

Our aims:

To provide the highest standard of education to enable children to acquire the skills, knowledge and concepts to succeed

To offer opportunities for irresistible learning that inspire children to take an active role in their development

To guide pupils to become responsible, respectful, thoughtful and caring members of their community

Teaching and learning:

Children learn best when presented with irresistible learning opportunities.

Teachers at Hambledon set high expectations and deliver lessons which inspire, motivate and challenge all pupils.

Teaching approaches are flexible, adapted when needed and responsive to the needs of the pupils.

Learning is evaluated through AfL, and mini-plenaries help to address misconceptions or to move the learning forwards.

Children must have access to appropriate resources to support their understanding, and be taught how to use them.

Teachers must ensure their subject and pedagogical knowledge is excellent so that they are able to foresee possible misconceptions and how they might address these.

Positive learning behaviours are rewarded with praise and clear expectations and boundaries are established.

The children are actively involved in their learning and are encouraged to become increasingly autonomous.

The Learning Environment should support and challenge pupils and include:

- Working walls which support the current learning, including for spelling/phonics
- WAGOLs and/or WABOLs
- Key questions driving the learning journey
- Accessible resources appropriate to the age of the children
- Role play at all ages to reflect the current theme
- Useful vocabulary

Planning:

Weekly plans are working documents; responsive to the needs of the class and annotated.

Plans may be skeletal on Monday, added to in light of AfL as the week progresses.

Plans must be saved onto the school network by Monday morning.

Plans are shared with additional adults so they are aware of the learning journey and what objectives are to be covered.

Planning should:

- Outline tasks which will inspire, motivate and challenge pupils
- Contain clear learning objectives that reflect high expectations
- Reflect on what has gone before (prior learning) and what needs to happen next
- Lead to opportunities to celebrate
- Have a weekly or two-weekly outcome with a clear learning journey evident, drawing from across a range of subject areas
- Medium Term Plans must cover all areas of EYFS/National Curriculum over the course of the year (or two years for Foundation Subjects in mixed age classes)

Planning must include:

- The names of individual children to be supported/extended
- Varied starting points and clear differentiation across each year group
- Success criteria for each year group
- Objectives for each year group taken from relevant planning document (TT/HAM)
- A WALT
- Opportunities for greater depth
- Adult roles clearly defined and across the week, they should be working with a range of children, not just the least able or SEN groups
- Key questions

Assessment:

Assessment for learning:

- During the lesson, teachers move adults or children depending upon pupil performance
- Teachers observe pupils carefully and use effective questioning to drive learning forwards, recognising strengths and weaknesses
- AfL is used to inform next steps both within the lesson and for the next day
- The teacher and LSA use AfL to adjust teaching with the teacher checking regularly with the LSA and independent groups
- Immediate feedback given (verbal) to children during lesson, responding to their needs
- Pit-stops and mini-plenaries deal with misconceptions (not necessarily whole class)

Assessment of learning:

- Self-peer-self cycle, carefully structured
- Structured or chosen success criteria
- Children encouraged to highlight or show examples in their work of where they have met the success criteria
- Teachers in-depth mark work regularly, and as appropriate depending upon the task, using pink and green. Green comments help children to see what they have done well; pink comments provide a next step, greater depth question or suggestion for improvement
- Comments are structured in a way which requires a thoughtful response rather than just 'yes' or 'no' from the child
- Teachers' written comments are to be acted upon by pupils and response time is planned into the timetable
- Notes made on plans to inform future teaching

