"Learning Today, Leading Tomorrow"

Bishops Down Primary School

www.bishopsdownprimary.org

Teaching & Learning Policy

Date Agreed: March 2021

Date for Review: March 2022

Reviewed and updated by: Teaching Staff/Headteacher

Introduction

Our policy is rooted in Our School Vision.
"Learning Today, Leading Tomorrow'

Bishops Down is a fully inclusive community school with **high aspirations** for every pupil. Our children will move on from Bishops Down with a strong sense of:

Achievement *in personal goals and academic attainment*
Self-belief, *to be confident in different situations*
Perseverance, *to be resilient in times of change*
Independence, *to be a life- long learner*
Respect *for each other and the world around them*
Equality *for all*

Our vision articulates the importance of ensuring a rich and engaging primary school experience that prepares our children for life after Bishops Down, and for and ever changing world.

'*We are currently preparing children for jobs and technologies that don't yet exist ...in order to solve problems we don't even know exist yet'*- Karl Fisch.

Effective schools are learning organisations where everyone is improving and extending their learning skills. The single most important resource any pupil can have is their teacher. Excellent teaching will stay with the individual throughout his/her life because it has such an impact on the learning process. As Alexander states: "Good teaching makes a difference, excellent teaching transforms lives" (Alexander 2010).

Good teaching generates effective learning. Our Teaching and Learning Policy seeks to influence and improve the craft of teaching by increasing its impact on every curriculum policy and behavioural procedure already in place. This policy will ensure children receive a consistent and inclusive entitlement and influence how the curriculum is taught. It outlines the good practice expected of all staff but it is not a definitive or static statement on all pedagogy. The policy itself seeks to encourage frequent professional debate and discussion among staff and personal reflection by individuals about their own strategies and teaching styles.

It is expected that all teaching is 'Good' or better. The judgement will be raised on monitoring a range of evidence, to include observations, progress data and work scrutiny.

This document is in two sections. The first section details the theory and policy behind effective teaching and learning. The second section outlines provision expected from the class teacher, HLTA and teaching assistant.

Teaching and Learning Policy
Section 1 -Theory and Policy

Contents:

1. Skills, qualities and attitudes of successful learners
2. Effective teaching and learning takes place when:
3. Early Years Foundation Stage
4. The head teacher as 'leader of learning' supports by…..

1. Skills, qualities and attitudes of successful learners

We wish to develop, from our 'Discovering and Learning Together' school vision:

Enthusiastic Learners
Confident and happy children
Responsible citizens
Children that are self aware
Children who are prepared for life
Confident communicators

Plus, the key life skills of:
Working with others
Improving own learning and performance
Problem solving
Listening and concentration – being absorbed by their learning
Leadership
Resilience
Risk taking
Self confidence
Perseverance

2. Effective teaching and learning takes place when:

- Confidence and self-esteem are valued and promoted. Well-being and involvement (Leuven Scales) are regularly monitored at Bishops Down
- Relationships between pupils and adults are good, with mutual interaction and respect. "Effective learning is developed in relationships between staff, children and peers rather than the individual child" (Blatchford et al, 2010). There is interaction which engages, challenges, stimulates and excites. Pupils and staff value each other's contributions and are prepared to listen and respond accordingly.
- The attitudes of respect, consideration, responsibility and self-discipline are promoted. School organisation encourages pupils to become more independent.
- Learning is enhanced by being well organised, inclusive and stimulating.
- Teachers encourage exploratory talk, argumentation and participative discussion.
- Role play and drama are integral. This supports cognitive development in the early years of education, helping children to reflect upon and regulate their own cognitive behaviour. Pretending is more effective when carried out with other children and when scaffolded by adults.
- Expectations of all staff and pupils are high.
- A variety of pupil groupings are adopted that support inclusion, including whole class, groups and pairs.
- A variety of teaching strategies including questioning, instructing, explaining, observing, discussing, demonstrating are utilised.

