

BARDSEY PRIMARY SCHOOL



Teaching and Learning Policy

Policy Date: February 2021

Review Date: February 2023

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TEACHING AND LEARNING POLICY

Introduction

At Bardsey Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be creative and enjoyable. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims and Objectives

We believe that people learn best in different ways. At Bardsey Primary School we provide a rich and varied learning environment that allows children to develop their skills and abilities to reach their full potential.

Through the learning experiences we provide, children at Bardsey Primary School are empowered to:

- demonstrate and express their needs so that stretching, developmental targets can be set
- develop their self esteem
- build positive relationships with others
- become confident, resourceful, enquiring and independent learners
- develop self- respect and a respect for the ideas, attitudes, values and feelings of others
- show respect for all cultures and in doing so, promote positive attitudes towards others
- understand their community and feel valued as an integral part of this community
- grow into reliable, independent and positive citizens, with aesthetic sensitivity, appreciation and skills

Effective learning

We recognise the need to develop strategies that allow all children to access the curriculum and learn in the ways that best suit them. At Bardsey Primary School, the strategies we provide include:

- investigation and problem solving
- working in groups
- working with a partner
- working independently
- teacher-led learning
- whole class work

Within the use of these strategies, we actively encourage our children to:

- ask questions
- use new and emerging technologies
- explore their creativity
- make choices
- take part in curriculum enhancement opportunities
- participate in creative and artistic activities
- respond to a range of visual and oral stimuli
- persevere with all tasks
- respond positively to opportunities to extend their learning
- adapt easily to different ways of working
- participate in debates, role play and oral presentations
- participate in design and construction activities
- participate in athletic or competitive physical activity
- feel that they are valued by the school community and that their achievements are recognised

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn - we encourage children to identify and articulate the aids and barriers to their learning.

High Standards of Teaching

At Bardsey Primary School we strive to maintain high standards of teaching. Well thought out planning and preparation are essential if teaching is to be good or better. There are key elements teachers pay close consideration to when planning lessons such as clear learning objectives, effective differentiation, challenging tasks, Afl techniques, good pace and clear evidence of assessment. All teachers reflect on their strengths and weaknesses and support is given so that teachers are continually developing their skills, so that they can improve their practice. The Teaching Standards are used as a way to identify areas where teachers can become more proficient. Teaching at this school is conducted in an atmosphere of trust and respect. This process is linked with the Ofsted criteria for teaching and learning to provide a clear picture of the quality and consistency of practice across the school. Lesson observations are carried out regularly by members of the SLT and also by subject leaders when it is a lesson in their own subject. Feedback is given so that areas for development can be identified.

Teaching and learning is evaluated by:

- classroom observation
- sampling pupils' work
- discussion with pupils
- displaying work throughout the school

All our teachers reflect on their strengths and areas for development and their professional development needs are planned accordingly. Professional development needs are identified through the Performance Management process, which allows us to set meaningful, achievable targets in order to maximise teacher potential. We do all we can to support our teachers in developing their skills so that they can continually improve their practice.

Effective teaching

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the National Curriculum to guide our teaching as well as teaching sequences set out in schemes of work. This sets out the aims and objectives of our school and details what is to be taught in each year group. Teaching is based on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge, skills and understanding of the children.

The curriculum is reviewed regularly as part of the monitoring schedule and the teaching staff strive to make it creative and relevant to the children's lives and the world they live in. Regular use of the outdoors is planned into lessons wherever possible so the learning experience is enhanced and the school environment is utilised as far as possible.

The recent review of the curriculum has enabled teachers to ensure there is thorough coverage across all the subjects and aspects such as diversity and community are built in. This will ensure that what teachers are teaching is relevant to the school and area the children at Bardsey are living in.

Subject Leaders

Each subject in the school has its own subject leader. This subject leader has a varied list of responsibilities. These include:

- being responsible for maintaining the profile of their subject within the school
- monitoring the teaching and learning in their subject
- carrying out learning walks
- meeting with their attached governor
- liaising/attending meetings with subject leaders in other WVLP schools
- purchasing and auditing resources
- initiating curriculum days or weeks for their subject
- report progress in their subject to SLT
- producing work scrutiny reports for staff meetings

SEN Children

We strive to ensure that all activities set are appropriate to each child's level of ability. When planning work for children with special educational needs we give due regard to information and targets contained in the children's education plans (as appropriate). We have high expectations of all children, and we believe that the vast majority of their work is of the highest possible standard. High quality, inclusive teaching and learning takes place to meet the needs of all children. If pupil progress is limited, then possible barriers to learning and adaptations to planning and teaching are made to overcome them. Where there are concerns about the rate of progress, despite the identification and removal of barriers to learning, day to day provision is supplemented with effective interventions to make the required difference. Teachers also meet with parents of SEN children and discussions take place in order to support their child's progress.

