**BRINKLEY GROVE PRIMARY SCHOOL**

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| **TEACHING & LEARNING****POLICY** **November 2021****Author: Deputy Headteacher****Biennial**  |



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| Approved by Governors | November 2021 |
| Recommended Review Date | November 2023 |

**Teaching & Learning Policy**

**AIMS**

Brinkley Grove Primary School aims to provide children with opportunities to develop to their full potential; academically, emotionally and socially.

We aim to:

* provide the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future
* promote an ethos of care, mutual respect and support, where effort is valued and success celebrated
* enable children to become active, responsible and caring members of the school and wider community

The school works towards these aims by:

* promoting high quality learning and attainment
* providing a high quality learning entitlement and environment
* valuing each other and ourselves
* working in partnership with parents and the community

This policy outlines how we work and organise ourselves to enable children to make expected or accelerated progress with their learning. Members of the teaching team are expected to refer to it and use it to help evaluate, reflect upon and continually improve their 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 their learning which will stand them in good stead for their future

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

* fostering an aspirational attitude within all learners
* providing a stimulating and engaging environment inside and outside the classroom
* creating a calm, purposeful environment where behaviour is managed effectively
* ensuring teachers are well informed and who are confident and secure in their subject knowledge
* planning a differentiated, appropriately pitched curriculum
* using a variety of teaching strategies
* embedding computing into the curriculum to enhance learning and teaching opportunities
* providing effective questioning and quality feedback for pupils to be challenged in their thinking and learning
* involve children being 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, why they are learning it and how they will know that they have succeeded through the use of success criteria
* celebrating the achievements of our pupils
* children feeling that they are 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
	* where the learning objectives are stated clearly
	* use plenaries (including mini ‘stop and share’ plenaries) to summarise learning and help pupils to understand how to improve
	* plan tasks which are differentiated for varying needs by resources, outcomes and/or methods
	* include links to global learning and outdoor learning where possible
	* use stimulating resources including computing to motivate pupils
	* provide efficient pace and appropriate challenge for all pupils
	* use effective questioning to direct and challenge pupils
	* ask open ended, thought provoking questions
	* provide learning opportunities which are enjoyable and inspiring
	* build upon pupils’ previous learning/interests
	* create an atmosphere where children are prepared to take risks
2. Use teaching strategies which:
	* allow the pupils to develop their metacognitive skills which enable them to become independent learners
	* allow pupils to be active participants and self managers in their learning
	* make good use of technology 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 their learning
	* achieve a balance between reinforcement and challenge
	* make good use of teacher modelling and scaffolding
	* allow pupils to learn both independently and collaboratively
	* use positive behaviour management and encouragement for pupils to achieve – including praise and rewards such as dojo points
	* use units of work which are relevant and within pupils’ experience
	* use working walls to support children’s progress in English and maths
	* utilise the ‘Talk for Writing’ approach in order 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
	* use of effective differentiated questioning to check children’s understanding, knowledge and skills
	* assessing pupils’ progress during lessons
	* providing a clear explanation of the learning objective in child friendly language
	* use of success criteria, writers’ toolkits or ‘steps to success’ so children know how to achieve the learning objective
	* giving children opportunities to self assess and peer assess their learning
	* the early identification of children’s errors and misconceptions and use this information constructively to develop their understanding
	* giving pupils verbal or purposeful written feedback so they 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
	* consulting with SENCO about the needs of individual pupils
	* working effectively with HLTAs, TAs and other adults to ensure pupils are best supported in their learning
	* using care plans, when appropriate, 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:
	* constantly reflecting upon their own practice and evaluating their teaching
	* acting on feedback from senior leaders arising from teachers’ weekly ‘pop ins’ by implementing suggested improvements in future lessons
	* continuously updating their subject knowledge and teaching practice in line with current developments and initiatives
	* discussing teaching and learning at INSET meetings, performance management meetings and pupil progress meetings in order to share good practice
	* planning their own CPD in conjunction with their line manager during feedback meetings and during the performance management process
	* contributing fully to the learning and success of the school and its children
7. Ensure pupils’ engagement through:
	* providing carefully chosen resources which are easily accessible
	* giving children the responsibility of their own learning
	* celebrating achievement
	* providing a stimulating and challenging environment
	* planning opportunities for pupil talk
	* valuing and respecting pupils
	* recognising success
	* planning a stimulating curriculum
	* providing opportunities for learning with others
	* asking open ended questions
8. Have excellent relationships with pupils which nurtures their wellbeing, motivates them to achieve their full potential and to 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.

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 which are engaging and relevant
* celebrates achievement and effort
* encourages creativity
* has access to drinking water

**Our Curriculum**

Our curriculum is the vehicle for effective teaching and learning in order to inspire and help children to make meaningful links in their learning. Each half term’s ‘topics’ bring together appropriate and relevant links across the National Curriculum. The whole school timings’ document is referred to when teachers are timetabling the curriculum to ensure that there is a daily English (Talk for Writing) and mathematics session and that reading, writing, maths and communication skills are used across the curriculum. Mathematics at Brinkley Grove is based on White Rose Maths hub and pupils should be taught mathematics daily.

**Everyone is responsible for ensuring high quality teaching and learning at Brinkley Grove:**

**Children** need to:

* feel inspired 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 school’s

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/workshops/open afternoon sessions
* have an open dialogue with the class teacher and teaching assistant
* support the school policies (e.g. homework)
* provide opportunities for children to practise 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 sessions, 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:

* holding ‘meet the teacher’ sessions in the early part of the autumn term
* providing a learning journey half termly
* 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 **phase teams** to:

* secure good learning outcomes for pupils.
* ensure pupils make good progress and achieve age related attainment.
* secure a positive belief in the children that they can achieve.
* support pupils in applying their learning (i.e. learning how to learn across contexts).
* support each other in their 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 all staff
* support teaching teams 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 by the senior leadership team through a range of monitoring activities which focus on:

* effective planning, marking and feedback, learning environments, SEND provision and children’s books
* regular lesson ‘pop ins’
* pupil progress meetings
* pupil perception surveys
* parents’ feedback

The monitoring of the quality of teaching and learning is carried out by the senior leadership team, subject leaders and governors.

The impact on progress and attainment is identified through:

* data analysis which is discussed at pupil progress meetings
* book scrutinies
* pupil perception surveys

Furthermore, Brinkley Grove’s governors will also monitor and review the effectiveness of teaching on children’s learning by providing regular written reports for the headteacher and the relevant members of staff.

Bronya Patmore

Deputy Headteacher