

# BRINKLEY GROVE PRIMARY SCHOOL

## TEACHING & LEARNING POLICY

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## **Teaching & Learning Policy**

This Teaching and Learning Policy outlines how we work and organise ourselves to ensure that good pupil progress is achieved.

Members of the teaching team are expected to refer to it frequently and use it to help evaluate and tweak practice to ensure the best provision for our children.

### **VISION**

We will ensure that each child is enriched, inspired and challenged in their learning. We will provide a consistent, broad, balanced and relevant curriculum where every child is of equal importance and is valued and recognised for all of their efforts, achievements and successes in their learning.

Our school believes in life long learning. We want our pupils to aspire to excellence and have the desire to succeed in all that they do.

### **This policy aims to:**

- Raise the quality of teaching and learning and as a result improve standards
- Provide clear guidance for teaching and learning ensuring consistency across the school
- Enable the teaching team to identify aspects of practice as part of their commitment to continual improvement
- Provide a tool for monitoring, evaluation, school improvement and accountability
- Support our commitment to equal opportunities
- Set out our expectations of best practice

### **Through high quality teaching we aim:**

- To educate each child to their highest standard and set high expectations for all pupils in order to raise their aspirations
- To provide a high level of literacy and numeracy teaching that challenges and inspires pupils
- To develop confident, creative thinkers who are able and willing to learn alone and with others
- To ensure each child is the key participator in their own learning, taking responsibility for their learning
- To develop resilience and resourcefulness within each child and enable them to become self managers
- For each child to take pride in their accomplishments, their relationships and their environment
- To ensure pupils are engaged in dynamic learning – building towards a bright future

### **These aims will be accomplished through key strategies:**

- Creating an aspirational attitude within all learners
- The development of Core Learning Skills within our pupils
- A stimulating and engaging environment inside and outside the classroom
- A calm, purposeful environment where behaviour is managed effectively
- Well informed, knowledgeable teachers who are confident and secure in their subject knowledge
- A differentiated, appropriately pitched curriculum
- Different learning styles are addressed through the curriculum
- Active teaching strategies eg. VAK, Learning Outdoors, role play, drama, ALPs strategies

- Embedding IT in the curriculum to enhance learning and teaching opportunities
- Effective questioning and quality feedback for pupils to be challenged in their thinking and learning
- Children being engaged in dialogue and feedback about their learning and being actively involved in self and peer assessment
- Ensuring that pupils are emotionally engaged in their learning because they are more likely to learn effectively
- Children knowing what they are learning (LO), why they are learning it and how they will know that they have succeeded (steps to success)
- Celebrating the achievements of our pupils
- Children feeling a valued part of their communities
- Providing relevant, purposeful home learning opportunities

**We will ensure a high standard of teaching through the following expectations:**

**Teachers at Brinkley Grove will:**

1. Plan and prepare high quality lessons
  - which allow pupils to progress in their learning
  - which are matched to pupil assessments
  - which develop the use of CLS
  - where the learning objectives are stated clearly
  - where the success criteria is shared
  - which identify opportunities for different learning styles
  - which use plenaries (including mini ‘stop and share’ plenaries) to summarise learning and help pupils to understand how to improve
  - which are differentiated for varying needs by task, resources, outcomes and/or method
  - which include links to global learning and outdoor learning where possible
  - which use stimulating resources including computing to motivate pupils
  - which provide efficient pace and appropriate challenge for all pupils
  - which use effective questioning to direct and challenge pupils
  - which ask open ended, thought provoking questions
  - which are enjoyable and inspiring
  - where pupils previous learning/interests are built upon
  - which creates an atmosphere where children are prepared to take risks
  
