

**September 2022**

## **Teaching and Learning Policy**

### **Aim**

To set the guidelines of agreed principles and approaches that underpin the teaching and learning in our school.

### **Contents**

- School Mission Statement and Vision
- Our Approach to The Curriculum - Intent
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*NB: this policy should be read in conjunction with the Remote Learning Policy and the Acceptable Use Policy.*

## **School Mission Statement**

Hargrave Park School is at the heart of our community in Archway.  
We provide a secure and stimulating learning environment for our children, to enable them to succeed.  
Our expectations are high.  
We offer an enriched curriculum, which engages and excites children to drive their own learning with increasing independence.

## **Our Vision**

We want our children:  
to be inspired by the world;  
to be confident and independent learners;  
to be flexible in their thinking;  
to be resilient and hard-working in their approach;  
to be ambitious for their future;  
to be healthy, with a strong sense of community and self-respect;  
to embrace their social responsibility;  
to understand their impact on and potential within the world around them.

At Hargrave Park teaching and learning are part of a lifelong process. We believe that our school is a learning environment for everyone who works here. Teaching and learning is a process of co-operative team work including pupils, teachers, support staff, parents, governors and others in our wider community. It is this process of co-operation that drives progress and attainment across the school.

## Our Approach to The Curriculum

Our Curriculum intent:

The intent of our curriculum is to provide a broad range of rich, engaging, high quality learning opportunities and experiences to develop children's confidence, resilience, skills and knowledge across the curriculum. Children will develop their cultural capital through a range of enrichment.

Our curriculum is designed to support our children in producing a range of high quality outcomes across the curriculum which they can celebrate and be proud of.

The key drivers of 'PSE', 'Equalities', 'Celebrating London' and 'Eco-action' will equip our children to navigate life successfully through: developing personal resilience, social skills, emotional literacy and a strong sense of self; valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people; building a strong sense of community and their identity as Londoners as well as being inspired to be ambitious by all that London has to offer and understanding how to be a responsible citizen of the local area and the wider world, including how to take action to protect our environment.

The school follows the National Curriculum for key stages 1 & 2 which details expectations in years 1-6.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425601/PRIMARY\\_national\\_curriculum.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf)

The school follows the EYFS statutory framework for children in Nursery and Reception.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

This is underpinned by 'Development Matters' - a non-statutory document which we use to ensure children develop the characteristics of effective learning.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007446/6.7534\\_DfE\\_Development\\_Matters\\_Report\\_and\\_illustrations\\_web\\_2\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf)

Implementation:

We have developed a bespoke 'Theme Map' to deliver the key skills, knowledge and understanding of the National Curriculum while meeting the needs of the children in our school through a cross-curricular approach.

Themes link, building on prior learning as children progress through the school. Opportunities to develop Key Drivers are made explicit.

Each theme has a humanities focus and a creative focus. The cycle ensures opportunities for depth and coverage in all subjects.

Learning through the creative arts gives children a range of memorable experiences and different ways to be successful and embed their learning. The children will have opportunity to experience the world through visual, musical and dramatic stimuli and learn how to represent the world in different ways. Outcomes in the arts include Art, Dance, Music and Performance Poetry and provide children with broader opportunities for success.

Computing capability is an essential skill for life. It enables learners to participate readily in today's digital world. Computing is taught discretely, with opportunity to utilise a wide variety of technology throughout the year and across the curriculum. Opportunities are also carefully planned for children to use a range of technology to enhance and embed learning across the curriculum, with regular computing outcomes planned for.

Deep understanding of the Humanities provides children with a broad understanding of what it is to be a human. Children have opportunity to link the past with the present, and their life in London with lives around the world. Children develop the skills to interpret and articulate ideas about the past and the world we live in today. Studying the humanities in a meaningful way equips children to see their potential within their community and wider society.

Our school embraces the 16 'Habits of Mind' as a way of clarifying educational aspirations and learning behaviours for our pupils. They provide a framework and common language for students, teachers, school leadership, parents and the wider school community to share when discussing and planning for the development of our thinking. (*Appendix 2*) [www.habitsofmind.co.uk](http://www.habitsofmind.co.uk)

The Hargrave Park 'Language of Learning' was constructed by staff and is broadly based on Bloom's taxonomy. These words are evident in planning, children's work and displays. They help us as a community to value and articulate all elements of an individual's learning journey. (*Appendix 3*)

Personal, social and emotional development is a vital prerequisite for being an effective learner. Opportunities to develop personal, social and emotional skills are embedded in our practice. All teachers are trained in Philosophy for Children (P4C) and sessions are a regular feature of classroom practice. Wellbeing and involvement is tracked through the use of Leuven Scales.

