



Teaching and Learning Policy

This policy is for effective learning and teaching resulting in the school's need to impact positively upon all elements of classroom practice.

At Bilston C of E Primary, we believe that effective teaching will lead to effective learning. This policy outlines what effective learning and teaching looks like in practice. We believe that all learners have different styles of learning therefore we are committed to personalising learning.

Our school provides a rich and varied learning environment that allows children to:

- ❖ *Aim High*
- ❖ *Work Hard*
- ❖ *Achieve Together*

Aims

- To promote quality teaching and learning in all subjects and areas of the curriculum, throughout all classes.
- To encourage a consistent approach to teaching across the school.
- To enable children to become confident, resourceful, enquiring, independent and resilient learners.
- To foster children's self-esteem and help they build positive relationships with other people.
- To develop a child's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others.
- To enable children to understand their community and help them to feel valued as part of this community through collaboration and co-operation.
- To help children to grow into reliable, independent and positive citizens.
- To ensure equality of opportunity.
- To raise standards of achievement and attainment of all children in our school.

Effective Learning

We acknowledge that children learn in different ways and we recognise the need to develop strategies that all children to learn in ways that best suit them. Taking into account the

different forms, levels of intelligence when planning teaching and learning styles. We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn -what makes it difficult for them to learn.

Effective Teaching

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. Striving to ensure that all learning opportunities set are appropriate to each child's level of attainment. Learning opportunities that are planned take into account children's interests, what motivates and hooks them into learning, their prior learning and their relative starting points to ensure that work is differentiated to challenge all groups of learners. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Individual Educational Plan (IEP). We have high expectations of all children, and we strive to ensure that all pupils' work here at Bilston C of E Primary is of the highest standard.

Every child works towards the Age Related Expectations of their year group (except SEND pupils and EAL pupils). We review the progress of each child termly and share their progress with parents in a termly report and parents evening.

We plan our lessons with clear learning objectives and ensure there are differentiated success criteria. Our lesson plans contain information about the learning opportunities to be set based on the children's relative starting point, the resources needed, and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future and identify the next steps in learning for all groups of learners.

All of our staff are role models and establish good working relationships with all children in the class. We treat the children with kindness and respect. Providing equal opportunities for all children in every activity. All PR actioners follow the school policy for behaviour in the school. At the beginning of the school academic year each class sets guidelines for behaviour. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and have a whole school rewards system.

Our classrooms are attractive, enabling, inclusive, and interactive, organised and promote independence within the learning environment. Displays are frequently changed and are used to reflect our topic and celebrate the achievements of the children. We believe that a stimulating and organised environment sets the context and climate for learning.

All staff reflect on their strengths and areas of development and plan their professional development needs accordingly.

We conduct all our teaching in an atmosphere of trust and respect.

The rest of this policy is divided into four sections:

- Non-negotiable
- The Learning Environment
- Experience/Strategies
- Resources
- Relationships

Each section is broken down into key statements that is felt are crucial to the promotion of effective teaching and learning to ensure all children achieve to their highest potential.

Non-Negotiable

Quality Teaching will be promoted and achieved by:

Children are at the heart of the teaching and learning. Learning is child centred. Given their starting points, children are provided with learning opportunities that are challenging, open-ended, investigative and collaborative enabling all groups of learners to achieve, grow and reach their true potential.

Learning Objectives are made explicit to the children, to the children; this is done visually in some way so they are clear and transparent and delivered in a way that hooks children.

New Learning is made explicit in **every** lesson to ensure the children are clear about what they have got to do in order to make progress.

The relative **starting points** of all the children are taken into account when planning and delivering learning to ensure that in all parts of the lesson, learning matches the children's needs.

In every lesson a range of strategies will be used to ensure the children are **engaged** in their learning, these will be varied and be used to best meet the needs of the learners.

Lessons are **paced** so that all groups of learners make rapid progress, therefore no time is wasted, and learning is moved on appropriately to meet the needs of learners ensuring they make progress.

Planned learning in all parts of the lesson is matched to the attainment levels of all children so that they make progress in all parts of the lesson leading to **rapid progress** in all parts of the lesson.

Questioning is used effectively in all parts of the lesson to challenge and deepen their thinking to support them in making rapid progress.

All learning is **differentiated** in all parts of the lesson to meet the needs of all the learners. Lessons are never '**one size fits all**'.

