



Teaching & Learning Policy

Approved by: Federated Governing Board **Date:** 1st December 2022

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Introduction

At Bisley Blue Coat & Oakridge Parochial Schools we believe in the concept of lifelong learning and that learning should be a challenging, engaging and exciting experience for everyone.

Through our teaching we aspire to encourage our children to be creative thinkers and independent learners. We aim to achieve this by equipping children with the skills, knowledge and understanding necessary to be able to make informed choices.

We will encourage all members of the school community to value their individual contribution and the contribution of others towards the life of the school, whatever that contribution might be.

Aims and Objectives

This policy will support and promote consistency, high standards and the achievement of the school vision.

We aim to provide a rich and varied learning environment with high quality teaching and learning experiences which will foster:

- The provision of an outstanding curriculum which enthuses and stimulates whilst meeting the requirements of The National Curriculum.
- Enjoyment of learning creating a lifelong interest within a broad and balanced curriculum.
- Independent learners who are flexible and able to co-operate with others.
- Confident, articulate communicators for the future.
- Creative thinkers.
- Excellent behaviour.
- Achievement, both socially and academically for all.
- Pride in achievement and desire to succeed.
- Equality of opportunity for all.
- Knowledge and understanding of British Values, the diversity of our society and the importance of health and well-being.
- Understanding of the value of local community and the wider world.

Rationale

This policy is at the heart of all we do at Bisley Blue Coat & Oakridge Parochial Primary Schools. It sets out clear expectations, provides a uniform approach, can be easily monitored and ensures equal opportunities for all.

Our focus is for all children to have every opportunity to make progress and reach their full potential. This is dependent on the key elements of:



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- Planning
- Learning and Teaching
- Assessing
- Learning Environment

Equal Opportunities

All children will be given access to all parts of the curriculum regardless of race, colour or gender.

Provision for any pupils with Additional needs or an Education, Health and Care Plan will be according to our school SEND policy.

As appropriate, the most-able and talented pupils are identified and are provided for according to our school most-able and talented policy.

Effective Planning

Teachers are encouraged to consider the 'Ten steps to a good lesson' (See Appendix 1) when planning to ensure lessons include the following key elements:

- Inspiring topics based on clearly defined skills
- Sharply focused lesson objectives and success criteria shared with the children and displayed
- A range of teaching styles and learning opportunities which take account of a range of learning styles and ensure challenge, pace and high expectations
- Identification of a clear sequence of Learning Objectives, success criteria and progression in skills
- A sequence of activities which enable children to make progress – these will be structured and differentiated for all ability groups
- High levels of interaction and engagement
- Assessment and evaluation of achievement and progress against learning objectives and success criteria using both formative and summative assessments
- Purposeful plenary, where appropriate, with key aspects reinforced, misconceptions dealt with and an opportunity to challenge
- Where appropriate, homework used to reinforce and extend learning
- Recognition and awareness of the needs of each individual according to ability and aptitude.
- Use of My Plan / My Plan + or EHCP to inform SEND support

Effective Teaching and Learning



We believe effective **teaching** provides:

- Outstanding planning which involves pupils in decision making about their learning
- Prompt starts with learning objectives shared, success criteria explored and prior learning explained in context
- A depth of knowledge and understanding which inspires, illuminates and enriches their learning
- The use of different strategies and resources which are appropriately matched to meet the needs of all children
- A learning environment which is lively, stimulating and interactive. It should facilitate independence and be celebratory
- Clear expectations of work and behaviour and consistent application of school policy enabling children to feel valued and secure.
- Opportunities for all stakeholders to judge work against success criteria and enable them to set targets for improvement
- Teaching Assistants and / or other adults with clear direction and expectations that allows them to reinforce and support learning effectively

We offer opportunities for our children to **learn** in different ways.

