



TEACHING AND LEARNING POLICY

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Signature			

We expect every teacher to be a good teacher – no child deserves less

Our vision is to be an outstanding school in which all children enjoy an outstanding learning experience, make good progress and leave us as responsible happy citizens. As part of this vision, we continually aim to:

- Ensure all children make good progress by consistently teaching high quality lessons which, in turn, raises the standards of achievement for all children across the school
- Give all children an outstanding learning experience through motivating and involving children in their learning and progress and extending their learning through a rich curriculum and high quality out of school experiences.
- Inform and involve parents in their child’s learning and progress
- Motivate and inspire children and, in doing so, transform their attitudes towards learning so that they become lifelong independent learners who are prepared for the next stage in their education.
- Meet the needs of all children through ensuring that effective assessment for learning is embedded into every aspect of teaching and learning.
- Provide consistency in teaching and learning across the school whilst recognising that each phase has its own unique characteristics.
- Provide an inclusive education for all children.

Principles

We define effective teaching as that which leads to improved achievement for children using outcomes that matter to their future success.

In its review of the underpinning research, ‘What makes great teaching?’ (Oct 2014, R. Coe et al.) lists the six common components suggested by research to consider when assessing teaching quality. It is these components which underpin the principles of teaching and learning at Barncroft Primary School. These approaches, skills and knowledge are listed below in order of how strong the evidence is in showing that focusing on them can improve

outcomes for children. The highest quality teaching comes from teachers who demonstrate all of these features:

1. (Pedagogical) content knowledge: The most effective teachers have deep knowledge of the subjects they teach, and when teachers' knowledge falls below a certain level it is a significant impediment to children's learning. As well as a strong understanding of the material being taught, teachers must also understand the ways children think about the content, be able to evaluate the thinking behind children's own methods, and identify children's common misconceptions.
2. Quality of instruction: Effective questioning and use of assessment by teachers, reviewing previous learning, providing model responses for students, giving adequate time for practice to embed skills securely and progressively introducing new learning (scaffolding) are all elements of high quality instruction.
3. Classroom climate: The quality of interactions between teachers and students, and teacher expectations: the need to create a classroom that is constantly demanding more, but still recognising children's self-worth. It also involves attributing child success to effort rather than ability and valuing resilience to failure.
4. Classroom management: A teacher's abilities to make efficient use of lesson time, to coordinate classroom resources and space, and to manage children's behaviour with clear rules that are consistently enforced, are all relevant to maximising the learning that can take place.
5. Teacher beliefs: Why teachers adopt particular practices, the purposes they aim to achieve, their theories about what learning is and how it happens and their conceptual models of the nature and role of teaching in the learning process.
6. Professional behaviours: Behaviours exhibited by teachers such as reflecting on and developing professional practice, participation in professional development, supporting colleagues, and liaising and communicating with parents.

Teaching and Learning at Barncroft School

To ensure that there is consistency in high quality teaching and learning across the school, the following protocols are followed:

Planning

All teachers have Planning, Preparation and Assessment (PPA) time. Although Year groups follow the same yearly plan, and have PPA at the same time so that they can support each other, class teachers are expected to plan for their own class for both English and Maths.

Teachers are expected to:

- Plan concepts starting from the day of PPA, based on Assessment for Learning (AfL) prior to the concept being taught.
- Each concept should have its own planning sheet (see Barncroft planning format)
- Make clear on the plan the learning journey for that concept, the linked Age Related Expectation, the expected length of time (number of sessions), and the task design/outcomes which will support the learning journey and will demonstrate the children's understanding.
- Annotate planning daily using the format on the back of the planning format (showing AfL of where children are in their understanding at the end of each lesson).
- Save planning in teacher's resources by 8:30am on the morning after the teacher's PPA time. The plans must also be printed and placed in the class planning folder.
- Give copies of weekly planning to Teaching Assistants and any other adults who are working with the children, ensuring that they understand the role that they will be playing in teaching and learning within each lesson.

- Produce medium term plans which show the learning journey over a half term and give a copy of this to the curriculum leader prior to the end of term for feedback.
- Display the medium term plan for all subjects as a learning journey in the classroom which children can access.
- Print the medium term plan and the yearly overview and place in the planning folder.
- Annotate the medium term plans to inform the short term plans and to feed into the next medium term plan.

Planning will be checked weekly and annotated planning will be monitored every half term at the same time as the class' book monitoring.

