. It provides entitlements to ensure children become successful learners, confident individuals, responsible citizens and effective contributors whilst also seeking to place greater emphasis on important elements required to secure well-rounded learners e.g.

• learning outside the classroom

• promoting positive mental health and wellbeing

• development of a growth mindset

• financial literacy

• targeted teaching of the elements of learning

The elements of learning; critical thinking, teamwork, creativity, reflection, independence and resilience will be at the heart of teaching and will be delivered through a broad and balanced curriculum that may be taught discretely or through cross-curricular themes.

***Understanding English, Communication and Languages***

**English**

Reading - <https://docs.google.com/document/d/1w7XOcQprGOqPMi2zHhJ7Ty7tdfPkTqPUc2f2JvaM9Is/edit>

Writing - Children will learn how to write in a range of different styles and for a variety of audiences and purposes. They become increasingly fluent and accurate in expressing their thoughts and emotions in writing, and become skilled in generating ideas and thinking critically and creatively. Creating and responding to all kinds of texts, including those which combine words and images, offers access to the world of knowledge and imagination and generates lasting enthusiasm and enjoyment for writing. Language, communication , and writing - enables our learners to engage with different genres and develop key writing skills as they progress through school.

Speaking and Listening - These skills are essential for all curriculum areas, as the ability to talk underpins learning and thinking. Children are provided with varied and purposeful contexts for talking, for example when giving opinions in Class Council. They are taught strategies for developing speaking and listening skills throughout the school.

**Modern Foreign Languages -** will develop an enthusiastic and positive attitude to language learning in order to enhance pupils’ knowledge and understanding of the world. Pupils will be able to engage and identify with different cultures and societies and to develop their understanding of how languages work. Pupils will be introduced to languages in a way that is enjoyable and fun, both through cross curricular learning, where appropriate, and focused subject teaching in Year 5 and 6. This will enable learners to begin to understand the structures of how languages work. Wider opportunities are available for students through Mandarin and Guernsey French Club, as well as a trip to France in Year 5.

***Mathematical Understanding***

The teaching of Mathematics should present all children with the opportunity to solve a range of problems from real life contexts whilst developing their understanding of numbers, algebra, shapes, measures and data in the wider world. Mathematics teaching should make use of both indoor and outdoor learning environments. The use of the correct mathematical vocabulary should be modelled by teachers and children must be encouraged to use the correct mathematical terminology when talking about their learning (e.g. explaining and justifying their reasons when problem solving; naming shapes and their properties).

**Number** - The teaching of number skills is intended to equip our children with the skills and thinking strategies that they will require in everyday life. Through the use of concrete, pictorial and abstract (CPA) representations, children will become secure in their understanding of numbers and the number system. The children will further enhance their knowledge of number facts through the Maths Passport programme, which will support the recall of number facts at a level appropriate to each individual child’s needs. In addition to the Maths Passports, all children have access to Numbots and/or Times Tables Rockstars to further support their knowledge and skills. The progression of calculating strategies can be found in the [Calculations Policy](https://drive.google.com/drive/folders/1Cm42slvvK5oUJNXcabohbRkwZmAXNQyN) and this should be adhered to in order to ensure children are secure in each stage of development.

***Scientific and Technological Understanding***

**Computing and IT -** Will provide children with opportunities to use a variety of digital tools, safely and learn their responsibilities towards others, especially when online. Children will apply basic digital skills in a variety of situations as well as learn how to create a variety of content including sound, music, images both still and moving and use them to convey ideas and information appropriate to their audience. Computing and IT is an integral part of the wider curriculum and where possible cross-curricular opportunities will be provided. In addition, they will learn how to use control technology.

**Science -** will encourage children to explore the world we live in and develop skills of curiosity and creativity and foster a sense of awe and wonder. It will help children to find new ways of looking at the world and to engage with changing explanations about how the world works. They will learn to value ideas and use discussing, thinking and imagining to develop their understanding of new concepts. They will tackle problems, form questions, test out ideas and designs and decide how to seek solutions. Their learning will cover the entitlements from the Bailiwick Curriculum. They will gather evidence, make predictions, test them out and evaluate the outcomes. Good use will be made of the local environment and resources as children learn the role of Science in a rapidly changing society, including its role in dealing with climate change and the career possibilities available.

**Design & Technology -** Will provide children with opportunities to solve real-world problems in practical contexts. The techniques, materials and tools they use will be progressive, based on their prior learning and children will be encouraged to find their own creative solutions to solving problems. They will evaluate their solutions throughout the design, making, testing and use phases in order to reflect and seek improvements. Where possible, cross-curricular opportunities will be provided, particularly with their science and computer science learning.

***History, Geographical and Social Understanding***

**History -** Will allow the children to learn about who we are, where we have come from and where we might be going next. It will enable them to begin to understand how events that happened in the Bailiwick, United Kingdom and around the world can affect our lives today and how our actions shape the future, helping them to develop as informed, active and responsible citizens. They will develop this understanding through developing a sense of chronology, exploring change and continuity over time, and understanding why and where things happened. Children will be able to engage with historical events by looking at artefacts and meeting different representatives from the community. They will undertake investigations and enquiries, using various methods, media and sources including visits to historic buildings, museums, galleries and sites.

