



Mill Hill Primary School **Teaching and Learning Policy**

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Person responsible for the policy in consultation with the staff and governors: Headteacher

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Our School mission

‘Exceptional learners who are nurtured and prepared for tomorrow.’

Our Vision

All pupils leaving Mill Hill Primary School will be respectful, aspirational learners, with a passion for lifelong learning. Through dedication and high expectations, all children will be supported and motivated to become valuable members of the community.

We will achieve this by developing these ***values***:



We show care and consideration to everyone.



We value everyone and everything.



We set our goal and work hard to achieve this.



We are proud of ourselves and celebrate this.

At Mill Hill Primary School, we see education as a journey of discovery and believe in the importance of establishing the ethos of **'Learning for a Lifetime'**.

Our Core Drivers

Our Core Drivers are intended to promote high standards, consistency and the achievement of the school mission. They drive our topic-led curriculum, which has been developed to meet the needs of the children who attend Mill Hill Primary School. These will be achieved by effective teaching and learning.

<u>Core Skills</u> ✓ To speak clearly and share ideas confidently. ✓ To read and communicate ideas in writing effectively. ✓ To calculate efficiently and apply skills to solve problems. ✓ To use technology efficiently and purposefully. ✓ To actively engage in real life experiences.	<u>Collaborative workers</u> ✓ To listen and communicate effectively and take account of others' points of view. ✓ To manage their emotions, and build and maintain relationships. ✓ To show commitment to learning and their personal goals. ✓ To show consideration to others. ✓ To show confidence in themselves and be proud of their achievements.
<u>Curious minds</u> ✓ To ask questions to extend their thinking. ✓ To make informed and well-reasoned decisions. ✓ To seek out and be motivated by challenge. ✓ To reflect on their strengths and identify their own areas for development.	<u>Creative thinkers</u> ✓ To generate ideas and explore possibilities. ✓ To make links between ideas and experiences in inventive ways. ✓ To think flexibly to overcome barriers and find solutions. ✓ To show resilience when tackling a problem.

Effective Learning

The children at Mill Hill learn in many different ways and we recognise the need to offer opportunities and strategies for ALL children to succeed.

We believe children learn best when:

- A positive atmosphere is created where they feel safe and valued
- Learning is valued and has a high profile in the school
- They are confident and view themselves as a learner
- They are stimulated and challenged and their efforts and achievements are celebrated
- They develop a growth mindset, where they realise that by making and learning from mistakes they can achieve success in learning (which is supported by the Mill Hill learning toolkit)
- The three key aims of the National Curriculum are instilled: fluency, independence and resilience
- The curriculum is stimulating and exciting with a progression of knowledge, enriched with trips, visitors and themed events
- Teaching meets their needs

- They understand the purpose of their learning and what they need to do to achieve it
- They can build on what they know because teaching is sequential but also recursive.
- A range of visual aids and stimuli are used to support differing learning styles e.g. ICT, drama, role play, practical activities, hand-held resources
- Staff are committed to developing, supporting and extending their learning
- Staff and parents work together and have high expectations of pupils - these are clearly set out in the Home/School agreement.

At Mill Hill, our learning toolkit develops the children's understanding of how they learn. Understanding how we learn not only supports children's progress but gives a focus for 'learning about learning' which has a significant impact on achievement at school. We refer to the 'Mill Hill learning toolkit' within our teaching and it provides our learners with the opportunities to:

- Be a team player, as well as a resourceful independent learner (*Ellie the elephant*)
- Be a resilient learner, who is able to face and overcome challenge (*Sammy the squirrel*)
- Be curious and question their understanding of the world around them (*Kevin the curious kitten*)
- Be creative and think outside the box (*Marvin the monkey*)
- Reflect and strive to continue to improve (*Bertie the beaver*)
- Be able to make links between their new and existing knowledge (*Sid the spider*)
- Have a growth mindset and understand they will continue to develop as a learner (*Beth the butterfly*)
- Take pride in their quality outcomes and achievements (*Queenie the quality queen bee*)

See appendix A for The Mill Hill Learning Toolkit and the relevance of the animals in brackets above.

Effective Teaching

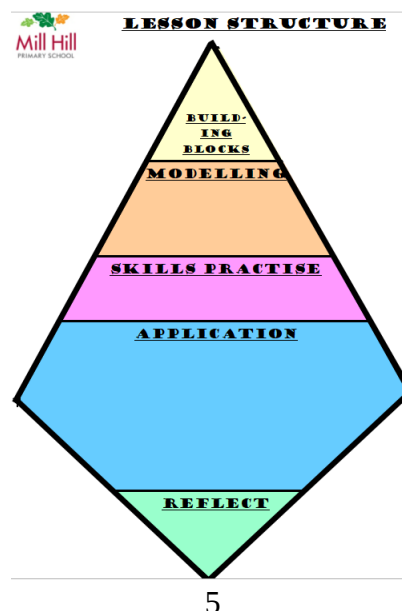
We believe that all pupils should be included in a full range of educational opportunities to enable them to produce work of the highest standard. Our teaching is inclusive and is based on our knowledge of each child.

