



Houghton Primary School  
*Working hard to achieve our best*

Teaching Policy

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Reviewed and adopted by:	Governors: Teaching, Achievement and Standards Committee
Signed: Chair of governors	
Signed: Headteacher	
Date of next review:	Autumn 2018



### Introduction

We expect teaching to be at least good and frequently outstanding at Houghton Primary School – no child deserves less.

### Aims

At Houghton Primary School our mission is to achieve our best by;

- A** **Aiming** high through an **Active** curriculum which is **Accessible** to all in order to **Achieve** the very best that we can
- C** **Challenging** ourselves within a culture of **Care, Cooperation** and **Community**
- H** **Helping** each other to achieve within a **Happy, Healthy** and **Hard-working** environment
- I** **Inspiring** others to be **Independent, Involved** and ever **Improving**
- E** **Expecting** the very best of ourselves and others and always aiming to be **Excellent** in all that we do
- V** **Valuing** every individual and providing **Varied** learning experiences
- E** **Encouraging** everyone through our **Enthusiasm** and **Eagerness** to be our very best

This mission lies at the heart of all that we do at Houghton Primary School. It informs our policy decisions and practice and helps us to ensure that we keep children's needs, strengths, interests and progress central to our work.

We have used the Teachers' Standards (2012) to inform our Teaching Policy. The standards are as follows:

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by all pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

For further detail of the standards:

<https://www.education.gov.uk/publications/eOrderingDownload/teachers%20standards.pdf>

Our policy identifies 8 Key Principles for teaching based on these standards:

### Key Principles for Teaching at Houghton Primary School

#### Great teaching:

- is characterised by high expectations which inspire, motivate and challenge pupils
- promotes good progress and outcomes by pupils
- makes accurate and productive use of assessment
- is based on good subject and curriculum knowledge
- is carefully planned
- responds to the strengths and needs of all pupils
- is enabled by effective behaviour management to ensure a good and safe learning environment
- is enabled by teaching staff fulfilling wider professional responsibilities

#### Key Principle 1: Great teaching at Houghton Primary School is characterised by high expectations which inspire, motivate and challenge pupils

At Houghton Primary School children are inspired, motivated and challenged by consistently applied high expectations within all areas of learning, behaviour and the wider aspects of school life that are applied by all staff.

Within our commitment to our school mission to achieve our best teachers are expected to aim as high as possible for every child, provide challenge, reward hard work, expect the very best and to strive for excellence in all fields. This 'excellence' in individual progress, behaviour and attitude is identified and rewarded by all teaching staff in order to maintain a culture in which all children want to achieve their best and take pride in their successes.

Our teachers are expected to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. This is achieved by the requirement for each teacher to develop an excellent knowledge of the individuals in their

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class/teaching groups, rooted firmly in a positive learning culture in which every individual in our school matters. This is enabled by ongoing assessment and the tracking of every child's achievement. As part of this requirement teachers are expected to work together with parents and carers and to ensure that through positive relationships and effective communication they keep each child central to all that they do.

All staff at Houghton Primary School are expected to demonstrate consistently the positive attitudes, values and behaviour which are expected of the children. This is underpinned by a leadership culture in which all staff feel valued and supported in their efforts to keep children central to all that we do.

All staff work together to establish a safe and stimulating environment for all children which is firmly rooted in mutual respect. All staff have a responsibility to keep the learning environment physically and emotionally safe for all members of our community. Teachers are expected to lead on this responsibility within their learning environments/communities, modelling care, pride and responsibility for both the physical environment and for each other. They have a responsibility for ensuring that their classrooms/teaching areas meet the needs of the children that they teach.

### **Key Principle 2: Great teaching at Houghton Primary School promotes good progress and outcomes by pupils**

At Houghton Primary School every child matters and all staff are expected to provide the best that they can to ensure good progress and outcomes for all children. Teachers are responsible and accountable for each child's attainment, progress and outcomes. Attainment and progress of every child is collated summatively each term and used to plan for the next term. 'Assessment without levels' has led to the school developing its own definition relating to 'good' progress in relation to outcomes which are used within the performance management of teachers.

All teachers are expected to carry out agreed processes of formative and summative assessment in order to develop an excellent knowledge of pupils' capabilities and their prior knowledge. Teachers must use in-depth analysis of summative assessments together with everyday formative assessment to identify 'gaps' in knowledge, skills and understanding and use this information to support planning for 'next steps' in learning or to 'diminish the difference' if necessary.