Planning

We plan our lessons with clear learning objectives and pitch the lessons at a high enough level with high expectations in mind. We take these objectives from the National Curriculum and the school's schemes of work. Lesson plans contain information about the lesson's objectives, the tasks to be set, how challenge is incorporated, differentiation, the resources needed, teaching assistant and SEN support. These short term lesson plans are taken from the medium term plans which are set out in schemes of work. For Maths and English medium term planning, teachers are expected to produce planning which includes details about learning objectives, differentiation, extension activities for the more able, resources and tasks to be set. Lessons are evaluated so that modifications and improvements can be made to future teaching. To support the work that takes place in the classroom during lessons, tasks are set for the children to do at home in order to reinforce and extend work carried out in school. It is the responsibility of all class teachers to set homework on a regular basis.

To ensure that all children make good progress in order to meet their individual potential, effective assessment is carried out as an integral part of the teaching and learning process. Work is marked regularly and is child friendly, related to the lesson learning objectives and teacher's marking informs children of the next steps in their learning. In this way children are aware of how they are achieving and know how they can improve and develop.

Targets

Individual targets are set for children in Maths and English. This is often in the form of next step marking which highlights an area that children need to improve on when written feedback is given to work. These targets may be personal to an individual child or given generally as whole class feedback.

Teachers base their teaching on their knowledge of the children's level of attainment from the previous year which they receive in the form of handover information which is passed on from the child's previous teacher near the end of an academic year. Individual targets children have, based on the curriculum content in Maths and English, are shared with children and their parents.

There is reporting of pupils' progress to parents about attainment and the next steps needed at parents' evenings. Teachers also engage in a one to one discussion with children when opportunities arise, so that pupils are aware of how they are achieving and what they need to do to make further progress. Where children are not making the expected progress, different strategies, reinforcement exercises and intervention programmes are put in place to support pupil progress.

Pupils' attainment and progress is measured at key points throughout the year and this data is discussed formally at termly Pupil Progress Meetings, held with the Headteacher, members of the SLT and the class teacher. Following these meetings revised targets may be set.

Positive Relationships

Every member of the teaching staff at Bardsey Primary School makes a special effort to establish good working relationships with all children in the class. All children are treated with kindness and respect. They are treated fairly and given equal opportunity to take part in class activities. All teachers follow the school guidelines with regard to discipline and classroom management.

Class rules or a Class Charter is written and agreed with the children at the beginning of each academic year and then is displayed in the classroom. All children are expected to comply with

these rules that we jointly devise in order to promote the best learning opportunities for all. Children are praised for their efforts with a view to building positive attitudes towards school and learning in general. Good order and behaviour is insisted upon at all times. When children misbehave we follow the guidelines for sanctions as outlined in the school's Behaviour Policy.

We ensure that all tasks and activities undertaken by the children are safe. When planning to take children out of school eg educational visits, offsite learning activities, sports or music events, etc, we first inform parents and obtain their permission when appropriate.

Role of Teaching Assistants

Teaching assistants and other adult helpers are employed as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our Teaching Assistants also assist with helping certain pupils access the curriculum at the children's specific level. They are also involved in the planning and assessment of the work of the children they follow. Reference is made in teacher's plans of their role in any teaching session so that this is clear.

The Learning Environment

Our classrooms are attractive learning environments. Subject displays are changed at least once a term to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of resources, as well as interactive curriculum based displays. 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.

The Role of the Governors

Governors monitor and review school policy on teaching and learning. In particular they:

- support the use of appropriate teaching by allocating resources effectively
- ensure that the school buildings and premises are safe and suitable to support successful teaching and learning
- monitor the effectiveness of the school's teaching and learning policy through the school's self- review process

The Role of the Parents/Carers

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:

- holding information evenings for parents to explain our school strategies for teaching, particularly in English and Maths
- sending information to parents in preparation for the beginning of the child's next academic year. This information outlines the subject themes which the children will be studying and provide suggestions about how they can support this learning at home
- sending reports to parents in which the children's progress is explained and an indication is given how the child can improve further
- explaining to parents how they can support their children with homework
- running workshops for parents with a focus on how they can supplement their children's education at home

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance and punctuality record possible
- ensure that their child is equipped for school with the correct uniform, PE kit (as applicable) and stationery equipment
- 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
- fulfil the requirements set out in the home/school agreement

At Bardsey Primary School we value ourselves as unique human beings capable of spiritual, moral, intellectual and physical growth and development. We value others for themselves, not only for what they have or what they can do for us. We value relationships as fundamental both to the development and fulfilment of ourselves and others, and to the good of the community.

Monitoring and Review

The staff at Bardsey will review this policy biannually. The SLT may determine that this policy needs to be reviewed earlier for example if the Government introduces new regulations, or if the SLT receives recommendations on how the policy and practice might be improved.

Policy Date: February 2021

Mr M J Knight
Acting Headteacher