Modelling and demonstrating will be used to share the learning steps, making thinking explicit and showing the learning process (metacognition)

Assessment will be used in all parts of the lesson by the teacher, the other staff and the children to identify what the children can do and what the children can do and what they need to do to improve.

The **learning environment** will be set up so that children can access all learning resources independently to support them in their learning. The learning environment should be organised and all health and safety risk eliminated.

The learning opportunities engage the children; as a result, they are interested and inspired and display good **learning behaviours**. A thriving learning culture should be explicit and noticeable.

The teacher acts as a **facilitator** of learning, skilfully intervening and moving learning on in all parts of the lesson so they make rapid progress.

Children are **active** in all parts of the lesson and it is children that lead the learning.

Quality Teaching will be promoted and achieved by:

In all parts of the lesson there will be opportunities to collaborate in learning, giving children opportunities to share ideas, question each other and rehearse their learning that has been introduced so they are successful in the lesson.

Interactions between adults-pupils and pupils-pupils are positive and there is a **respect agenda** where everyone's contributions are valued.

Plenaries are used effectively to review new learning and make next steps explicit. Mini-plenaries (pit-stops) happen throughout the lesson to check understanding and progress so learning can be moved rapidly on.

Learning Environment

Quality Teaching will be promoted by:

Classroom organisation takes into account issues of safety and promotes independent learning. Resources are labelled and organised and easily accessible by all pupils.

Classroom organisation and groupings reflect purpose and show flexibility.

Displays are varied in terms of materials and topics and celebrate all children's achievements.

Displays are interactive and present challenge to the children.

Displays show the process of learning and not just the finished product with prompts to support the learning.

Children's work is mounted and clearly labelled.

Reading areas are organised and inviting, providing a wide range of reading materials.

Interactive whiteboard is used for a range of purposes and is integral to teaching and learning.

Quality Learning is achieved when:

Children can access resources independently for their learning.

Children contribute towards an orderly learning environment, they understand and know the need for tidiness and show both individual and collective responsibility.

Children act in the appropriate manner within the learning environment.

Planned learning opportunities utilise displays appropriately to enhance learning opportunities.

An aesthetic environment prevails, which reflects experiences and work undertaken.

Children talk about and discuss displays; work exhibited and understand the importance and value.

Children show competencies and skills in the presentation of their work.

Children respect each other's space, belongings.

Children have ownership of their learning environment.

Experiences (Strategies)

Quality teaching will be promoted by:

Effective planning, showing clear learning objectives, differentiation to meet the needs of all groups of learners given their starting points, challenging learning opportunities and resources, differentiated success criteria, next steps in learning identified and children's targets to support in personalised learning.

Utilisation of team planning and teaching where appropriate.

Organisation that is varied and appropriate to planned tasks.

Ranges of teaching styles are used to engage all learners.

Children being given opportunities to participate in whole class, small group, paired and individual learning situations where appropriate.

There is a range of interactive strategies used to ensure all children engage in learning. IWB used in a range of ways to make learning stimulating.

Children being involved in selecting learning opportunities.

Learning opportunities planned are challenging, open-ended, investigative and collaborative; providing all groups of learners with choices and opportunities to lead their learning.

Teacher sharing a high, yet realistic, level of expectancy.

Lesson/learning opportunities that are set in context, where previous work is reviewed, what is expected is reinforced, and the next stages are outlined.

Pace of lessons is rigorous.

Experiences are stimulating, exciting, creative, interactive and relevant, and relate directly to individual's needs.

Children are being encouraged to take appropriate risks.

Questioning promotes learning and enquiry by the children.

The use of appropriate vocabulary and grammar.

All parts of the lesson provide opportunities for effective engaging learning and give opportunities for talk.

Children experience a range of visits and visitors.

Modelling and demonstrating will be used in to share the learning steps, making thinking explicit and showing the learning process.

Keys skills are promoted and embedded across the curriculum to enable the children to develop their confidence and competence.

Learning experiences are linked to school policies; calculation policy

Staff will ensure they have an up to date subject knowledge that is sufficient to move the children's; learning forward.

Staff will ensure they have an up to date knowledge and understanding of statutory requirements.

Quality Learning is achieved when:

Children respond to, and are able to work in the variety of organisations offered to them.

Children display confidence within a range of teaching situations, and can adapt to them with ease.

Children demonstrate their knowledge, skills and understanding in a variety of ways.

Children have the opportunity to work in their preferred learning style.

Children repeatedly accept challenges and respond positively to them. Children know what is expected of them.