Through the agreed processes of formative and summative assessment teachers are required to guide pupils to reflect on the progress they have made and their

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emerging needs. Teachers will encourage the children in their class to take a responsible and conscientious approach to their own learning, work and study. These processes also enable teachers at Houghton Primary School to build an in-depth knowledge and understanding of how pupils learn. Teachers are expected to use this knowledge within their planning to enable all children to be able to learn effectively and make the best possible progress.

### **Key Principle 3: Great teaching at Houghton Primary School makes accurate and productive use of assessment**

The effective use of assessment is central to teaching at Houghton Primary School. It provides detailed information about each child which must be acted upon in order that every child is taught, supported and enabled to make progress. As such, our teachers are expected to know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.

Teachers at Houghton Primary School are expected to make use of formative and summative assessment in order to secure pupils' progress. Formative assessment at Houghton Primary School is an ongoing requirement of all teachers, informing them within each lesson of children's knowledge, understanding and progress. The agreed processes in this assessment for learning at our school include planning, sharing of learning goals, questioning, self and peer evaluation, feedback and marking. Teachers are expected to act upon the information from formative assessments within their lessons as well as in their next lessons; adapting planning, teaching techniques and support accordingly.

Summative assessments at Houghton Primary School are undertaken in the core areas of the curriculum at least termly in Key Stage 1 and 2 using standardised tests and assessments which are analysed to provide teachers with detailed and diagnostic information on the knowledge, understanding and skills of each child. Teachers are expected to act upon the information from summative assessments in order to support planning for the next term, ensuring that their teaching meets the identified needs of the cohort, closing gaps and moving learning on to next steps. The summative assessments used at our school provide teachers with information to ensure targeted support and interventions as appropriate to the needs of individuals. It also provides them with information to support target setting for each child.

At Houghton Primary School the children are involved in all forms of assessment. Teachers engage children in formative assessment through the development of a positive climate for learning, effective questioning, good marking and feedback practice. Teachers are expected to enable children to be proactive and responsible

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in meeting their targets, guiding and supporting them through the term as necessary.

Assessment is monitored and evaluated by the leadership team within lesson observations, work scrutiny, pupil interview, progress data reviews, pupil progress meetings and Internal Team Around the Child meetings.

### **Key Principle 4: Great teaching at Houghton Primary School is based on good subject and curriculum knowledge**

There is a commitment at Houghton Primary School to the development of the knowledge and understanding of all teachers in all areas of the curriculum which they teach in order that they are able to foster and maintain children's interest in each area and address any misunderstandings that children may have.

School leaders identify areas of curriculum strength and areas for development through their monitoring of the quality of teaching, performance management and within the analysis of assessments. Where subject knowledge needs to be developed across the school/key stage this is addressed through a planned continuous professional development programme led by subject leaders within school or external expertise which is bought in. Where individual needs are identified the teacher will be supported through mentoring within school by the subject leader, sharing of good practice/planning and through attendance of courses.

All teachers at Houghton Primary School are expected to demonstrate a critical understanding of developments in the subject and curriculum areas. They are supported in doing so by the curriculum leaders undertaking the responsibility for this within their subject area and ensuring that all staff are informed of developments and further training is organised as necessary.

It is expected that all teachers at our school will demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English across all areas of the curriculum. We expect our teachers to demonstrate, model and teach good standards in reading, writing and communication across the curriculum in their teaching and to promote the importance of these skills with the children.

Teachers and support staff responsible for teaching early reading at Houghton Primary School must be able to demonstrate a clear knowledge and understanding of systematic synthetic phonics within their teaching. All teachers at Houghton Primary School are expected to demonstrate a clear knowledge and understanding of appropriate teaching strategies for mathematics.

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Teaching of reading, writing, communication and mathematics is monitored, evaluated and supported as appropriate through training, provision of high quality resources and the sharing of good practice within school and across schools.

### **Key Principle 5: Great teaching at Houghton Primary School is carefully planned**

The processes of planning at Houghton Primary School include professional discussion with colleagues, the thought processes that go into each lesson or learning activity, communication with the team working with children and the structures and organisation of the school which enable learning. Not all planning is recorded formally.