These include:

- Whole school and Class/Year Group activities
- Whole class work, group work, paired work and independent work
- Problem solving
- Investigation and research
- Reflecting and Evaluating
- Debates, role play and oral presentation
- Use of ICT
- Creative Activities; Designing and making
- Participation and expression in physical activity
- Responding to music or recorded material
- Fieldwork and educational visits
- Visitors into school

We believe children **learn** effectively when they are able to:



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- Understand what is expected of them both in their work and behaviour
- Understand that progress is as important as attainment
- Take responsibility for their own learning and explain clearly how and what they have learned, using self-assessment as tool for future learning
- Understand that effort will lead to success
- Demonstrate good attitudes to collaborative learning, listening to the opinions of others and expressing their own
- Show creativity and initiative, applying learning to new situations
- Show increasing ability to work unaided, avoiding distraction
- Develop inquiring minds with the ability to question and argue rationally
- Feel safe and secure with a sense of belonging
- Be confident and happy to seek help and support
- Be inspired and enjoy themselves
- Develop positive responsible attitudes as members of a society in a rapidly changing world

Curriculum Organisation

We use the National Curriculum and the Early Years Foundation Stage Curriculum to guide our teaching. These set out the aims and objectives and detail what is to be taught.

Our lesson plans contain detailed information about the teaching activities and tasks to be set.

In personalising the curriculum, we aim to find appropriate challenges for pupils and address their particular needs so that they may all have an equal opportunity to succeed.

We aim to cater for the needs and interests of a full range of learners including:

- the most-able and talented
- learners with learning difficulties and disabilities
- learners with English as an additional language
- girls and boys
- looked after children
- learners with social, emotional and behavioural difficulties

Intervention



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It is expected that the great majority of pupils at Bisley Blue Coat and Oakridge Parochial Primary Schools will make at least the expected rate of progress through high quality, class based teaching. However, for some pupils this approach may not be sufficient and these pupils, at various stages, may benefit from additional small group or 1:1 intervention programmes to enable them to make the progress required to achieve their full potential.

Central to the effective planning of an intervention programme is the knowledge the teacher has of a particular pupil or groups of pupils. When considering pupils for interventions, a wide range of assessment evidence is drawn upon to support judgements made about pupil progress.

Pupils will be assessed at the start and end of each intervention programme to identify progress made and to evaluate the effectiveness of the programme undertaken.

Pupil Grouping

All classes are mixed ability and are also mixed year groups. In order to meet the learning objectives and learning needs and provide appropriate challenge and support for all pupils, teachers use a range of grouping options across the year group and within their classes.

- ability groups across the year groups
- skills based grouping
- paired work (response partners) to facilitate discussion
- individual work
- pupil choice
- whole class groups

Assessment

Focused assessment

Lesson planning is based on prior learning and throughout the learning process, active assessment is required to ensure that the expected rate of progress is being made. Fundamental to our formative assessment procedures is Assessment for Learning (AfL).

A range of AfL strategies are used in the classroom:-

- Learning objectives and success criteria are made explicit and shared with the pupils.
- Self-assessment is used in many subjects.
- Pupils are engaged in their learning and receive feedback on their progress, including their next steps for learning.



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Target setting and tracking

Target setting is a key factor in improving standards and striving towards individual achievement.

Pupils are set specific targets in English and Mathematics and these are shared with, and in some cases set in discussion with the pupils. Teachers regularly monitor the progress towards targets. English and Mathematics subject leaders monitor achievement and setting of targets through book scrutiny and discussion with teachers and pupils.

Individual pupils' progress is tracked, together with that of cohorts and specific groups throughout the school. We use a range of performance measures including teacher assessment and test results. Strengths and areas for development are identified to inform planning and to implement intervention programmes as appropriate.

Data is collected and analysed at least three points during the year. Pupil progress is managed through 'in school' tracking systems (Insight). Pupil progress meetings are held to identify strengths/weaknesses in performance and/or identify CPD requirements.

Curriculum leaders monitor pupil progress through lesson observations, pupil interviews, book and planning scrutiny.

The Learning Environment

Our classrooms are attractive learning environments. Displays are changed regularly, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their work. Highly visual and interactive displays are also used to engage pupils and encourage self-help strategies. All classrooms are well resourced facilitating a wide range of different teaching and learning activities.

We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children. There should be a shared responsibility for the management of resources between staff and children.