We teach effectively by ensuring we:

- Support children to be ready to learn
- Establish a purposeful learning environment that allows all learners to progress.
- Have excellent subject knowledge and understanding of all curriculum areas we teach

- Have technical competence in teaching phonics and other basic skills
- Prepare and plan thoroughly and effectively, setting clear objectives that pupils understand alongside success criteria which challenges every pupil to do their best
- Challenge and inspire pupils with lessons where children's understanding is developed through active, practical and first hand experiences
- Use methods which enable individuals to learn effectively and creatively, involving individual and collaborative talk, exploration, modelling, questioning, prediction and investigation
- Deliver lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations
- Make links to prior and wider learning opportunities to support children's understanding
- Ensure work is appropriately differentiated to cater for the needs of all pupils
- Use time, support staff and other resources (e.g. computing) effectively to make sure each child makes expected or better progress
- Manage pupils well and fairly and insist on high standards of learning behaviour (See the Behaviour for Learning policy for further information)
- Provide pupils with opportunities to review and reflect on their learning
- Assess pupils' work thoroughly and use assessment to help and encourage them to overcome difficulties
- Use home learning effectively to reinforce or extend what is learned in school
- Work alongside subject specialists (leaders or HIAS) when necessary, to ensure we have the most up to date knowledge of the subject and deploy the best strategies to teach it
- Are committed to professional development through individual and whole school training.

At Mill Hill, our teachers have high expectations of what children can achieve and apply the Mill Hill lesson structure to support them in their achievement of this. The lesson structure is not a fixed structure but can be adapted based on a class's, group's or individual's rate of development.



Assessment

All pupils will be informally and formally assessed to monitor and evaluate progress. Assessment is a tool to inform curriculum planning and next steps for learners (See Assessment Policy for further information).

Monitoring and evaluation

There will be planned monitoring of teaching and learning through lesson observations, book scrutiny, planning scrutiny, other work sampling and pupil and staff conferencing. These are undertaken by a variety of staff members depending on the focus e.g. subject leaders, Senior Leadership Team and external advisors.

Regular monitoring of teaching is based on this policy and objectives in the School Improvement Plan, both of which are shared with all staff, as well as within individual performance management targets. Procedures are in place for feedback to individual teachers, ensuring confidentiality, and the inclusion of at least one target area for improvement. Regular reports by the Headteacher to Governors are given termly relating to the quality of teaching and learning across the school.

Learning Support Assistants

In some classes, Learning Support Assistants (LSAs) support teaching and learning by enhancing the learning opportunities of all children under the direct management of the class teacher. This support is determined in response to the needs of pupils. LSAs support children, not always those who have additional needs, and this may involve working across year groups and key stages.

To be most effective, it is important that LSAs:

- Are clear about their role and work alongside the class teacher
- Support children and help them access learning
- Have secure subject knowledge
- Do not encourage over reliance
- Have a clear role during the whole class input
- Have a clear aim to achieve in group work
- Use effective questioning
- Provide written or verbal feedback for the children they support

The LSAs are line managed by the Inclusion Manager, who is responsible for assessing and implementing whole school interventions, as well as supporting LSA professional development.

 The Learning Toolkit Skills builder- building essential skills in schools  							
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Quality  (Presenting)	I can speak clearly to someone I know.	I can speak clearly to a small group of people I know.	I can speak clearly and explain my ideas to a group of people.	I make points in an order that makes sense when I am speaking.	I choose an order for my points so that the audience can best understand me.	I can use formal language, tone and expression when I am presenting.	I can change my language depending on the purpose and audience.
Reflection  (Aiming high)	I can say when I find something difficult.	I can tell someone what 'trying my best' means.	I can explain why it is important to try my best if I'm going to get better.	I can try my best and feel proud when I do.	I look for chances to do something that I might find difficult and ask an adult to set me extra challenges.	I can choose goals with some help from my teacher or another adult.	I can set my own goal that gives me a chance to try something I might find difficult.
Learning relationships  (Listening)	I can listen to others for a short time.	I can listen to adults, follow instructions and tell you what I heard.	I can listen to others and ask questions about what I heard.	I can follow a conversation and tell somebody else what is was about.	I can explain that there are different purposes to speech and how to identify them.	I can listen to extended talk and identify the key information I need.	I can take part and respond in a group discussion.
Learning relationships  (Leadership)	I can sometimes describe how I feel.	I can describe how I am feeling to my team.	I can describe how my team mates are feeling.	I can make sure that everyone has a job and can help team mates when they need me.	I take responsibility for my team mates completing their jobs on time.	I can help my team come to a decision that most people are happy with and finish the task.	I can make decisions to resolve disagreements between team mates.
Curiosity  (Problem solving)	I can follow instructions to solve a problem.	I can ask for help when I need it.	I can explain a simple problem that I might have and get someone to help me with it.	I can find extra information with help from others to help me solve a simple problem.	I can come up with different ways to solve a simple problem.	I can use pros and cons to pick the best way of solving a simple problem.	I can explain the difference between simple and complex problems.
Creativity  (Creativity)	I can use my imagination in role-play.	I can talk about when I use my imagination.	I can share what I imagine through writing, drawing or acting it out.	I can use my imagination to come up with ideas when I've been given success criteria to help me.	I can use my imagination to come up with ideas linked to a starting point.	I can combine ideas or concepts to create new ones.	I can explain what creativity is and how it is used in different settings.
Resilience  (Staying positive)	I can say why people might be happy or sad.	I can say why things go wrong and why people can get upset or angry.	I can explain why giving up when something goes wrong does not help.	I try to stay calm when something goes wrong.	I keep trying when something goes wrong, and think about what happened.	I keep trying when something goes wrong and help cheer other people up.	I keep trying and encourage others to keep trying, even when things are difficult.
Making links  (Teamwork)	I am happy to take turns with other children.	I can work with other children to do something together.	I can explain why teams are sometimes better than working by myself.	I help with different jobs in my team and take responsibility for finding my job.	I get on well with my team and find ways to resolve a disagreement.	When I finish my task, I can help others complete their tasks on time too.	I help my team make decisions and I make my own suggestions.