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- A broad and balanced curriculum is offered which reflects the National Curriculum and the individual interests and needs of the pupil. The curriculum is planned appropriately taking account of ability, cultural background and equal opportunities.
- Direct and first-hand experiences are provided.
- Teachers plan effectively so there are clear learning objectives which the pupils understand. The success criteria are clearly explained and pupils are involved in planning their own learning.
- Feedback and marking are used to improve the pupils' learning, encouraging and involving them so they understand what success looks like and they can evaluate their own work.
- Pupils are engaged in worthwhile, challenging and appropriate tasks that encourage them to fulfil their highest potential.
- A structured and organised approach to the class day is provided, in which the pupils understand their role and that of all adults.
- Teachers have a good knowledge of the subject they teach.
- Links with parents and carers are good (see Policy for Working with Parents).

3. Early Years Foundation Stage

In Nursery and Reception, we teach according to the Statutory Framework for the Early Years Foundation Stage. Whilst much of the above applies there are some differences that are noted below:

- In the Foundation Stage much of the children's learning is through structured play which enables them to explore and build upon ideas whilst developing their social skills and becoming independent learners. This therefore has an impact on the learning environment which needs to provide opportunities for children to find resources for themselves both inside and outside the classroom.
- Staff work closely with parents and Pre-school settings to ensure a smooth transition in to the Nursery and then school. The children's well being is paramount and fostered in a caring environment.
- Whilst staff need to provide some structured learning in a similar way to the rest of the school they also need to join in the children's play, using these opportunities to assist the children in their understanding of their learning. Children are encouraged to concentrate and complete tasks. The children are given opportunities to take risks and try out things they find difficult. Staff work closely with parents and encourage their contributions to learning.
- Assessment in the Foundation Stage should be used to inform planning and identify needs on a daily basis. It needs to take the form of teachers, TA's and, where appropriate, other adults making observations and talking with children. Often the provision for the next steps in learning will be through individual or small group directed work.
- This assessment is ongoing throughout Nursery and Reception and is used to support future planning and eventually to provide the completed EYFS for Year 1 staff to use to inform their initial planning. The LA also receives a summary of each Reception age child's achievement profile in June / July each year. The EYFS information is shared with parents during the Learning Reviews and in the end of year report.

4. The Headteacher as 'Leader of Learning' supports by:

- Ensuring all staff understand and agree on the hallmarks of effective teaching and learning, and share a commitment to their implementation;
- Ensuring staff are praised, valued and encouraged as professionals;
- Valuing staff strengths and expertise and sharing these within the school and local collaborations;
- Encouraging staff to develop both professionally and personally;
- Encouraging HLTAs and Teachers to plan together where possible;
- Supporting all staff in their continuing professional development;
- Encouraging staff teamwork in both the planning, delivery and the teaching of the curriculum;

- Setting whole school targets for raising the achievement of pupils, with progress towards these targets monitored, evaluated and acted upon;
- Monitoring and evaluation of the teaching strategies, curriculum content, progression and expectations to improve practice;
- Providing adequate and appropriate resources.

<u>Links to other policies and documents</u>

School Policies and Documents

Vision Statement	**Staff Handbook**
Assessment and Reporting Policy	**Home Learning Policy**
Equal Opportunities Policy	**Home School Agreement**
School Plan	**Behaviour and Positive Handling Policy**
Teacher Standards	**Appraisal Policy**
Special Education Needs Policy	

Section 2 - Our Expectations and Guidance

Contents

The following outlines provision at Bishops Down Primary School:

The Classroom Itself

A classroom which enhances and promotes good teaching and high quality learning needs to be managed. The class teacher is the manager, and the responsibility for all aspects of classroom management rests squarely with the teacher.

Efficiency
- Is my classroom efficient and organised?
- Does it contain only those resources I need to teach the current aspects of the curriculum which are being studied?
- Are resources which can be shared by others put away in the central store?
- Have I sufficient basic resources, such as pencils sharpened and ready to use, scissors, rulers, etc?
- Are these returned by the pupils at the close of the activity?
- Are pupils' desks or trays clear of clutter, providing sufficient space for the task in hand?
- Do pupils tidy up after themselves?
- Is my desk well organised and clear of clutter?
- Do I have my planning easily available at all times and is it shared with HLTAs and TAs?

