



Teaching and Learning Policy

We will aspire through our Christian beliefs and attitudes for all children in our care to flourish both academically and personally; develop respect for others and to reach out to their local and global communities, so, 'hand in hand together with faith we will strive to achieve all things...

'I am able to do all things through him (Jesus) who strengthens me.'

Philippians 4:13

Instruct the wise and they will be wiser still; teach the righteous and they will add to their learning.

Proverbs 9:9

School Aims

Bilston Church of England Primary School aims to provide children the opportunity to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.
- To raise standards of attainment and achievement of all children in our school.

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.

Ethos

The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a calm and effective working environment, in which each child can produce his or her best work;
- providing a welcoming environment, in which courtesy, kindness and respect are fostered;
- providing positive role models;
- providing a fair and disciplined environment, in line with the school's behaviour policy;
- effective management of their professional time;
- developing links with all stakeholders and the wider community;
- valuing and celebrating pupils' success and achievements;
- reviewing personal and professional development in order to ensure a high level of professional expertise.

We believe each pupil will succeed through experiencing quality in:-

- A broad, balanced, challenging and inclusive curriculum;
- A welcoming and stimulating learning environment;
- Pupil focused teaching;
- Teaching that responds to the needs of all learners;
- An enriching programme of extra-curricular activities and visits;
- A varied and up to date range of learning resources;
- An ethos of support, challenge and encouragement to succeed;

Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play.

All members of the school community should work towards the school's aims by:

- treating children as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well ordered environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- working as a team, supporting and encouraging one another.

Teachers will endeavour to:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;

- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

Parents are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- providing support for the discipline within the school and for the teacher's role;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;
- informing the school of reasons for their child's absence;
- actively supporting the Home-School Agreement.

Pupils are encouraged to support the school's aims by:

- Committing to the school family and its rules
- attending school regularly and punctually;
- conducting themselves in an orderly manner in line with the expected behaviour policy;
- taking increased responsibility for their own learning.
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Subject Leaders

Subject leaders have a variety of roles. These include:

- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- monitoring progress in their subjects and advising the Headteacher on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- keeping up-to-date through reading and attending relevant courses.

Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning.

Effective teaching and learning

- To create a safe, calm, stimulating and nurturing learning environment.
- To create an environment in which children and families know themselves to be valued.
- To deliver an inspiring and engaging creative curriculum which supports our pupils to become successful learners, confident individuals and responsible citizens.

- To give constant opportunities for every child to experience active and creative learning through our curriculum.
- To create a successful learning partnership between school, home and the wider community
- To encourage a thirst for learning and to model life-long learning.
- To develop and build on every person's talents.
- To promote confidence, self-esteem and resilience, giving children the courage to face any failure as part of the learning process
- To support our pupils to overcome barriers, realise ambition and aspire to achieve in school and beyond
- To provide opportunities for all children to flourish.
- To embrace the "whole child" and build upon their personal experience, enabling pupils to develop emotionally, socially, physically, spiritually as well as intellectually.
- To encourage pupils to develop independence, achieve their potential, respect each other's rights and show compassion to all.

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.

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 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.

Learning Environment

The learning environment will be managed in such a way as to facilitate different styles of learning. Opportunities will be made for:

- whole class teaching;
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc.);
- one to one teaching;
- conferencing;
- collaborative learning in pairs or groups;
- independent learning.

The classroom will be organised to facilitate learning and the development of independence. For example:

- resources in each area will be grouped according to curriculum subject;
- book corners will be comfortable and attractive;
- labels and posters should be used wherever possible/appropriate to reflect the language diversity in the school;
- areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner;
- pupils will be involved in the maintenance and care of all equipment and resources.

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays.

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.

Home Learning

Home Learning is considered to be a valuable element of the learning process.

At Bilston Church of England Primary School, we set home learning tasks to encourage parents to work with their children. Home learning set, consists of weekly homework tasks and online learning to consolidate work covered in class. There are also termly online projects set for the children and parents to complete together on our class website.

We believe that homework should be set:

- to involve parents in their children's learning;
- to help parents keep informed of what their child can and cannot do;
- to encourage children to talk about their work with their parents and explain what they are doing and how;
- to extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies;.

The school's agreed practice for homework is that:

- Homework is set on a regular basis, for all years, in line with our homework policy
- Homework set will generally follow on from work which has taken place in class but may take many different forms, including reading, learning multiplication facts, spellings and online tasks using a range of resources e.g. Purple Mash
- Home learning should sometimes involve the participation of the parents

Planning

At Bilston Church of England Primary School, we are committed to following the programmes of study as required by the National Curriculum 2014. A cycle of National Curriculum Programmes of Study is drawn up by staff and is carefully balanced to ensure full coverage of the National Curriculum, PSHE and RE. History, geography, art and design and technology are taught as discrete subjects ensuring coverage of the national curriculum. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Curriculum Planning

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.

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 RWI
- For our foundation subjects our medium term planning is based on the skills and content from the National Curriculum, we ensure appropriate curriculum and skills coverage and have purchased Collins history and geography schemes to support this. For art and design and technology which follow the Plan bee resources which ensure progression across the curriculum.
- In the Foundation Stage, our medium term plans are based on guidance within the Foundation Stage Profile.

Short Term Planning

- Detailed, notebooks are produced by year groups for all subjects each week, The notebooks 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.
- Notebooks and planning is monitored by SLT on a half-termly basis according to school improvement priorities each term.

Assessment, Recording and Reporting

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2, times tables are tested in year 4. NFER tests are also taken in Years 3, 4 and 5.

Feedback to pupils about their own progress is achieved through discussion and the marking of work.

Effective marking:

- helps children understand how to improve and comments aim to be positive and constructive;
- is often done while a task is being carried out through discussion between child and teacher;

Monitoring and Evaluation

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and members of SLT. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions

around our whole school Provision Map and the impact of the interventions that are used. Subject leaders will regularly monitor children's books. Learning walks and lesson observations take place regularly to monitor performance of teaching and learning. The Performance Management cycle informs learning and teaching. (See Performance Management Policy).

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.

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