Classrooms

All classrooms are set up to support current learning. They are kept clean, tidy, trays labelled and organised

- Children are expected to take responsibility to ensure that classrooms are a safe and focused place to learn.
- All displays to follow the Barncroft agreed guidelines by having: Questioning, photographs/ paintings, range of outcomes to show all children, current and relevant work, pupil voice, wonder moments, learning objectives and links to SMSC/British values.
- Maths displays, to include number line, number square, key maths vocabulary, number bonds, timetables and other key mathematical facts and models and images are linked to current work (working walls) and Age Related Expectations.
- Literacy Displays, to include VCOP, handwriting and high quality models and images linked to current work (working walls) and Age Related Expectations.
- Topic display with children's questions and answers displayed
- Learning journey for English, Maths and Topic for the half term.
- Behaviour chart with class rules and 6 Respects displayed
- Basic equipment such as pens, pencils rulers are available at all times
- Resources for each subject easily accessible to the children in all lessons.

Creating an appropriate working atmosphere

All children need to be in an appropriate emotional state to learn. Staff carefully monitor the emotional state of their children at all times. The Inclusion team can provide additional support if a child has significant emotional difficulties. Their learning environment also needs to be conducive to good learning. All staff use a range of strategies to establish a climate that allows learning to flourish. This includes:

- Creating a classroom environment that is stimulating, reassuring and organised
- Being fully prepared for lessons (See planning and assessment documents)
- Ensuring resources are prepared and available to children
- Ensuring that all adults know what is happening in the lesson
- Supporting children who are 'not ready to learn'
- Valuing all children

Whole School Environment

All members of the school have responsibility for the quality and tidiness of the environment. These areas are on display to our school community and give a strong message to our

community. Children are taught to respect the environment; areas such as toilets are given equal respect with all children taking responsibility for maintaining their good order. Boards in the corridor should be changed half termly and are a celebration of the work that occurs both in school and at extra-curricular activities

Structure of lessons

Lessons are structured using the flexible grouping approach. This approach requires teachers to deliver instruction to a range of whole class, small group or individual children by creating temporary groups within lessons. Flexible grouping successfully differentiates instruction by careful consideration of children’s learning profiles in each concept within each lesson. Flexible grouping requires teachers to frequently move children according to their individual learning needs in order to promote maximum learning and progress within lessons and over time. It allows the teacher to focus their input on teaching key aspects or addressing a misconception with key children in a timely way. This approach also allows teachers to challenge the children who are showing secure understanding, to deepen and broaden their knowledge. Teachers are expected to plan for flexible grouping through effective ongoing Assessment for Learning.

Marking of work and Feedback

Marking and feedback are a fundamental part of teaching and learning that has a significant impact on children’s progress. Children’s work should be marked with the child present within lessons wherever possible. *For further information, please see Marking and Feedback, Policy and Guidelines*

Independent Life Long Learning

An important part of our work is to develop our children as Lifelong Learners. We consider that children must be emotionally ready to learn (see creating an appropriate working atmosphere). We also want our children to develop skills that will allow them to go beyond the receiving and regurgitation of knowledge.

The following table details the skills that we believe that we need to engender if our children are to become lifelong learners

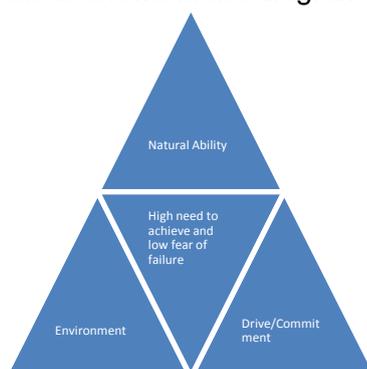
Independent Enquirers	Enquire	Be curious Question
	Problem Solve	Plan Make Choices Reason
	Apply Knowledge	Form Opinions Apply Knowledge
Reflective Learners	Evaluation	Reflect Revise
Creative Thinkers	Creativity	Use Imagination Lateral Thinking Meta-Learning
Self-Managers	Motivation	Persevere Manage Distractions Set Goals
	Emotional Skills	Be self-aware Manage own feelings Understand others feelings
Team Workers	Social Skills	Be Independent

		Collaborate, value and support others Communicate Listen
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Underpinning this are the '4C learning behaviours' which are promoted and celebrated in all aspects of learning: Creative learning, Caring learning, Collaborative learning and Critical learning. The four characters which represent these learning behaviours enable children to understand what the learning behaviours look like; Creative Cressida, Caring Cadence, collaborative Colin and Critical Crispin.