Confidence in the use of language and a range of communication skills gives children the capacity to participate fully in our society. Opportunities to communicate in a range of contexts and to a range of audiences are woven into each child's learning experience at Hargrave Park.

Mathematics is an integral part of the world in which we live. It provides a means of communication which is powerful, concise and unambiguous. Mathematics is as much about processes as answers. Learning to think mathematically, working logically to solve problems, is an essential tool in navigating the world.

A quality Science curriculum develops scientific attitudes, skills and knowledge. Through these, children can explore, question and understand the world. We

aim to build upon experiences and develop the skills, attitudes and concepts that enable scientific exploration and discovery.

## **Home Learning**

All home learning is shared via online learning platforms.

Tapestry (EYFS and KS1) and Seesaw (KS2) provide platforms for communication between home and school. Tasks are set, completed work is shared through the posting of photos and videos, and teachers respond to the work. They are online communication tools but offline activities are also promoted and can be celebrated there.

Doodle is an online tool which provides engaging activities for children to practise basic maths and spelling skills independently. The programme has an in-built tracking feature which teachers use to monitor children's activity and progress regularly.

## Planning

**Early Years Foundation Stage planning is based on each child's ongoing formative assessment.**

Long term and medium term plans are established using our Hargrave Park two year theme map to ensure coverage of the curriculum. These are adapted and refined according to the needs of individuals and the class.

### **Weekly plans include:**

- Differentiated phonics plans which map out activities to review, teach and apply phonic knowledge, following the 'Little Wandle' approach.
- Differentiated maths plans which map out activities to review, teach and apply mathematical knowledge.
- Indoor and outdoor plans which detail the set-up of the environment to provide independent learning opportunities across the different areas of learning.
- Weekly plans which detail the interests and next steps of that week's focus children alongside opportunities for assessment across different areas of learning.

### **In Years 1-6, planning is structured in 5 phases:**

- The National Curriculum.
- Two year theme map with non-core subjects mapped out (*Appendix 1*)
- Curriculum map by theme with key skills (Medium term plan) supported by Key Skills Progressions across non-core subjects
- Weekly plans and unit plans
- Daily planning

Middle and Senior Leaders monitor planning regularly.

### **Two Year Theme map Yearly Overview**

- From EYFS to Year 6, the curriculum is planned across a two year cycle of themes.
- The two year cycle ensures coverage of the full range of subjects and learning through our key drivers: PSE, Equalities, Celebrating London and Eco-Action.
- The two year cycle captures careful linking of themes with regular opportunity to build on past learning, supported by Key Skills Progressions across non-core subjects.

### **Curriculum Map by Theme**

- The Curriculum Map by Theme is a medium term plan outlining the scope of teaching within each theme over each half term. Within phases and year groups, teachers work to embed key skills with clear outcomes across the curriculum, reflecting learning in the Humanities, Art/DT, Dance, Drama, Music, PSHE, Science, Computing and PE.

- Phonics teaching through Little Wandle is mapped out from nursery to Year 2, SPaG teaching is mapped out across Key Stages 1 and 2.
- The teaching of skills in reading is linked to the half-termly theme wherever possible in order to embed the learning in a context which is meaningful to the children.
- Opportunities for educational enrichment to deepen learning are identified within medium term plans. These include educational visits, visits from leading professionals and projects run by organisations such as Arts First and the House of Illustration.
- Assistant Heads have the responsibility to guide and monitor planning against the skills progressions to ensure that skills and experiences are developed in a meaningful way.
- Literacy Units are planned for by genre related to the half-termly theme.
- Mastery in Maths is planned for related to the half-termly theme – applying maths skills across the curriculum