It is essential that the curriculum taught at our school is relevant to the children and the school context. The key drivers for curriculum development at Houghton Primary School identified by staff and governors are;

Enterprise, Community, Diversity, Environment, the Arts, Sport, Risk

<b>Enterprise</b> to support our children in developing more independence and the opportunity to show initiative	<b>Community</b> to develop our wish to be a central part of the community	<b>Diversity</b> to develop our children's horizons and understanding of a variety of lifestyles
<b>Environment</b> to continue to reinforce that we value the environment and feel passionate about its management	<b>The Arts</b> to support our passion for a broad, cultural education for our children	<b>Sport</b> to support our belief that competition and participation develop confidence
	<b>Risk</b> because our children need to learn to assess and manage risks by having fun and a little bit of danger!	

There is a school standardised approach to long term and medium term planning which ensures curriculum coverage and progression. Medium term planning in the

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core areas also makes use of summative assessments in order to ensure that children are taught according to their immediate learning needs in these areas.

Teachers at Houghton Primary School are required to work together in Key Stage teams to contribute to the design and provision of an engaging curriculum which promotes a love of learning and seeks to develop children's intellectual curiosity across the curriculum. Within the framework of the national curriculum they seek to plan focused and cross-curricular opportunities for learning within purposeful contexts. They make the most of opportunities to use the local environment, make visits to other learning contexts and invite outside 'experts' into school to work with the children.

Teachers at Houghton Primary School impart knowledge and develop understanding through effective use of lesson time. This is enabled through the agreed short term planning processes in place at our school which expect all teachers to make effective use of ongoing and summative assessment information together with a carefully planned curriculum in order to maximise the learning potential for every child. A record of short term planning is required on a weekly timetable format which states the learning objectives or focus' for the coming week. Teachers are free to plan beyond this using their own planning formats, providing themselves with enough detail to ensure that lessons are effective, well organised and resourced. If monitoring of teaching indicates that the quality of teaching needs improvement the teacher will be required to provide more detailed planning.

There is no set lesson structure for teaching at our school. Teachers are expected to consider how to best teach the content given the strengths and needs of the cohort they are teaching. There is an expectation in our school that learning will be as active as possible, in recognition that sedentary lesson structures are less effective than structures which involve physical as well as mental challenge. Teachers are also required to be mindful of the amount of 'teacher led' activity and teacher talk when planning lessons, ensuring that they give adequate time in sessions to enable children to work independently, to be able to solve problems and to work collaboratively with their peers.

All teachers are required to reflect systematically on the effectiveness of lessons and approaches to teaching as part of their ongoing assessment of learning. This reflection does not have to be recorded, but must be 'visible' in the quality of their teaching. If monitoring of teaching indicates that teaching is not meeting the needs of children over time the teacher will be required to provide written evaluations of their teaching and support will include reflecting on teaching with a mentor in order that it improves.

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Teachers set home learning activities and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. Our approach to homework is detailed in the Homework Policy.

### **Key Principle 6: Great teaching at Houghton Primary School responds to the strengths and needs of all pupils**

Knowledge of individuals is central to teaching at Houghton Primary School. It is expected that all teachers must develop a clear and detailed understanding of the needs of all children in their class or teaching groups, including those with special educational needs; those of high ability; those with English as an additional language and those with disabilities. Teachers are expected to be able to use and evaluate distinctive teaching approaches to engage and support children. The progress of all groups (and individuals) is analysed each term and discussed in pupil progress meetings with school leaders. Teachers are accountable for the learning and progress of all children and therefore expected to plan accordingly. This includes ensuring effective support and challenge for all groups, including the more able children.

Teachers and support staff meet with the SENCo at least once every half term within the context of 'Internal Team Around the Child' (ITAC) meetings to discuss the progress and needs of children with special educational needs and disability. This supports teacher's knowledge and understanding of how a range of factors can inhibit children's ability to learn and best to overcome these.

The physical, social and intellectual development of children varies from child to child and is dependent on a number of factors. Teachers at Houghton Primary School are expected to develop their knowledge of each child across all areas of development so that they are able to adapt their teaching in order to support each child's education at different stages of development. Good communication with everyone working with each child is essential and teachers are expected to develop and maintain good working relationships with parents, school staff and other professionals (according to the child's needs) in order to develop their understanding of each child's physical, social and intellectual development. Good knowledge and understanding of individuals enables concerns to be raised quickly and addressed within a context of a team approach.