Creative use of internal space has provided areas for small group intervention work or 1:1 tuition and increasingly, external spaces are being used to provide the 'outdoor classroom'. In the Early Years Foundation Stage, we provide an 'enabling environment', both indoors and outdoors designed to encourage Foundation Stage children to move freely between areas, both inside and outside.

The Role of Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by helping to allocate resources effectively
- ensure that the school buildings and premises promote successful teaching and learning



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- ensure that high quality staff are appointed
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment through link visits to the school and in consultation with subject leaders
- ensure that staff development and performance management policies promote good quality teaching and learning
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the Head Teacher's report to governors
- monitor progress and standards through regular discussion of assessment and tracking reports at Standards Committee meetings

The Role of the School

We believe that parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- sending information to parents at the start of each term in which we outline the curriculum that the children will be studying during that term at school
- sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further
- explaining to parents how they can support their children with homework
- holding parents' evenings which provide an opportunity to discuss progress children are making

The Role of Staff

We expect all staff to:

- Lead by example
- Be committed to high standards, have a love of learning and a belief that every child can succeed
- Monitor the impact of teaching, in their class and subject areas
- Support others in professional development and INSET to impact on learning
- Have an acute awareness of the needs of the children in their care
- Accept constructive criticism, be good at listening and value other members of the team



The Role of Parents

We believe that parents have the responsibility to support their children and the school in implementing school policies. Parents have a responsibility to:-

- ensure that their child has the best attendance record possible
- ensure that their child is equipped for school with the correct uniform and PE kit
- ensure that their child is supported with homework activities which consolidate learning
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- promote a positive attitude towards school and learning in general

The Role of the Child

We believe that the child has a responsibility to:

- participate as fully as possible in the learning opportunities
- work hard and try his/her best
- know their targets and be proactive in their learning
- behave appropriately in school according to the school's behaviour code
- be polite and helpful to other pupils and adults in school
- come to school regularly and be on time
- take good care of the school environment
- do any homework regularly and bring it back to school on time
- wear the correct school uniform

Monitoring and Review

All our teachers reflect on their strengths/areas for development and their professional development needs are planned for accordingly. We provide internal and external guidance to support our teachers in developing their skills, knowledge and understanding so that they can continually improve their practice.



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Teaching and learning is monitored by subject leaders and the head teacher through a programme of drop-ins, lesson observations, work scrutiny, learning walks and pupil conferencing.

Subject Leaders provide up to date subject information through staff meetings and attend courses where appropriate. Feedback is given to staff and changes implemented when necessary. The Staff are involved in the creation of the School Development Plan and are aware of the actions within it.

Subject link governors discuss their subject with the subject leaders during their visits to school. The Standards committee of the Governing Body monitor pupil progress and attainment in their meetings. Governors are encouraged to come into classes to observe lessons in line with the policy for Governor Visits.

Appendix 1

Ten steps to a good lesson

1. Plan for a clear learning objective

Decide on the learning objective for the lesson and make sure it is appropriate and not too wide for the children. Be precise as to what is actually achievable e.g. by the end of the lesson the children will.....



2. Plan for a clear expected outcome

Decide how you will know if they have achieved the learning objective by the end of the lesson (this is the outcome)

3. Plan success criteria

Think of useful prompts or steps the children should remember to do in order to meet the learning objective – success criteria (display them). Plan your own but allow the children to generate the success criteria too when appropriate

4. Plan the activity and delivery

Decide what / how you will teach and what activity the children will undertake that will allow them to meet the learning objective

5. Plan to teach through modelling

E.g. how to go about the task – show the children on the board and demonstrate / talk about your thinking processes too

6. Plan to show what a good outcome would look like

E.g. have some good examples of the expected outcome – you could also show them 'bad' examples too and ask them to improve the work

7. Plan differentiation

Plan how the less able will be supported and how you will extend the more-able by giving them more challenging aspects to their learning

8. Plan questions and use talking partners as often as possible

Plan some good questions that are open and allow for thinking to take place – allow the children time to discuss with their partners and use hands up as little as possible – spot question instead

9. Plan the plenary

To focus back on the learning objective and add a new learning point, still connected to the learning objective as well, but extends their learning a little further

10. Remember to be passionate about learning! Make it fun! Leave the children on a high having enjoyed the learning!