## **Weekly and Unit Plans**

- For EYFS and Key Stage 1, 'Reading Practice' sessions are planned for in a weekly cycle of differentiated guided reading sessions with the teacher and teaching assistants/EYEs, in line with the 'Little Wandle' guidance.
- In Key Stage 2, a quality text is identified for each half term which is linked to the Curriculum theme. The children then read this together, during daily Whole Class Reading lessons. Activities within these lessons are planned on a weekly cycle to develop a range of comprehension skills.
- Weekly phonics and SPaG (spelling, punctuation and grammar) planning reflects a range of differentiated activities - teaching, rehearsing and applying knowledge and skills. Phonics planning is guided by the 'Little Wandle' approach. SPaG planning and teaching is often incorporated into writing lessons.
- There are clear expectations in place regarding the planning of writing and maths units. The calculation policy is used for the planning of maths using the maths overview and a selection of carefully curated core resources for each year group to structure the sequence of learning, including DFE guidance.
- Opportunities are established for working walls within the unit plans as well as targets for particular groups.

## **Daily Planning**

- Quality Provision is captured in the Teachers Daily Planner.
- Learning in lessons is planned and guided using carefully constructed interactive whiteboard slides.
- Learning objectives and success criteria are identified and reflect the Language of Learning. They demonstrate clear differentiation for groups and individuals within the class.
- Deployment of additional adults is made explicit.
- Daily planning identifies independent activities and guided sessions.
- Teachers' planners demonstrate Assessment for Learning (AFL) and evaluation through annotation and notes.

## **Assessment**

Assessment for Learning (AFL) happens in all lessons and is the tool by which teachers and support staff identify next steps for individuals, groups and the class as a whole – see below.

The progress of children is tracked regularly through the assessment cycle which monitors individual and group attainment and progress.

Fischer Family Trust is used for tracking progress between statutory assessment points and for setting ambitious targets in Years 1-6.

In the EYFS and KS1, Tapestry is used to collate assessment evidence, track attainment and support target setting across all areas of learning.



In the EYFS and KS1, children are assessed and tracked against the Leuven Scales which measure children's wellbeing and involvement.

### **Assessment For Learning (AFL)**

- Teachers continually assess understanding within lessons through a range of strategies including: observation, questioning, learning conversations and self and peer assessment.
- Next steps feedback, both oral and recorded, is given to learners during lessons and through effective feedback in books. Along with self and peer assessment, this is an expectation and is embedded throughout the school.
- FFT Aspire is an online tool which is used to record children's attainment against Age Related Expectations.
- Unit targets in literacy provide clear next steps for children's learning. Self and peer assessment against these targets support pupil involvement in and ownership of their own learning and progress within each unit of work.

### **Assessment to track progress**

- A clear assessment cycle is established in the school to support the robust tracking of progress of both individuals and groups of children. A range of written assessments and Assessment for Learning activities are used to measure children's attainment and progress at three points across the year. This includes phonics tracking and Leuven Scales assessments in EYFS and KS1.
- Challenging targets are set at the beginning of the academic year using projections from FFT and agreed in partnership between the class teachers and the Assistant Heads and Deputy Head teacher.
- Targets are set against age related expectations (ARE) and end of year descriptors in line with National Curriculum Statutory Requirements. Children who need accelerated progress to meet targets are identified.
- The data from these assessments form the basis of Pupil Progress Reviews. These happen three times across the year following assessment points.
- At the start of the Autumn term, parents are invited to a 'Meet the Teacher' meeting to support transition. In the Autumn and Spring terms, opportunity for parent consultations follow assessment points.
- A robust moderation and analysis of the attainment and progress of individuals, specific cohorts and significant groups is made in June by Middle and Senior Leaders. These reports inform Pupil Progress Reviews and the Learning Improvement Plan for the following academic year.

### **Assessment in the EYFS**

Assessment in the EYFS takes the form of observation, and this involves all adults working with the child. These observations, which are made using Tapestry Online Learning Journals, are linked to Development Matters which in turn informs the end of phase judgments made in each child's EYFS Profile, and

reflect all areas of learning. In addition, children's levels of wellbeing and involvement are assessed and tracked using Leuven Scales.

We ensure that:

- Teaching and learning activities engage and motivate children to learn, and foster their curiosity and enthusiasm for learning.
- There are focused activities to support, develop and extend children's learning at their own pace.
- Children are given opportunities to develop their own ideas, thoughts and opinions about their play activities.
- Activities are extended/modified according to what the children like/find tricky.
- There are strong links between home and school, and the importance of parental partnership in their children's learning is recognised, valued and developed.
- Children's wellbeing and involvement are prioritised, with a range of activities and interventions designed especially to promote this.