**Geography -** Will equip children with the knowledge and skills to understand the world in which they live. They will develop their understanding through first-hand experiences on field trips as well as through investigation and research in the classroom. Children will explore diverse places, communities; learn about cultural diversity, interdependence and the importance of sustainability and climate change. Children will also learn about the important events from the past, as well as current events that could shape the Earth’s future.

**Citizenship -** will develop the knowledge, skills and understanding that learners will need to play a full part in society as active and responsible citizens. Citizenship education will aim to foster learner’s awareness and understanding of democracy, government and how laws are made and upheld. Teaching seeks to equip learners with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It is aimed to prepare learners to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

***The Arts***

**Drama -** will be taught in a variety of subject areas, for example, in RE, to help explore a concept or story. In some year groups, it is the main focus of the learning, but ties in with areas of literacy or other expressive subjects. Children will learn disciplines such as mime, spoken word and freeze frame as well as role play. Children explore these in different size groupings, rehearsing their ideas and refining their work to share with other pupils. They work from a range of stimuli including stories, own picture boards and exciting pieces of artwork that has been loaned to the school. The children also enjoy performances from professional theatre companies and love to visit the Performing Arts Centre for annual Christmas shows.

**Dance -** <https://docs.google.com/document/d/1ABz8EaRsCL1bQ1Ygm9grF3WaG2F8nRnsNAhBcSa6YpY/edit>

**Art -** <https://docs.google.com/document/d/1hcaFJvlPNzN5ez86pbg4ghQywGhcA-jjIU4ZCLdnBM4/edit>

**Music -** will encompass a wide range of styles from different times and places. There is a strong emphasis on linking our music learning with topics covered in other subject areas. This can often be taught together with drama, dance, art or even French. Music created by different types of composers and starting points is explored on video, recordings and some live music. The children then investigate how the music is put together; next, they will typically spend a few weeks creating their own responses in the same style, using a range of musical skills. The children use conventional, unconventional instruments and sound makers, plus their voices in different tasks. Where possible, we love to explore the outdoors for our inspiration and music making. Visiting musicians also contribute to the children’s music education, namely in the wider opportunities programme and concerts provided by the Schools’ Music Service.

***Understanding the World of Work***

Children will receive quality advice and guidance to prepare them for a changing workplace where they may need to adapt to new challenges in education, employment and training. They will also be able to make informed judgements to make effective decisions regarding the use and management of money.

**Careers -** Opportunities will be offered to allow children to acquire the knowledge and competencies necessary for success in school, in the workplace and in their daily lives. They will discover that this is a lifelong journey of planning and learning resulting in successful career path choices and job opportunities that ensure life satisfaction and good mental health and well being. Teachers will guide the children into learning how to work and communicate with others effectively, valuing diversity of people and cultures, ideas and opportunities. There will be an understanding of the breadth of jobs available and the impact volunteering can have on local communities and in the wider world. Opportunities for community connections, real-life contexts, and experiences outside the school environment will be used to equip the children with the knowledge and personal and social competencies to manage their careers and life transitions.

**Financial Literacy**

Opportunities to learn about money and handle money are provided to all children in school with the aim of providing them with the skills required to *‘make informed judgements and effective decisions regarding the use and management of money’* (Department for Education and Skills).

Children in all year groups are given opportunities to handle money, work with a budget and understand how money can be made and money can be lost. Opportunities for Financial Literacy teaching can include, but are not limited to Enterprise (Y6 Dragons’ Den; Y1 Hedge Veg); planning an event with a set budget; use of money in continuous provision (EYFS/Y1); researching and planning a holiday. In addition to managing money, children are also made aware of the different forms money can be present and that there are many different currencies around the world which enable people to trade.

***Religion, Philosophy and Ethics -*** Will develop a wide range of skills including enquiry, interpretation and reflection. Lessons provide a safe space to explore their own religious, spiritual and philosophical ways of thinking, believing and living. Teachers establish clear links between elements of religious belief and practice and aspects of the children’s own lives. We are aiming to help children develop respect and sensitivity for all people and to understand more of the importance of religion in the world today. Teaching challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religious, philosophical and ethical views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity.

***Physical Development, Health and Wellbeing***

**Physical Development** - will inspire and engage children’s interest in sporting activities through providing a wide range of opportunities within school, after school and within the wider community. We aim to foster children’s interest in physical wellbeing and healthy lifestyles in order to establish long lasting lifestyle messages. We promote our school values through sports and positively encourage children to share, respect, support, trust and work together, as well to develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, coordination and fluency. Children will develop an increasing ability to select, link and apply skills, tactics and compositional ideas and develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising. Children will develop the ability to work as a team player, taking the lead and learning to work collaboratively with others and should promote an understanding of safe practice, and develop a sense of responsibility towards their own and others’ safety and well-being.

**PSHE -** will help children to develop the skills and knowledge they need to build and maintain physical and mental health, allowing them to live healthy, safe, productive, capable, responsible and balanced lives. This knowledge and set of skills will allow them to contribute fully to the school community and prepare them for future stages of their lives. They will develop the knowledge and skills they need to make choices to manage many of the opportunities, challenges and responsibilities they will face growing up. It will help children develop themselves as learners so that they can maximise opportunities and face challenges throughout their education. They will have opportunities to learn from a wide range of specialists and organisations who will visit the school.

**Written by: SLT and Subject Leads 02.09.20**

**Reviewed by:-**

**Staff: 04.09.20**

**Next review: 02.09.22**