### **Key Principle 7: Teaching at Houghton Primary School is supported by effective behaviour management to ensure a great and safe learning environment**

At Houghton Primary School there are clear rules and routines for behaviour in classrooms, and teachers are expected to take responsibility for promoting good

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and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.

All staff are expected to believe and work towards the ideal that Houghton Primary School is a Golden School. This is a school in which:

- People care for each other
- People work together
- Children have high aspirations
- There is personal responsibility
- People respect one another
- The children are cared for and nurtured
- Everyone belongs to the community
- There is team work
- There is a love of learning
- Relationships are positive
- There are good listeners
- People have fun together and are confident
- Decisions are made
- People feel good about themselves
- People communicate well
- It is safe
- It is creative and dynamic
- It is a very positive place to be

The culture of a 'Golden School' is supported through the consistent application by all members of staff of our agreed 'Golden Rules':

- We are gentle
- We are kind and helpful
- We listen
- We are honest, respect others and remember our manners
- We work hard
- We look after property

All teachers (and other staff) are expected to have and maintain high expectations of behaviour, and the school's Behaviour Policy provides an established framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.

Teachers at Houghton Primary School are responsible for and accountable for the well-being of all children in their class or under their supervision. The maintenance of good behaviour is central to this and therefore, our teachers are expected to manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them. Teachers at our school are expected to build and maintain good relationships with all children, exercise appropriate authority, and act decisively when necessary.

Teachers are required to keep records about the behaviour of children in their class. These records are used weekly by teachers to reflect on their teaching and behaviour management of the class and individuals. They are expected to keep to

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the Behaviour Policy but to make changes to teaching, sitting plans etc as necessary to support good behaviour.

Where individual children struggle in terms of behaviour teachers are supported by clear and structured protocols which aim to help manage challenging behaviours. Developing good relationships and ensuring clear and effective communication between home and school is crucial to this process. Teachers at our school are expected to be proactive in contacting, communicating with and working together with parents and carers.

### **Key Principle 8: Great teaching at Houghton Primary School is enabled by teaching staff fulfilling wider professional responsibilities**

The leaders of Houghton Primary School seek to promote a positive and supportive culture within the school which is underpinned by the development of effective professional relationships with colleagues. Through the processes and systems in place within the school, which support teachers in being able to meet the needs of the children, teachers are encouraged to seek advice and support from colleagues as part of their ongoing professional practice. The systems also enable teachers to engage with and draw on advice from outside professionals and specialist support as necessary.

Teachers at our school are expected to take responsibility for improving their teaching through appropriate professional development and through responding to advice and feedback from colleagues. This is enabled through the formal processes of performance management for all teaching staff together with the ongoing monitoring of the quality of teaching which will include professional feedback.

Houghton Primary School operate a team approach in which each adult working within the learning environment with children is regarded as a member of a team around the children. All members of the team have a responsibility for the learning, achievement, safety and well-being of the children. Teachers are responsible for ensuring that support staff are deployed effectively within this team structure. This includes proactive and regular communication of planning, assessment information and other information which will enable support staff to be effective in their role. Time is allocated for such communication within the school timetable.

All teachers at Houghton Primary School are expected to communicate effectively and proactively with parents with regard to pupils' achievements and well-being. This is enabled by three formal 'Parents Evenings' each year, but is enhanced by all teachers seeking further opportunities to meet with parents through the year.

Every teacher is expected to make an effort to communicate with parents informally e.g. by meeting and greeting children at the beginning of the school day, chatting to parents at the end of the school day etc. This strengthens and deepens relationships with families.

Teachers have a responsibility to the wider life and ethos of the school and are expected to make a positive contribution to these aspects of their professional role. There are many examples of the ways teachers in our school do this including: leading assemblies, organising plays/performances, running extra-curricular activities, attending events organised by the governors or 'Friends of Houghton Primary School' group, organising and going on residential visits, attending local community events etc.

This policy was adopted in May 2017. It will be monitored by the headteacher and reported to the governing body within the Teaching, Achievement, Behaviour and Safety Committee.

The policy will be reviewed every 3 years, or sooner should national policy require.

Next review: 2020

This policy is supported by the following policies and guidance documents:

- Assessment Policy
- SEND Policy
- Behaviour Policy
- Homework Policy
- Curriculum Policies
- Safeguarding and Child Protection Policy
- Code of Conduct and Guidance for Safe Working Practice
- Appraisal Policy (Performance Management)