## Record keeping and reporting

Class teachers are responsible for keeping up to date teaching and learning records which include:

- Class lists & pupil information
- Information with regard to EAL, Ethnicity, FSM, Pupil Premium, medical and dietary needs
- Attainment data including Targets, Pupil Progress data and reviews, IPs and relevant and appropriate inclusion information
- Grouping information
- Policies and Procedures

Class Teachers are responsible for regular Assessment for Learning (AFL) practices and providing feedback on children's learning in line with the schools expectations.

Class teachers and Support Staff maintain up to date Daily Planners to support AFL, robust planning and the tracking of day to day expectations.

- Information about children's attainment, together with their individual targets, is sent home to parents and carers as a Record of Assessment (ROA) in Spring Term and as an End of Year Report at the end of the Summer Term.
- Attainment is reported to parents within their age band against expected levels as follows:

<b>EYFS</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
	Below expected	Below expected
Emerging	Emerging	Towards expected
Working Within	At expected	At expected
Securely Within	Above expected	Above expected

## Communication

### Within school

- Teachers work collaboratively to plan in teams as follows – Nursery and Reception, Year 1 and 2, Year 3 and 4, Year 5 and 6
- Teachers regularly share and discuss record keeping information, books and planning at phase meetings.
- Pupils' Targets, progress and attainment are monitored and discussed with Middle and Senior Leaders in regular pupil progress meetings.
- All class teachers carry out a 'Transition Meeting' at the end of the Summer term, or when required, to communicate record keeping and planning information with new class teachers, the Pastoral Care Team and school leaders.

### With parents and carers

- School staff are in the playground at the beginning and end of the day to encourage informal communications.
- A whole school newsletter goes to families every two weeks summarising key events and communicating important messages.
- Tapestry (EYFS and KS1) and Seesaw (KS2) are the online learning platforms which also provide direct lines of communication between teachers and families.
- The school website and app are used to celebrate some of the highlights of recent teaching and learning.
- Transitional 'Meet the Teacher' opportunities are held in September.
- Following assessment weeks in February, a Record of Assessment (ROA) goes home to parents and carers detailing attainment, learning behaviour and individual targets in PSE, Reading, Writing and Mathematics.
- End of year reports go home in July.

### With Pupils

- Identified next steps, self and peer assessment are embedded elements of all lessons. Pupils are expected to engage with, reflect on and respond to opportunities to improve their own learning.
- Regular class meetings are held to ensure pupils have the opportunity to exercise their pupil voice.
- A school council, made up of elected representatives from Years 1 to 6, is established at the start of each year and meet weekly to provide a vehicle for pupil voice.
- Pupils are actively encouraged at all times to share thoughts and opinions in the day to day running of the school and wider school development

## **The Learning Environment**

The whole school forms the Learning Environment. This includes classrooms, our creative arts space, Lab18@HP, the HUB, the garden, outdoor learning spaces and the library.

The pupils and staff are provided with a stimulating environment in which to learn.

An enabling environment is a learning resource, a rich, varied and safe space in which children can play, explore and learn. It is child-centred and accessible, fostering independence, with a direct impact on the quality of teaching and learning, making a significant contribution to development and progress.

Displays are an integral part of the learning environment and they are expected to celebrate children's learning, reflect the cultural diversity of the school community and support learning.

Working walls are an essential classroom resource, mapping the learning throughout units of work and providing a reference point for children to support them when working independently to apply previous learning.

## **Educational Enrichment**

It is an expectation that Teachers, as part of their classroom programme, explore and maximise learning opportunities outside of the classroom environment. This will include: visits to the local area; visits to a range of attractions across London; visits from experts; projects run by Arts organisations.

Meaningful and memorable experiences will help to ensure that learning across the curriculum is deep and embedded.

We believe it is important to ensure pupils have a good understanding of the range of opportunities available to them in their local community and beyond. These enrichment experiences will promote a good understanding of the wider world and will in turn support children in having a rich cultural understanding and to develop their cultural capital

To support children in 'Celebrating London', and being an active citizen of London, we want to show them what it can offer and know how to manage themselves safely when exploring their local area and the rest of London when on public transport.