Organisation
- Have I maximised the space in my classroom to create a good learning environment?
- Am I able to rearrange the furniture to suit different lessons? (This will be dependent on the needs or requirements of the children in the class, it may not be appropriate for VI, PD or ASD children. The ability to cruise around furniture, or to remain at one table and have groups join the child, will need to be considered).
- Do I have classroom areas defined by the resources they house or the activity they allow?
- Are resources and subject areas clearly labelled?
- Are exercise books stored so they remain in good condition?
- Does the reading or book corner entice pupils in to engage in reading? Are book boxes clearly organised to enable pupils to browse and select texts easily.

Displays as Celebration
- Do displays promote excellence and high expectations? Do displays explain the learning process, pose questions or provide contextual information?
- Is there evidence that the cursive script is modelled and promoted in the classroom?
- Do displays complement the effort children have put in to their work? Through using a range of attractive labels, captions or collage. Is the font appropriate for the audience and have I used the correct spelling and punctuation?
- If I have mounted the learning, have I ensured the mounts are straight and celebrate the success as well as effort put in by the child?
- Have I included learning that celebrates a range of abilities?
- Does the learning included reinforce the standards expected in class?
- Do children have access to learning walls that are current to reinforce previous learning?
- Are books and artefacts displayed thoughtfully allowing children to interact with them where necessary?
- Have I involved the class in the display process? E.g. Where we should put the display or by getting them to make labels and captions or illustrations to accompany the learning.
- Whenever possible, are displays current and from a range of curriculum subjects and areas of interest?

Displays - learning walls and interactive displays
- Have I included features for a range of learning styles and appropriate recording styles from a range of abilities?
- Do my interactive displays promote specific learning or questions?
- Does the display include a range of strategies to claim the attention of viewers and encourage children to enjoy, talk about and use the displays?
- Is the learning appropriately presented? (mounting is not necessary)
- Have I included relevant vocabulary to focus the learning evident in Maths, Literacy and Science?
- Have I, where appropriate, given children the opportunity to put up their own learning on the learning wall?
- Is the learning displayed affirming the features desired?
- Does the display enable children to develop their ideas through independent enquiry? E.g. enabling them to interact with artefacts and books.
- Are children given the opportunity to bring in things from home to be included in the learning process?

Every classroom needs displays which include:

- English working walls
- Maths working walls
- RE/ Reflection area
- Visual timetables
- Photos of staff on classroom doors, even those that are in there once a week
- EAL evidence
- Resources to support Phonics/Spelling
- Resources to support number, e.g. appropriate number line/hundred square etc
- A learning journey
- Key vocabulary

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Planning and Preparation

The underlying key to good teaching is effective planning and preparation. All teachers adhere to the planning and marking requirements stated in the Assessment for Learning policy.

Preparation means:
- Moving furniture into an appropriate arrangement
- Placing sufficient resources accessibly
- Putting work on the board or flip chart
- Preparing any ICT resources
- Ensuring General Class TAs and One to One TAs are fully briefed

Structure of Lessons

Oral Introduction
- Use the 5 R's Rehearse, Revisit, Recap, Read and Reason.
- Use a variety of strategies to engage all pupils.
- Maintain a snappy pace and reasonable length, no more than 10 mins.
- Use high quality resources, including visual aids.
- Make good use of ICT resources such as Interactive Whiteboard, Visualisers etc.
- Share the Learning Objectives with children and explain their real-life relevance where possible.
- Make clear the expectations of pace, standards and output, using layered Success Criteria.

Main Activity
- The school ethos of 'Learning today, Leading tomorrow' is reflected in the learning: pupils have chances to develop resilience, resourcefulness and self confidence.
- Provide stimulating and challenging activities with effective support and modelling to ensure success.
- Give opportunities for creativity, pupil choice and independent thinking, and collaborative work/discussion.
- Match tasks well to knowledge of pupils' needs and strengths and which take learning forwards and are challenging.
- Encourage children to self assess and reflect on their learning.
- Question to encourage reflection this enthuses learners and deepens understanding.
- Ensure success criteria and learning expectations are explicit.
- Creates a purposeful learning culture through pace and time management of lessons.
- Deploy adults and resources to maximum effect.
- Explore aspects of meta-cognition with the children e.g. learning styles and memory techniques, choice of response/presentation.
- Accurately capture learning through reflective plenary style moments during or at the end of the lesson and push learning forwards.