Ensuring effective challenge for higher attaining children

We define children who are higher attaining in a particular subject as those children who are attaining, or have the potential to attain, at greater depth in that particular aspect of the curriculum. We believe that in order for a child to achieve this, the child must have a natural ability in that area, the drive and commitment to challenge themselves in that area, and the environment in which it can be nurtured and developed. We recognise that a child's own level of resilience can also have a significant impact; a high need to achieve combined with a low fear of failure is fundamental to the success of a child achieving greater depth in any aspect of the curriculum. This is shown in the diagram below:



- At Barncroft we strive to ensure any high attaining child achieves greater depth by:
- Identifying their natural ability at early as possible through effective assessment.
 - Providing the environment at school in which they can flourish in that area.
 - Providing extra-curricular experiences and opportunities which will develop their skills in that area.
 - Supporting parents to provide an environment at home in which the child can flourish in that area.
 - Motivating and inspiring children and, in doing so, transform their attitudes towards learning so that they become lifelong independent learners who have the drive and commitment to challenge themselves to achieve.
 - Developing children's resilience to enable them to challenge themselves. This includes designing a curriculum and planning lessons which create desirable difficulty.

Ensuring a fully inclusive approach to Teaching and Learning

The principles of teaching and learning set out in this policy apply to all pupils, including those with SEN and disabilities. The school will ensure pupils with SEN and disabilities are taught and assessed appropriately and effectively in line with the purposes and principles of inclusive teaching and learning. All assessments in all year groups contribute to the early and accurate identification of children and young people's special educational needs and

any requirements for support and intervention. Flexible grouping within the classroom supports high quality teaching which meets the needs of all children. Barncroft Primary School values and measures all aspects of progress for all children including: communication, social skills, physical development and independence and promotes this through explicit teaching in these areas. In order to meet the needs of all pupils, teaching, learning and assessment methods are adapted for some pupils with SEN and disabilities. This includes adapting the use of questioning to give pupils sufficient time to respond, using visual stimuli and alternative means of communication and observation.

Reporting to parents

The school has a range of strategies that keep parents fully informed about the teaching and learning in their child's class and about their child's progress within this. Each term (each half term for Y6) parents attend an Assertive mentoring meeting attended by the parent, teacher, child and a member of the leadership team. During these meetings current teaching and learning expectations are discussed in depth. Parents receive three written reports per year on their child's attainment and progress which are shared at the Assertive Mentoring meetings. Parents are also given the opportunity once per term to come into school for 'curriculum show case in their child's classroom after school.

Monitoring and Evaluation of Teaching and Learning

We believe that effective monitoring and evaluation:

- Promotes excellent learning and teaching throughout the school
- Ensures excellent planning and delivery of the curriculum;
- Identifies the strengths and needs for professional development;
- Offers an opportunity to celebrate progress and success;
- Provides information to support self-evaluation;
- Ensures consistency throughout the school;
- Ensures that every child is making good progress and is appropriately challenged.

Monitoring is carried out systematically across a range of activities within our school:

- Learning Walks. Leaders will walk around the whole school with a pre-arranged particular focus (see year plan). Leaders will be looking for strengths and areas for improvements within the particular focus. Leaders will verbally feedback the strengths and weaknesses at the start of the following staff meeting. Any actions to be taken by individuals will be verbally fed back to that individual on the same day of the learning walk, or as soon as possible. Feedback/actions will also be put onto Involvement where appropriate.
- Drop In's. Leaders will drop in to class informally and unannounced to monitor the smooth running of the school e.g. at key transition times. Verbally and informally where necessary.
- Planned observations. Advance notice given and observation time and date agreed (one lesson per observation). Written formal feedback and discussion with teacher and TA individually.
- Work Scrutiny. Leaders will look at the work that the children have produced over time in books across all subjects. This will include evaluating the quality, depth and breadth of the curriculum in the books as well as the quality of marking and adherence to the 'school non-negotiables'. Written formal feedback and discussion with teacher individually.
- Planning Scrutiny. Leaders will look at both projected plans (long, medium and short term) and annotated planning. Projected plans- Verbally, informally where

necessary. Annotated plans monitored alongside work scrutiny- written formal feedback and discussion with teacher individually.

- Data analysis. Leaders will continuously informally monitor data on attainment, progress, behaviour and attendance. Formal monitoring of data takes place during pupil progress meetings, assertive mentoring meetings, IBMPs & Performance Management. * We follow a planned cycle of school self-evaluation. This ensures that all aspects of the school's performance are systematically and regularly reviewed as part of an annual cycle (see year plan).

When evaluating the quality of teaching and learning in any of the above contexts, the following principles of feedback to teachers are followed:

1. The focus is kept clearly on improving children's outcomes;
2. Feedback is related to clear, specific and challenging goals for the recipient;
3. Attention is on the learning rather than to the person or to comparisons with others;
4. Teachers are encouraged to be continual independent learners;
5. Feedback is mediated by a mentor in an environment of trust and support;
6. An environment of professional learning and support is promoted by the school's leadership.

Arrangements for the governance, management, monitoring and evaluation of the teaching and learning policy

The development of Teaching and Learning forms part of the school's Improvement Plan. The progress on the implementation of this policy will be monitored by the Curriculum and Care Committee.