Key to the success of this will be:

- The use of the playground and school spaces beyond the classroom as a learning resource including the use of our garden classroom with our Environmental Tutor and the Library with our Librarian.
- The use of the local community including parks, the library and the leisure centre.
- Opportunity to participate in creative projects.
- Opportunities to travel on the range of public transport available in and beyond the local community.
- Planned activities where children can interact with a range of environments including museums, galleries and famous landmarks.
- Providing opportunities to enrich, extend and apply school work through home learning.

Whole school visits to the seaside, theatre and cinema provide rich learning opportunities where children can extend their understanding of the world as part of a whole school experience.

## Monitoring and Evaluation of the policy

The implementation of the policy will be monitored through:

- Lesson observations
- Planning scrutiny
- Book Scrutiny
- Learning walks
- Pupil progress reviews
- Pupil Interviews
- Parent surveys and feedback following RoAs, consultations and reports.

The policy is reviewed biannually by the SLT and the Curriculum Committee

**Policy Adopted:** \_\_\_\_\_ (Date)

Signed: \_\_\_\_\_

Name: \_\_\_\_\_  
(Please print)

**Review date: December 2024**

## Two Year Theme Map

2022-2023, 2024-2025						
Phase	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>Monsters</b>  Personal, Social and Emotional <b>PSE</b>	<b>Superheroes</b>  Expressive Art and Design <b>PSE</b>	<b>Growing &amp; Changing The Natural World</b> <b>Eco-action</b>	<b>Dinosaurs</b>  The Natural World Past and present <b>Eco-action</b>	<b>Pirates</b>  Expressive Art and Design <b>Equalities</b>	<b>Whole school theme</b>  <i>bespoke to suit current school priorities, local or global events</i>
KS1	<b>London's Burning</b> History DT <b>London</b>	<b>Indian Spice</b>  Geography DT <b>Equalities</b>	<b>Wonder Women</b> History Art <b>Equalities</b>	<b>Pioneers</b>  History DT <b>Eco-action</b>	<b>Islands</b>  Geography Art <b>Eco-action</b>	
LKS2	<b>The Stone Age</b> History Art <b>PSE</b>	<b>Extreme Survival</b> Geography DT <b>Eco-action</b>	<b>Tomb Raiders</b> History Art <b>Equalities</b>	<b>China</b>  Geography Art <b>Equalities</b>	<b>Home Front</b>  History D.T <b>London</b>	
UKS2	<b>Mexico and The Maya</b>  History Art <b>Equalities</b>	<b>A Journey through Europe</b> Geography Art <b>Eco-action</b>	<b>Invaders</b>  History DT <b>Equalities</b>	<b>Walls and Barricades</b>  History Art <b>PSE</b>	<b>Britain at Play</b>  Geography DT <b>London</b>	



2023-2024, 2025-2026						
Phase	Autumn 1	Autumn 2	Spring 1	Spring2	Summer 1	Summer 2
EYFS	<b>All About Me</b>  Personal, Social and Emotional <b>PSE</b>	<b>Where we live</b>  People, Culture and Communities, The Natural World <b>London</b>	<b>Traditional Tales</b>  Expressive Art and Design <b>Equalities</b>	<b>Space</b>  The Natural World <b>Eco-action</b>	<b>Under the Sea</b>  The Natural World <b>Eco-action</b>	<b>Whole School Theme</b>  <i>bespoke to suit current school priorities, local or global events</i>
KS1	<b>School Days</b>  History Art <b>PSE</b>	<b>Poles Apart</b>  Geography Art <b>Eco-action</b>	<b>Toys</b>  History DT <b>Eco-action</b>	<b>Get out of my swamp!</b> Geography DT <b>Equalities</b>	<b>N19</b>  Geography Art <b>London</b>	
LKS2	<b>The World's Kitchen</b>  Geography Art <b>Eco-action</b>	<b>Roman Rule</b>  History DT <b>PSE</b>	<b>Crime and Punishment</b>  History Art <b>Equalities</b>	<b>London from the Air</b>  Geography DT <b>London</b>	<b>Reign Over Us</b>  History DT <b>Equalities</b>	
UKS2	<b>Disaster!</b>  Geography Art <b>Eco-action</b>	<b>Greece Lightning</b>  History Art <b>Equalities</b>	<b>Rule Britannia</b>  Hist/Geog DT <b>PSE</b>	<b>Yes Minister</b>  History Art <b>London</b>	<b>Out of this world</b>  Hist/Geog DT <b>Eco-action</b>	