Plenary Session
- Review what has been taught and what has been learned by the pupils. Review Learning objective.
- Give pupils opportunities to internalise their learning by verbalising their views, ideas and understanding when they report to the rest of the class.
- Encourage pupils to share successes and problems.
- Ask pupils to sometimes take the lead in reporting to the class, to increase their confidence and independence as learners.
- Ask pupils to self or peer assess.
- Where appropriate, share pupils' work using ICT e.g. Visualiser.
- Take opportunities to address misconceptions and misunderstandings and help pupils to generalize a rule from the examples generated by different class members.

- Summarise the key facts, new ideas and vocabulary they have met.
- Give Home-learning tasks to extend and consolidate learning.
- Ensure time is given to clear up and put away resources and learning.

Teaching Strategies

A variety of teaching strategies according to what we are trying to achieve. These might include:
- Skilled questioning – higher-order questioning challenges pupils' thinking
- Instructing, explaining and expounding
- Observing and listening
- Assessing and praising
- Probing, guiding and presenting interesting problems
- Using hands on and sensory experiences
- Discussing- use of talk partners
- Brainstorming
- Using eye contact and body language to focus pupils' listening
- Listening
- Using repetition to secure difficult concepts
- Providing open-ended tasks to aid differentiation and give the pupils scope to be independent
- Learning through practical experience
- Displaying a sense of humour
- Demonstrating
- Modelling
- Presenting

We involve pupils in these strategies, for example, a pupil may demonstrate a method of calculating rather than the teacher.

Use of ICT

Teachers should consider:
- Will using ICT enhance my lesson and children's skills, knowledge and understanding?
- Can I include cross-curricular links with ICT?
- Can I use ICT to capture or record learning in different ways?

Books & Presentation of Work

At Bishops Down, we:
- Expect the best possible standards from all pupils in written work;
- Make sure every piece of work is dated;
- Adhere to the school's marking and feedback policy
- Ensure that the pupil's full name is on work completed on paper
- Ensure pupils who are able to, complete the majority of their work in pen (as appropriate from end of Year 3 up through KS2);
- Ensure that, where hand-written recording is appropriate, pupils know a cursive style is expected, to utilise previously acquired handwriting skills and to encourage accurate spellings and letter formation;
- Ensure pupils do not lower the value of their work in exercise books and not allow them to scribble over, affix stickers or fold books back on themselves;
- Ensure the pupil's full name and the subject are neatly presented on the cover of each exercise book;

- Get pupils to indicate an error by using one clean horizontal line, and not allow white out pens or Tippex;
- Ensure every piece of work begins on the next clean line, following a ruled off previous piece of work as agreed by the school.

Organisational Groupings of Pupils

We employ a variety of ways to organise pupils, choosing the pupil groupings according to the planned outcomes of the lesson and the activities. This may involve a number of different organisational groups within one lesson.

Pupil groupings might include:
- Whole class
- Groups by ability, random, friendship, age, mixed
- Pairs by ability, random, friendship, age, mixed
- Individuals

Groups/pairs should be changed regularly so children are not 'pigeon-holed'.

Routines and Classroom Management

At Bishops Down, teachers:
- Begin and end all sessions punctually;
- Welcome pupils to their classroom by greeting them;
- Supervise pupils in and out of the room to minimise opportunities for misbehaviour or bullying;
- Plan ahead not retrospectively;
- Collect stock in good time for any lesson and quickly return unused stock in good condition;
- Return resources promptly to their storage area after the lesson (e.g. Ipads, Science apparatus).

Role of Teaching Assistant:

At Bishops Down we have two types of Teaching Assistant; General Class TA – usually found in The Early Years and in KS1, and One to One TAs who work primarily with children with EHCs and/or are on the SEND register.

To support teaching, we expect Teaching Assistants to:
- Be prepared to contribute ideas;
- Be aware of learning objective and what role they will play in each lesson;
- Be prepared to work with class, group or individual children as directed by CT and SENCo
- Be willing to prepare resources needed for lessons;
- Make observations (written or informal) that will inform the Class Teacher of needs and progress of children;
- Support the Class Teacher in his/her role.

To be reviewed by October 2020

Signed:_____ Date: _____
Headteacher

Signed:_____ Date: _____
Governor