2. Use teaching strategies which:
  - Provide opportunities for pupils to learn in their preferred styles eg. Visual, kinaesthetic, auditory
  - Allow the pupils to develop their learning styles which enable them to acquire lifelong skills
  - Allow pupils to be active participants and self managers in their learning
  - Makes very good use of computing to support and extend learning opportunities
  - Allow pupils thinking time before answering questions
  - Provide developmental feedback and constructive criticism of the pupils’ work
  - Allow opportunities for pupils to review and reflect on the learning and the success criteria
  - Achieves a balance between reinforcement and challenge
  - Makes good use of teacher modelling and scaffolding
  - Allow pupils to learn both independently and collaboratively, and which contribute to one another’s learning
  - Use positive behaviour management and encouragement for pupils to achieve – including praise and rewards
  - Use units of work which are relevant and within pupils’ experience

- Use guided group work in literacy and numeracy lessons as well as in Guided Reading sessions
  - Uses a Working wall to support children's progress in writing and maths
  - Utilises the VCOP approach to enable children to be independent and inspired in their writing
3. Use a range of assessment for learning strategies which include:
- Assessment to inform planning and set targets
  - Uses effective differentiated questioning to check understanding, knowledge and skills
  - Assesses pupil's progress during the lesson and sequence of lessons
  - A clear explanation of the learning objective in child speak (I CAN)
  - Uses success criteria (steps to success) so children know how to achieve the learning objective
  - Opportunities to self assess and peer assess their learning
  - Identifies children's errors and misunderstandings using these constructively to develop their understanding
  - Helping pupils to know how to improve
  - Purposeful, next step marking of pupil's work which enables the pupil to know how to improve
4. Use data and Assessments to:
- Track and analyse pupil progress to inform planning, teaching and learning and interventions
  - Set targets to achieve which are communicated to children so they know what to improve and how to improve in their learning
  - Identify under achievement in order to provide appropriate intervention strategies
5. Support the individual progress of pupils by:
- Being aware of the specific learning needs of their pupils eg. Literacy, dyslexia, G&T and meeting their needs
  - Consulting with SENCO about the needs of individual pupils when appropriate
  - Working effectively with HLTA/TAs and other adults to ensure pupils are best supported in their learning
  - Use Care Plans to inform planning and teaching
  - Differentiating the learning within the lessons
  - Assessing, recording and reporting on a wide range of a child's achievements
6. Be committed to their Professional Development by:
- Being learners and valuing their own professional learning
  - Continuously updating their subject knowledge and teaching practice in line with current developments and initiatives
  - Discussing teaching and learning in Staff Meetings, PML meetings, PPM etc in order to share good practice
  - Planning their own CPD in conjunction with their Line Manager during the Performance Management process
  - Contributing fully to the learning and success of the school and its' children
7. Ensure pupils engagement through:
- Carefully chosen resources and making resources easily available
  - Giving children responsibility of their own learning
  - Celebrating achievement
  - A stimulating, challenging environment
  - Providing opportunities for pupil talk

- Valuing and respecting pupils
  - Recognising success
  - A stimulating curriculum
  - Opportunities for learning with others
  - Giving opportunities for pupils to use different learning styles
  - Asking open ended questions
8. Have excellent relationships with pupils which nurtures their well being and motivates them to achieve their full potential and challenge themselves.
  9. Deploy support staff to effectively enrich children's learning and ensure their good progress.

These teaching expectations support and promote good progress. Furthermore, Appendix 1 details the success criteria to achieve outstanding lessons and Appendix 2 acts as a check list.

EFFECTIVE LEARNING will take place when there is a good learning environment which:

- Is stimulating, inviting, comfortable, friendly, safe and happy
- Is calm, welcoming and supporting
- Has a high expectation for standards of behaviour through the use of the Behaviour policy
- Has classroom rules and reward systems
- Ensures learning is accessible for all, irrespective of gender, race or ability
- Is well organised and resourced for the children to be independent learners
- Has clear routines and defined areas with labelled resources
- Has interactive displays, colourful and relevant
- Celebrates achievement and effort
- Encourages creativity
- Displays targets
- Has access to drinking water

Where there is EFFECTIVE LEARNING taking place, pupils will be:

- Enthusiastic, interested, motivated, engaged and inspired
- Happy, confident, secure and safe
- Using CLS to learn
- Collaborating effectively in groups and pairs or learning effectively independently
- Self evaluating and taking ownership of their own learning and responsibility for improving it
- Capitalising fully on resources
- Taking risks, persevering and knowing how to become 'unstuck'
- Fully absorbed in their learning and managing all distractions
- Resourceful – using their imagination and reasoning skills to learn in different ways and making links to make learning meaningful
- Making positive contributions to class discussion
- Asking and answering questions
- Reviewing and building upon previous knowledge and skills
- Taking pride in their learning
- Concentrating and have a good attitude to learning
- Looking at the teacher, listening, alert and attentive
- Appropriately challenged
- Respectful and considerate
- Prepared for lessons with the correct equipment

## **Our Curriculum**

Our curriculum is the vehicle for effective teaching and learning.

Our thematic approach to the curriculum is enhanced through memorable moments which inspire and develop meaningful links in learning.

Each half term 'topics' bring together appropriate and relevant links across the curriculum. Half Termly Core Learning Skills are woven into the curriculum with discrete lessons teaching and developing these skills.

The whole school timings document is referred to when classes are timetabling the curriculum whilst ensuring that there is a daily Literacy and Numeracy session and that reading, writing, maths and communication skills are used across the curriculum.

### **Responsibility for ensuring high quality teaching and learning occurs:**

**Children** need to:

- Feel aspirations for themselves and want to achieve
- Be willing to have a go
- Try to see that mistakes are good because they can help with improvements
- Try to be resilient, persistent, reflective and resourceful
- Be supportive of others they are learning with and be willing to share their learning with others

**Parents** are essential in helping to support their children's learning. The Home School Agreement outlines much of this. In addition, we encourage parents to:

- Ensure that the child has the best attendance and punctuality possible
- Attend parent information/workshop/open day sessions
- Have an open dialogue with the class teacher and teaching assistant
- Support the school policies (e.g. homework)
- Provide opportunities for children to practice and extend their learning at home
- Encourage and support children in bringing learning from home back into the classroom.
- Support the school and work in partnership with additional support for learning (e.g. Care Plans, One to One Tuition, Booster classes, Intervention programmes, Team Around the Child meetings, etc.)
- Promote a positive attitude towards school and learning in general

We will inform parents about what and how their children are learning by:

- Providing a Learning Journey half termly
- Holding curriculum evenings to explain our school strategies
- Sending termly reports to parents, including a full report at the end of the year in which we explain the progress made by each child and indicate how the child can improve further
- Explaining how they can support their child with homework

It is the responsibility of the **Teaching Team** to:

- Secure good learning outcomes for pupils.
- Ensure pupils make good demonstrable progress and attainment.
- Secure a positive belief in the children that they can achieve.
- Support pupils in applying their learning to secure new learning (i.e. learning how to learn across contexts).
- Support each other in our own professional development.
- Communicate effectively with children, parents and other professionals regarding children's learning and welfare.

It is the responsibility of the **Senior Leadership Team** to:

- Be positive role models to the teaching teams.
- Support the teaching team in their learning and their development
- Monitor and evaluate the quality of teaching and learning within their roles and ensure good progress
- Ensure there is clear accountability for the quality of teaching and learning.

## **Monitoring and Evaluating**

The quality of teaching and learning is monitored through a range of monitoring activities which include:

- Lesson observations
- Pupil progress evidence weeks
- Learning walks
- Book scrutiny
- Pupils interviews/questionnaires

Monitoring of the quality of teaching and learning is carried out by SLT, curriculum leaders and governors.

Monitoring of the curriculum and specific subjects is timetabled to link with the themed curriculum. Thus monitoring is enhanced by a detailed Subject Leader, Support Pack and monthly Themed Monitoring. Assemblies form part of the monitoring opportunities provided to the Subject Leader.

The impact on progress and attainment is identified through:

- Data analysis – shared at staff meetings
- Book scrutiny

Pupil interviews/questionnaires

Furthermore, Governors will monitor and review this policy and more importantly its impact on practice through monitoring tasks and reports from the Headteacher and members of staff.

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