Children can state how, why and what they are doing and talk about their learning confidently. Identifying their next steps of learning.

Children are interested and involved in what they are doing.

Children are not afraid to take risks, or get things wrong.

Children recognise that the process is as important as the end result.

Children are enthusiastic and engaged as a result of experience.

Children display confidence in answering questions, and are not afraid to try new things.

Children can reflect on how and why they are learning.

Children engage in a range of talk.

Relevant terminology is used in discussion and written work.

All children actively take part in all parts of the lesson.

Children are given opportunities to demonstrate their ability through practical tasks.

Children's learning takes place in broad range of contexts.

Children are able to see the learning steps and use them to further develop their key skills.

Children achieve their full potential and are able to demonstrate this in a variety of ways.

Resources

Quality Teaching will be promoted by:

Effective lines of communication.

Positive relationships between all stakeholders.

A fair and consistent classroom regime.

A secure environment promoting confidence.

Whole school rules and sanctions- adhered to by all pupils and staff.

Positive attitudes.

Valuing individuals.

Children feel able to support each other, respecting all people, their cultures, all resources and the learning environment.

Utilising a variety of assessment and marking strategies in line with a school policy.

Range of resources are used appropriate to the lesson and promote a range of learning styles.

Quantity of resources are appropriate to the lesson planned.

Quality Learning is achieved when:

School management and organisation is directly related to pupils' learning.

Children feel valued and trusted.

Strategies for relationships are evident in the learning environment.

Strategies promote equality of opportunity. Children exhibit confidence in what they are doing.

Children have positive attitudes to rules and know and understand what is expected of them.

Pupils display a sense of importance and react enthusiastically to their tasks.

Children contribute to discussion and support each other.

Children respect each other and their environment.

There is constructive criticism.

Children are involved in self and peer assessment.

Responsibility for resources is shared by all, and accountability is understood.

Children are able to access and return own resources within the classroom.

Curriculum Planning

1) Bilston Church of England Primary School's planning is based on the following requirements:

- The new Primary National Curriculum 2014 for mathematics and English;
- A creative curriculum for history, geography art and design and technology designed and planned to tailor the needs of our school through a topic based approach.
- the new Primary Curriculum Programme of Study for Science
- the Early Years Foundation Stage Framework;
- the UNDERSTANDING CHRISTIANITY from the diocese and SACRE (Wolverhampton Agreed Syllabus) for Religious Education;
- Majority of PE lessons are taught by specialists (Soccer 2000). A variety of resources are used to support teaching and learning in PE including Tops cards etc
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- Switched on ICT for ICT;
- the Primary National Curriculum 2014 for Spanish;
- the Primary National Curriculum for Art; and most importantly;
- the needs of the children we are teaching.

2) Long Term Planning

- There is a long term planner for each subject which plots the content covered from reception to year six for each individual year group;

- It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.

3) Medium Term Planning.

- For English and Mathematics, we use the planning provided by the National Curriculum Programme of Study for each subject, although we alter sections in order to meet the needs of our own children.
- For mathematics we use range of resources with Collins Busy Ant Scheme as our main resource which has been developed in line with the expectations set of the 2014 Primary Curriculum
- For English we use a range of resources including Collins, Treasure House and Ruth Miskin Literacy and Language.
- To support phonics teaching we use Ruth Miskin
- For our foundation subjects our medium term planning is based on the skills and content from the National Curriculum using a topic approach, we ensure appropriate curriculum and skills coverage
- In the Foundation Stage, our medium term plans are based on guidance within the Foundation Stage Profile.

4) Short Term Planning

- Detailed, weekly planning are drawn up by year groups for all subjects each week, The plans identify the WALT (what we are learning today), WILF (What I'm looking for), key vocabulary, assessment opportunities, direct teaching input, key questions, differentiated activities at different levels and resources for learning.
- Planning is monitored by the SLT on a half-termly basis according to school improvement priorities each term.

The Role of Teaching Assistants

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- To support the teaching; either through direct delivery or by enabling access for identified children;
- Supporting a small group within the classroom;
- Delivering intervention groups;
- Carrying out assessments;
- Preparing resources;

Supporting children with IEPs / Individual Behaviour Plans (IBPs) or statements of special educational needs

Monitoring and Review

- The Head teacher, Deputy Head Teacher and SLT will monitor the effectiveness of this policy throughout the academic year. The Head teacher and assigned Link Governor will report to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.

To be reviewed 2018